

Keller Independent School District
Vista Ridge Middle School
2022-2023 Campus 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	8
Goals	9
Goal 1: Increase student achievement	10

Comprehensive Needs Assessment

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 830 students to begin the 2022-23 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 45 percent of students are identified as economically disadvantaged, 45 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.

Problem Statements Identifying Demographics Needs

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:** Students come to school with a variety of backgrounds and experiences.

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:** Our diverse student population needs additional support and learning opportunities to help close the achievement gap on state assessments.

Student Learning

Student Learning Summary

6th grade Math: 74% of students scored approaches or better, 38% of students met standard or better.

7th grade Math: 43% of students scored approaches or better, 28% of students met standard or better. (Students in advanced math courses take the 8th grade test.)

8th grade Math: 69% of students scored approaches or better, 39% of students met standard or better.

6th grade ELA: 52% of students scored approaches or better, 28% of students met standard or better.

7th grade ELA: 77% of students scored approaches or better, 23% of students met standard or better.

8th grade ELA: 75% of students scored approaches or better, 33% of students met standard or better.

8th grade Science: 64% of students scored approaches or better, 38% of students met standard or better.

8th grade Social Studies: 50% of students scored approaches or better, 38% of students met standard or better.

Student Learning Strengths

- AVID program
- Integration of technology
- Professional Learning Communities (PLCs) utilizing essential standards, common assessments, and data analysis
- Reding and math interventions utilizing resources such as READ 180 and Dreambox

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: Tier I instruction needs refinement. **Root Cause:** Additional training on differentiation and small group instruction is needed.

Problem Statement 3: Struggling student groups need additional Tier 3 support to close achievement gaps. **Root Cause:** Small group tutoring opportunities outside of traditional classroom hours were not maximized during the first semester (year-long opportunities).

School Processes & Programs

School Processes & Programs Summary

Our campus is a middle school campus that will serve grades 6-8 in the 2022-23 school year. The administration consists of a principal, two assistant principals and an assessment administrator. We added an instructional coach during the 2019-2020 school year to improve tier I instruction in the classroom and are looking at possibly adding additional academic support in 2022-23. We have two ISTs who assist with our tier 3 students. We utilize site based decision making as a means of involving all stakeholders in the decision making process.

We have six ELM teachers on our campus.

We have multiple teachers on our campus that write curriculum for Keller ISD.

Our master schedule is based on the needs of our students, and includes a common PLC period for teachers in order to plan effectively and collaboratively.

We are an AVID school that feeds into a National Demonstration AVID campus.

We are 1-to-1 with Chromebooks for students.

VRMS, as part of Keller ISD's Panther Pride feeder pattern, utilizes instructional rounds as a manner of monitoring our curriculum and instruction internally. The Panther Pride has identified powerful instructional strategies as the focus of our rounds, including AVID and VESTED strategies as well as levels of questioning.

School Processes & Programs Strengths

All core teachers have a PLC period to collaborate, plan, and disaggregate data as a team.

Focus on AVID

Teacher and student support is available

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some teachers and students lack the technology resources needed to maximize student achievement.

Perceptions

Perceptions Summary

VRMS is a growing campus heading into its 6th year of being open. With that growth, we are focusing on suring up processes and procedures that will help us sustain a positive culture for years to come.

100% of teachers feel that VRMS is supporting students academically somewhat well or very well. 89.7% of teachers feel that VRMS is supporting students social and behavioral needs somewhat well or very well. 93% of teachers say they feel some sense of belonging or a great sense of belonging at their workplace. 93.1% of teachers say they very much enjoy working at VRMS. 93.1% of staff say they feel appreciated by their administration at VRMS. 100% of teachers expressed feeling supported somewhat or very much by their administration for their classroom/instructional needs. 86% of teachers expressed feeling that bullying is somewhat of a problem at VRMS.

54.9% of parents expressed they were somewhat involved or greatly involved with their students' campus. 96.2% of parents and families said they believe VRMS is preparing their students somewhat well or very well academically. 88.3% of families said their students feel some sense of belonging or a great sense of belonging at VRMS. 88.3% of families expressed that their students enjoy attending VRMS somewhat or very much. 86.2% of families expressed that VRMS administrators create a school environment that helps their students learn. 39.5% of families say it is somewhat likely or very likely that their student may be bullied online. 92.3% of families said their student feels somewhat safe or very safe at VRMS.

100% of responding students said VRMS is preparing them somewhat well or very well academically. 69.4% of students said they feel somewhat or a very strong sense of belonging at VRMS. 89.8% of students said they feel they are somewhat able or very able to make friends at VRMS. 67.3% of students say they enjoy going to school somewhat or very much. 89.9% of students said that VRMS offers activities that meet their interests. 70.9% of students say administrators create an environment (somewhat or very much) that helps students learn. 36.7% of students say it is somewhat likely or very likely that they will be bullied online. 83.7% of students say they feel somewhat safe or very safe at VRMS.

We surveyed our students and staff in the spring of 2022-asking students to rate on a scale of 1-10 (10 being the highest) how kind students were on the VRMS campus- 51.4% ranked their peers at 5 or below. Their confidence in the adults showed higher-57.4% responded with a 6-10 regarding how kind the adults were on campus, but we are still missing some students. Given the opportunity to rank what THEY wished their peers would increase skills in (from 7 pre-selected topics) students most wanted to increase skill levels in how to be a good friend, followed by kindness in social media, and understanding what kindness looks like was third.

Perceptions Strengths

We maintain the "DOT project", where our goal is to connect 100% of our students to Vista Ridge Middle School.

We have a shared culture that every students belongs, and deserves to feel loved and valued. Our teachers value the fact that "all means all", and work to ensure every student has a place to belong.

We have an active PTA, and will have a full board for the 2022-23 school year.

Our parents are extremely supportive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students expressed that their peers were demonstrating less kind interpersonal behaviors which resulted in increased incidents or bullying or negative comments toward classmates. **Root Cause:** Students were reacclimating to in-person learning following the pandemic and the increased isolation from peers.

Problem Statement 2: 45.1% of parents indicated that they are only minimally involved or not involved at all with campus activities. **Root Cause:** Our community has many working families whose hours limit opportunities for participation. Additional, intentionally scheduled parent involvement activities to meet different interests are needed.

Priority Problem Statements

Goals

Goal 1: Increase student achievement

Performance Objective 1: By the end of the 2022-23 school year, all demographic groups will be within 10% of the average of all students approaching grade level across all tests as measured by STAAR and or MAP.

Met/Did Not Meet Goals: None

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 at each PLC meeting.</p> <p>Measures: Meeting Notes Analysis Documents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Students will utilize data tracking folders to monitor and track their own growth.</p> <p>Measures: Student tracking folders</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ISD Teachers Students</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Utilize additional tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and performance of students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals IST Teachers</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Teachers will teach the TEKS at the level of Blooms specified and present student activities at that same level of Blooms as measured by data collected in walkthroughs and appraisals.</p> <p>Measures: Walkthrough data Lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: We will ensure that all students have access to challenging, grade-level appropriate texts to support reading growth.</p> <p>Measures: Data of what books are purchased and available</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Support at-risk and struggling students by providing Tier 1 support to teachers in the classroom through the use of instructional coaches.</p> <p>Measures: Improvement of targeted instruction in the classroom as measured by walkthrough data, instructional rounds, and T-TESS.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principals</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Provide additional small group instruction and snacks to struggling students before, during, and after school.</p> <p>Measures: Number of students involved in tutorials</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p>	Progress		
	Dec	Apr	July

Action Step 8 Details	Progress Reviews		
Action Step 8: Provide professional development and resources to support academic progress and development including: Student data folders Co-teaching PLC training Technology such as devices and software to enhance student learning Book studies related to our district core values Measures: Number of professional development sessions Implementation of learned strategies from PD sessions Staff Responsible for Monitoring: Campus Administration Teachers	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
Action Step 9: Implement AVID strategies in the classroom, such as organization and WICOR strategies. Measures: AVID walkthroughs Staff Responsible for Monitoring: Campus Administration	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
Action Step 10: Increase opportunities for parents and the community to be involved in the educational process through activities such as Strong Fathers, Strong Schools, Watch Dogs, community events, and academic nights held at the school. Measures: Number of family members attending campus events Staff Responsible for Monitoring: Campus Administrators Teachers Parents	Progress		
	Dec	Apr	July
Action Step 11 Details	Progress Reviews		
Action Step 11: Provide increased access to technology to facilitate effective learning and instruction across all platforms. Measures: Number of teachers and students with access to needed technology Staff Responsible for Monitoring: Campus Administrators	Progress		
	Dec	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Increase student achievement

Performance Objective 2: By the end of the 2022-23 school year, we will increase the percentage of students making one year's growth in math from 68% to 85% as evidenced by state assessments and or MAP.

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 at each PLC meeting.</p> <p>Measures: Meeting Notes Analysis Documents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Students will utilize data tracking folders to monitor and track their own growth.</p> <p>Measures: Student tracking folders</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ISD Teachers Students</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Utilize additional tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and performance of students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals IST Teachers</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Teachers will teach the TEKS at the level of Blooms specified and present student activities at that same level of Blooms as measured by data collected in walkthroughs and appraisals.</p> <p>Measures: Walkthrough data Lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: We will ensure that all students have access to challenging, grade-level appropriate texts to support reading growth.</p> <p>Measures: Data of what books are purchased and available</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Support at-risk and struggling students by providing Tier 1 support to teachers in the classroom through the use of instructional coaches.</p> <p>Measures: Improvement of targeted instruction in the classroom as measured by walkthrough data, instructional rounds, and T-TESS.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principals</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Provide additional small group instruction and snacks to struggling students before, during, and after school.</p> <p>Measures: Number of students involved in tutorials</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p>	Progress		
	Dec	Apr	July

Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Provide professional development and resources to support academic progress and development including:</p> <p>Student data folders Co-teaching PLC training Technology such as devices and software to enhance student learning Book studies related to our district core values</p> <p>Measures: Number of professional development sessions Implementation of learned strategies from PD sessions</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p>	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Implement AVID strategies in the classroom, such as organization and WICOR strategies.</p> <p>Measures: AVID walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
<p>Action Step 10: Increase opportunities for parents and the community to be involved in the educational process through activities such as Strong Fathers, Strong Schools, Watch Dogs, community events, and academic nights held at the school.</p> <p>Measures: Number of family members attending campus events</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Parents</p>	Progress		
	Dec	Apr	July
Action Step 11 Details	Progress Reviews		
<p>Action Step 11: Provide increased access to technology to facilitate effective learning and instruction across all platforms.</p> <p>Measures: Number of teachers and students with access to needed technology</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Progress		
	Dec	Apr	July





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Increase student achievement

Performance Objective 3: By the end of the 2021-22 school year, we will increase the percentage of students making one year's growth in reading from 69% to 85%, as evidenced by state assessments and/or MAP.

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 at each PLC meeting.</p> <p>Measures: Meeting Notes Analysis Documents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Students will utilize data tracking folders to monitor and track their own growth.</p> <p>Measures: Student tracking folders</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ISD Teachers Students</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Utilize additional tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and performance of students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals IST Teachers</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Teachers will teach the TEKS at the level of Blooms specified and present student activities at that same level of Blooms as measured by data collected in walkthroughs and appraisals.</p> <p>Measures: Walkthrough data Lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: We will ensure that all students have access to challenging, grade-level appropriate texts to support reading growth.</p> <p>Measures: Data of what books are purchased and available</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Support at-risk and struggling students by providing Tier 1 support to teachers in the classroom through the use of instructional coaches.</p> <p>Measures: Improvement of targeted instruction in the classroom as measured by walkthrough data, instructional rounds, and T-TESS.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principals</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Provide additional small group instruction and snacks to struggling students before, during, and after school.</p> <p>Measures: Number of students involved in tutorials</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p>	Progress		
	Dec	Apr	July

Action Step 8 Details	Progress Reviews		
Action Step 8: Provide professional development and resources to support academic progress and development including: Student data folders Co-teaching PLC training Technology such as devices and software to enhance student learning Book studies related to our district core values Measures: Number of professional development sessions Implementation of learned strategies from PD sessions Staff Responsible for Monitoring: Campus Administration Teachers	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
Action Step 9: Implement AVID strategies in the classroom, such as organization and WICOR strategies. Measures: AVID walkthroughs Staff Responsible for Monitoring: Campus Administration	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
Action Step 10: Increase opportunities for parents and the community to be involved in the educational process through activities such as Strong Fathers, Strong Schools, Watch Dogs, community events, and academic nights held at the school. Measures: Number of family members attending campus events Staff Responsible for Monitoring: Campus Administrators Teachers Parents	Progress		
	Dec	Apr	July
Action Step 11 Details	Progress Reviews		
Action Step 11: Provide increased access to technology to facilitate effective learning and instruction across all platforms. Measures: Number of teachers and students with access to needed technology Staff Responsible for Monitoring: Campus Administrators	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Increase student achievement

Performance Objective 4: Incorporate systemic, school-wide AVID practices that will support students' needs with College, Career, and Military Readiness (CCMR).

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 at each PLC meeting.</p> <p>Measures: Meeting Notes Analysis Documents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Students will utilize data tracking folders to monitor and track their own growth.</p> <p>Measures: Student tracking folders</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ISD Teachers Students</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Utilize additional tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and performance of students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals IST Teachers</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Teachers will teach the TEKS at the level of Blooms specified and present student activities at that same level of Blooms as measured by data collected in walkthroughs and appraisals.</p> <p>Measures: Walkthrough data Lesson plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: We will ensure that all students have access to challenging, grade-level appropriate texts to support reading growth.</p> <p>Measures: Data of what books are purchased and available</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Support at-risk and struggling students by providing Tier 1 support to teachers in the classroom through the use of instructional coaches.</p> <p>Measures: Improvement of targeted instruction in the classroom as measured by walkthrough data, instructional rounds, and T-TESS.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principals</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Provide additional small group instruction and snacks to struggling students before, during, and after school.</p> <p>Measures: Number of students involved in tutorials</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p>	Progress		
	Dec	Apr	July

Action Step 8 Details	Progress Reviews		
Action Step 8: Provide professional development and resources to support academic progress and development including: Student data folders Co-teaching PLC training Technology such as devices and software to enhance student learning Book studies related to our district core values Measures: Number of professional development sessions Implementation of learned strategies from PD sessions Staff Responsible for Monitoring: Campus Administration Teachers	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
Action Step 9: Implement AVID strategies in the classroom, such as organization and WICOR strategies. Measures: AVID walkthroughs Staff Responsible for Monitoring: Campus Administration	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
Action Step 10: Increase opportunities for parents and the community to be involved in the educational process through activities such as Strong Fathers, Strong Schools, Watch Dogs, community events, and academic nights held at the school. Measures: Number of family members attending campus events Staff Responsible for Monitoring: Campus Administrators Teachers Parents	Progress		
	Dec	Apr	July
Action Step 11 Details	Progress Reviews		
Action Step 11: Provide increased access to technology to facilitate effective learning and instruction across all platforms. Measures: Number of teachers and students with access to needed technology Staff Responsible for Monitoring: Campus Administrators	Progress		
	Dec	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue