

Keller Independent School District

Vista Ridge Middle School

2023-2024 Improvement Plan



Mission Statement

Our Vista Ridge Mission is: To close the opportunity gap for EVERY PANTHER through student-centered learning to ensure college, career, and military readiness.

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

Revised/Approved: September 25, 2023

Demographics

Demographics Summary

Vista Ridge MS is located in Keller ISD in Fort Worth, Texas. We are a middle school serving students in grades 6-8, and our campus is identified as a Title 1 Schoolwide campus. VRMS will have a total enrollment of approximately 753 students to begin the 2023-24 school year. Our current demographics include 31.4% Hispanic or Latino, 25% White, 21% African American, 14.7% Asian, 7.4% Two or More Races, and 0.4% American Indian (Non-Hispanic). Approximately 55 percent of students are identified as economically disadvantaged, 55 percent are identified At Risk, 10 percent are identified as limited English proficient, and 12.8 percent are receiving special education services. The average daily attendance for VRMS is 95 percent.

Demographics Strengths

- Our teachers have been equipped with AVID training to help them use the most effective strategies to improve student achievement.
- We are a culturally diverse campus.
- We have a culturally diverse staff.
- We promote a culture of inclusion and belonging.
- We celebrate varied cultures and experiences.
- Communities in Schools provide support and resources for students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students have a wide variety of academic, physical, emotional, and behavioral needs that must be met before optimal learning can occur. **Root Cause:** Students come to school with a variety of different backgrounds and experiences.

Problem Statement 2 (Prioritized): African American, Special Education, and Economically Disadvantaged students have notable achievement gaps with MAP and state assessment data as compared to the campus population as a whole. **Root Cause:** Our diverse student population needs additional support and learning opportunities to help close the achievement gap on state assessments. Targeted professional development for teachers essential to address the needs of our diverse population.

Student Learning

Student Learning Summary

Vista Ridge Middle Schools accountability rating is a C. The campus has a diverse community of learners who enter our classrooms with various abilities, backgrounds, and learning styles. Our teachers participate in professional learning communities as part of the planning process in order to collaborate and strategize, while utilizing student data to make informed decisions in regards to instruction. STAAR, Formative, MAP, Benchmark Assessments as well as formative and summative assessments area all considered to determine strengths and areas of growth at Vista Ridge Middle School. Teachers review student data, create intentional lesson plans, develop student intervention plans, design small group instruction and create assessments to provide quality instruction. AVID strategies are used campus wide to increase student engagement and organization.

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%

Student Learning Strengths

- AVID strategies are implemented campus wide in classrooms across multiple contents.
- PLCs within content are beneficial for teachers and allows them to collaborate and plan based on data driven discussions.
- Technology is a 1:1 ratio for students.
- Small group instruction and tutorials are being offered to students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our African American, SPED, and economically disadvantaged student groups are not performing at the same level on state assessments as other student groups. **Root Cause:** Effective training for how to support different learning styles and students from varied socioeconomic backgrounds is needed.

Problem Statement 2 (Prioritized): Tier I instruction needs refinement. **Root Cause:** Additional training on differentiation and small group instruction is needed.

Problem Statement 3 (Prioritized): Students are missing instructional time due to excessive absences, tardies, and work avoidance in hallways and restrooms. **Root Cause:** Specific interventions to address these behaviors have not been fully implemented by campus administration.

School Processes & Programs

School Processes & Programs Summary

Vista Ridge Middle School has many programs that benefits students on campus. These programs include AVID, Student Leadership Council, Athletics, Fine Arts, PALS, NJHS, and Dance Club. We offer educational support for our student who are Emergent Bilingual with sheltered instruction. In addition to our school counselors we have additional support through Communities in Schools that offers resources, student groups and snacks for our students in need. Campus counselors provide guidance lessons for our students over a variety of topics such as anti-bullying, drug awareness, career and college awareness. AVID takes students to various universities to visit and to our district Keller Collegiate Academy and Keller Center for Advanced Learning to explore career pathways.

Lesson planning is a team collaborative as well and an individualized effort in order to meet the various needs of students in the classroom. Plans are based solely off of the TEKS and district curriculum and resources are utilized. Teachers use formative assessment data to plan for small group instruction and remediation. Common assessments are done throughout contents and are provided in our curriculum. Teachers are given the opportunity to observe other classrooms and reflect on observations.

A new process for discipline was created and implemented at Vista Ridge Middle School. Teachers are provided with a clear flowchart of potential student behaviors and how we respond to those behaviors. For minor behaviors teachers will be following a four step plan and for major behaviors administration takes over and appropriate discipline according to the district and student handbook will be given.

School Processes & Programs Strengths

- Campus staff utilize the weekly newsletter for campus information
- Teachers collaborate through Professional Learning Communities
- Teachers have support from district and campus instructional coaches as well as campus administrators
- AVID can be seen campus wide and our AVID site team provides training and PD over effective instructional strategies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The needs of our students academically are significant and it is challenging to address all of the students effectively to provide additional personalized learning. **Root Cause:** Opportunities to meet with students outside of school hours is limited.

Problem Statement 2: Data analysis procedures are utilized, but the campus is lacking in action steps. **Root Cause:** Teachers need further training in the use of data to inform and execute instructional next steps for each individual student in order to more positively impact student learning. Data analysis, reflection, planning and professional development need to be integrated seamlessly into PLCs.

Perceptions

Perceptions Summary

Vista Ridge Middle School strives to be a campus that fosters a positive and productive school environment. The campus provides communication to families and staff in a variety of ways to include S'more newsletters, remind, social media and the campus website. We offer several events and programs throughout the school year and encourage families and community members to attend and be a part of the family. We have a strong staff and a very active PTA that supports our campus activities. Student expectations are consistently enforced. Students are rewarded for positive behavior with a token for the prize vending machine and positive praise is given frequently. We are implementing the DOT project on campus to ensure that every student feels connected in some way to an adult, this is an ongoing project that we will assess every 9 weeks.

The Sunshine Committee and administrative team provide events, treats and food throughout the school year to appreciate our hard working staff. Weekly communication goes out to the staff with events and reminders and shout outs are provided by the staff to recognize each other and the great things they are doing each and every day. We award a Staff and Teacher of the month, and these are voted on by the entire staff.

Students are recognized each 9 weeks for honor roll and perfect attendance during lunch. At the end of the school year a large awards ceremony is held where families are invited to come and celebrate their students.

Perceptions Strengths

- Communities in Schools and counselors have home/school connections and relationships to build family support
- IMPACT Mentoring Program on campus to support students
- Curriculum and AVID Family Nights
- Trunk or Treat community event
- Student recognition

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: The expectations of the school are currently being reshaped and redesigned, due to new staff and leadership. The change process may challenge some existing beliefs, values, systems and structures. **Root Cause:** Due to transfers, resignations and new hires systems are being put into place to positively impact student achievement and behavior.

Priority Problem Statements

Problem Statement 1: Students have a wide variety of academic, physical, emotional, and behavioral needs that must be met before optimal learning can occur.

Root Cause 1: Students come to school with a variety of different backgrounds and experiences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: African American, Special Education, and Economically Disadvantaged students have notable achievement gaps with MAP and state assessment data as compared to the campus population as a whole.

Root Cause 2: Our diverse student population needs additional support and learning opportunities to help close the achievement gap on state assessments. Targeted professional development for teachers essential to address the needs of our diverse population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Tier I instruction needs refinement.

Root Cause 3: Additional training on differentiation and small group instruction is needed.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are missing instructional time due to excessive absences, tardies, and work avoidance in hallways and restrooms.

Root Cause 4: Specific interventions to address these behaviors have not been fully implemented by campus administration.

Problem Statement 4 Areas: Student Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- STAAR Emergent Bilingual (EB) progress measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates

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
- Homeless 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

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By the end of the 2023-2024 school year Vista Ridge Middle School will increase its A-F rating from a C to B.

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will create common formative and summative assessments that will be utilized for tracking student growth during PLC meetings.</p> <p>Measures: Math and Science teachers will utilize Formative as a way to track student progress. All Content teachers will utilize AWARE to track student progress and data analysis for summative assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers</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 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: Utilize additional tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Assessment Data</p> <p>Staff Responsible for Monitoring: Administration, Teachers and Seasonal Tutors</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Seasonal Tutors - 211 - Title I Pt A Impr BSC Prg - \$15,000</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide additional small group instruction and snacks to struggling students before, during, after school and in addition on some Saturdays.</p> <p>Measures: STAAR, MAP, Summative Assessments</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Snacks for tutoring - 211 - Title I Pt A Impr BSC Prg - 649900 - \$500</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Provide professional development and resources to support academic progress and development which may include:</p> <p>Student data folders Co-teaching PLC training Technology such as devices and software to enhance student learning</p> <p>Measures: Walkthrough data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 5 Details	Progress Reviews		
<p>Action Step 5: By May of 2024, Vista Ridge Middle School will provided targeted Tier III instruction through reading styles and math quest, with the use of an Instructional Specialist, to demonstrate at least one years worth of growth in reading and math.</p> <p>Measures: Reading and Math scores</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Specialist - 282 - ESSER III - 611900 - \$82,998</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Vista Ridge Middle School students will have access to instructional technology such as calculators, tablets, document cameras, Surface Laptop Go, Surface Laptop Go chargers, charging stations/power strips, in order to gain access to technology-based instructional materials during classroom instruction.</p> <p>Measures: Lesson plans, technology requests</p> <p>Staff Responsible for Monitoring: Department chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - 211 - Title I Pt A Impr BSC Prg - 639600 - \$1,500</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: The campus librarian will support campus-wide literacy programs through engaging, effective and innovative lessons that are aligned with the content curriculum.</p> <p>Measures: Lesson plans, walkthroughs</p> <p>Staff Responsible for Monitoring: Librarian, Instructional Coaches, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: By May 2024, Vista Ridge Middle School will utilize the Title I Campus Instructional Coaches to assist teachers in closing achievement gaps</p> <p>Measures: STAAR Data, MAP Data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Coaches - 282 - ESSER III - 611900 - \$140,373</p>	Progress		
	Dec	Apr	July


Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Students will utilize data tracking folders to monitor, track and set goals for their own growth</p> <p>Measures: Data tracking folders, assessment data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
<p>Action Step 10: Provide AVID training to new and returning staff that has not been trained.</p> <p>Measures: Number of trained teachers</p> <p>Staff Responsible for Monitoring: Administrators, AVID Site Team and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - Title I Pt A Impr BSC Prg - 649900 - \$3,000</p>	Progress		
	Dec	Apr	July
Action Step 11 Details	Progress Reviews		
<p>Action Step 11: Utilize the AVID site team to provide learning opportunities to teachers on campus and demonstrate effective AVID strategies in the classroom.</p> <p>Measures: Lessons plans, walkthrough data</p> <p>Staff Responsible for Monitoring: AVID Site Team, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 12 Details	Progress Reviews		
<p>Action Step 12: Implement AVID WICOR strategies, utilize organizational binders and the use of agendas daily in the classroom.</p> <p>Measures: Agenda checks, Binder checks, lesson plans, walkthrough data</p> <p>Staff Responsible for Monitoring: AVID Site Team, Administration, Teachers</p>	Progress		
	Dec	Apr	July


ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Student Agendas - 211 - Title I Pt A Impr BSC Prg - 639500 - \$3,300

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1: By June 2024 Vista Ridge Middle School will increase community involvement and parent participation by 20% with the leadership of student organizations and groups.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Improve communication with all the stakeholders through the district website, Remind, weekly newsletters, marquee, approved social media sites, blackboard messaging system for texts emails and phone calls to parents/guardians.</p> <p>Measures: More parent involvement in campus activities as measured by sign in sheets for events. Weekly SMORE analytics.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Technology Software - 211 - Title I Pt A Impr BSC Prg - \$1,200</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide opportunities for student leaders and student groups to engage in community/school service projects (Field Day, Food Drive, The Big Event, etc)</p> <p>Measures: Administration, Teachers, Clubs and Organizations</p> <p>Staff Responsible for Monitoring: Surveys, Sign-In Sheets</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Community events: Open House, extra curricular/athletic events, academic awards, curriculum nights, fine arts and/or GT showcases</p> <p>Measures: Number of events on the campus calendar</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July





Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Parent and community surveys (technology, policy, course offerings/programs, etc.)</p> <p>Measures: Survey results and subsequent actions</p> <p>Staff Responsible for Monitoring: Administration</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: Parent notification for all students considered at risk for failing: Report cards, daily attendance calls, progress reports, contact parents via phone or email regarding HB 1416 or tutorials, seat time communication for high school credit classes, access to parent portal in Aeries,</p> <p>Measures: Communication logs, email, attendance records, HB 1416 Plans</p> <p>Staff Responsible for Monitoring: Administration, teachers, attendance clerk</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Vista Ridge Middle School will host parent/community engagement events to reinforce academics. Events will include but are not limited to SS, Math, ELA, Science and AVID nights for family involvement.</p> <p>Measures: Surveys, attendance sheets</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July

Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Support the culture of AVID by holding career and college family events on campus.</p> <p>Measures: Sign in sheets</p> <p>Staff Responsible for Monitoring: AVID Site Team, Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: 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 June of 2024, Vista Ridge Middle School will reduce discipline incidents by 25%.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Vista Ridge Middle School will survey the staff quarterly to assess discipline trends and effectiveness of procedures. Measures: Discipline Survey Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Vista Ridge Middle School will offer professional development and support teachers in effective classroom management. Measures: Discipline Referrals Staff Responsible for Monitoring: Administration and Teachers ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Vista Ridge Middle School will implement a student mentoring program. Measures: Student data for those who participate in the program to include discipline, test scores, and attendance Staff Responsible for Monitoring: Administration, Teachers ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Clearly define protocols and share student and teacher expectations. Measures: Discipline Referrals Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July

Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Vista Ridge Middle School will implement a four step discipline plan for student behavior in the classroom</p> <p>Measures: Discipline data and referrals</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>ESF Levers: 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>			

Title I

1.1: Comprehensive Needs Assessment

Being new to the campus starting in July 2023 I was unable to take part in the comprehensive needs assessment throughout the year at Vista Ridge Middle School. I have conducted many conversations on campus with students and teachers and have had the opportunity to send out a short survey to parents.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Hewitt	Instructional Specialist	Read 180 and Math Quest	1
Aquanette Crockett	Instructional Coach	ELA and Social Studies	1
Jamie Fieldhouse	Instructional Coach	Math and Science	1

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	Seasonal Tutors		\$15,000.00
1	1	3	Snacks for tutoring	649900	\$500.00
1	1	6	Technology	639600	\$1,500.00
1	1	10	Professional Development	649900	\$3,000.00
1	1	12	Student Agendas	639500	\$3,300.00
2	1	1	Technology Software		\$1,200.00
Sub-Total					\$24,500.00
282 - ESSER III					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	5	Instructional Specialist	611900	\$82,998.00
1	1	8	Campus Instructional Coaches	611900	\$140,373.00
Sub-Total					\$223,371.00