Lago Vista Independent School District

Lago Vista Middle School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Lago Vista Middle School will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking, by leading educational innovation in technology and facilities, and by fostering community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

Vision

Lago Vista Middle School will provide the atmosphere and opportunity for all students to develop and maximize their social, emotional, and academic success.

District Commitments

We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives,

and challenges of the District to all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the 2014-2015 TAPR report, Lago Vista Middle School enrolled 397 students in grades 5-8, currently we have 357 students in grades 6-8.

Campus demographic information is as follows:

- African American - 0.5%
- Hispanic - 20.2%
- White - 74.3%
- American Indian - 0.0%
- Asian - 1.5%
- Pacific Islander - 0.8%
- Two or more races - 2.8%
- Economically Disadvantaged - 30.2%
- Non-Economically Disadvantaged - 69.8%
- English Language Learners - 4.5%
- At Risk - 30.0%
- Mobility - 10.3%
- Attendance Rate - 96.3%
- Annual Dropout Rate - 0.0%

Demographics Strengths

One area of strength is the district decision move to an intermediate campus and middle school campus. This has allowed the 5th grade class to be partnered with 4th graders on the intermediate campus. This change has been a good opportunity for students to be grouped in a meanful way. More personalized campus leadership and a positive campus climate are already evident because of this change.

Demographics Needs

As our district continues to grow rapidly, attention needs to focused on creating systems to constructively manage our growth at the middle school campus. Specific needs include elective options that help students achieve their high school program of study goals, and systems to assist new students as they acclimate to Lago Vista Middle School.

Student Achievement

Student Achievement Summary

Lago Vista Middle School did not perform as well as we would have liked on the 2015-2016 school year. Our campus had a number of factors that impacted student performance. One influential factor was the high staff turnover experienced in 2015-2016. A number of new to profession and new to district teachers were on our staff. There was a learning curve for our new staff as they worked to incorporate the district's teaching philosophy and map out a guaranteed and viable curriculum. To address this issue we have implemented Professional Learning Communities, staff training and development, and a Math Masters course for grades 6, 7, and 8. PLCs are an important opportunity for our campus to strengthen our RtI processes and other student support systems such as a staff/student mentoring. Our 8th grade reading scores were a bright spot in 2015-2016 with 95% of students meeting state standard on STAAR and STAAR A while the state average was 89%. We can work to incorporate successful strategies from English Language Arts into other curriculum areas to increase student engagement and achievement. PLCs will be an important avenue to accomplish this goal.

Student Achievement Strengths

STAAR Results Summary

-6th grade Math passing rate increased by 3%.

-7th grade Math advanced scores increased by 8%.

-8th grade Reading passing rate increased 9%, this rate was 6% above the state average passing rate.

-8th grade Social Studies advanced rate increased by 12%

-All 8th grade Algebra students passed the STAAR exam, 77% acheived level III advanced which is an increase of 29%.

Student Achievement Needs

STAAR Results Summary

-6th grade Reading passing and advanced rates decreased -4% on advanced and -11% overall combined.

-7th grade Reading passing and advanced rates decreased 1% on advanced and -5% overall combined.

-7th grade Writing passing and advanced rates deceased -6% advanced and -10% overall combined.

-8th grade Math passing and advanced rates were below the state average -21% advanced (which is below the state average) and -10% overall combined (which is below the state average).

-8th grade Social Studies passing rates decreased -6% combined.

-8th grade Science passing and advanced rates decreased -8% combined (which is below the state average)

School Culture and Climate

School Culture and Climate Summary

According to 2016 mid-year parent feedback survey, stakeholders describe Lago Vista Middle School as a friendly place where they themselves feel welcome, their children feel safe at school, teachers develop strong relationships with students and provide them with the support they need in class.

Most students feel like there are ample opportunities to be involved in different clubs and activities around the school. Parents did express that they would like increased communication regarding campus events and academic information.

School Culture and Climate Strengths

-84% of parents felt welcome at Lago Vista Middle School

-83% of parents felt that their children were safe a Lago Vista Middle School

-81% of parents felt that Lago Vista Middle School staff is friendly

-77% of parents felt that staff members develop strong relationships with students

School Culture and Climate Needs

-96.3% attendance rate fell short of the 98% district goal

-68% of parents felt that informational meetings are provided as needed

-66% of parents felt that they know what's going on

-59% of parents felt that technology was integrated into the classroom regularly

-59% of parents felt that enough course options and extracurricular activities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus administration is cognizant of the impact of high teacher turnover in the 2015-2016 school year and will work to mitigate this factor through professional development and higher retention rates this school year.

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

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

Staff Quality, Recruitment, and Retention Strengths

The campus is comprised of a close-knit, supportive faculty and teacher retention is high. Although there are relatively few positions to fill on a year to year basis, LVMS benefits from the ability to attract highly qualified teachers and staff. Professional development prior to the school year starting was personalized and offered teacher choice. This was well received.

Staff Quality, Recruitment, and Retention Needs

Continue to create time for teachers to connect and build relationships with each other throughout the school year. There is a lack of diversity within the staff with regard to language and ethnicity. Class size numbers are increasing with our increase of enrollment, adding more responsibilities for teachers.

Due to the small size of the district, meeting the demands of state and federal mandates grows increasingly difficult as staff members continue to wear "multiple hats". There is a need to provide greater support systems to new staff and to ensure that staffing is efficient. Ongoing data should be gathered to determine the professional development needs of the staff to build capacity and to support the notion of continuous improvement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities determined by the comprehensive needs assessment related to curriculum, instruction, and assessment include providing programs and instruction that emphasize leadership and integrity, expanding programs and course offerings related to college and career readiness specifically for 7th and 8th grade students, and developing a vertically-aligned curriculum to challenge and address the needs of all students. Additionally, it is a priority to amass more engaging resources for students. Increased technology implementation will be a asset to our growth and to student engagement. Concerns include mapping out a guaranteed and viable curriculum, as well as increasing opportunities in extracurricular activities and foreign language instruction.

Curriculum, Instruction, and Assessment Strengths

Lago Vista Middle School offers very strong UIL and athletics programs. For the second year in a row we were district academic UIL champions. The staff is dedicated to preparing students for college and career and there are adequate technology resources to keep our students and teachers on the cutting edge. There is a strong commitment from the Board of Trustees to continue improving.

Curriculum, Instruction, and Assessment Needs

A review of data pointed to several areas of growth in the area of curriculum, instruction, and assessment. There is a lack of diverse fine arts and extracurriculuar programming. There is a strong need to continue the development of district curriculum documents to emphasize authentic assessment of mastery, technology resources, and the differentiation needed to appropriately implement the English Language Proficiency Standards (ELPS) and to meet the needs of our Gifted and Talented student population. There is a need to plan for more differentiation between regular and pre-AP courses.

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

Family and Community Involvement Needs

Areas for us to focus on are teachers inputting their grades in a timely manner, increase attendance, teachers updating and communiticating with parents regularly. There is a need to increase the active engagement between the campus and the community, a need that could be greatly helped by the existence of a local newspaper. There are limited programs for after-school or outside school activities within the community. Finally, there is a need to engage our English as a Second Language (ESL) community.

School Context and Organization

School Context and Organization Summary

Priorities identified through the comprehensive needs assessment include supporting new teachers as they learn Lago Vista ISD policies and educational philosophy and increasing stakeholder input in the planning and improvement processes. Opportunities include growth in campus enrollment numbers, high levels of community support, and high student achievement. Concerns include gauging community perception of the campus and the efficiency of the current schedule with relation to the elementary and intermediate campus.

School Context and Organization Strengths

All teachers participate in the LVISD Appraisal process and have opportunities to reflect on their instructional strategies. Lago Vista Middle School has strong community support, a caring staff, and an optimal school size. Many of our families have access to technology at home.

School Context and Organization Needs

Traffic flow and bus schedules should be addressed, particularly in relation to the intermediate campus schedule. Continue to educate our professional learning communites on how to have data driven discussions that produce change for student growth. There is a need to increase the role of school committees and decision making bodies to be a part of the solutions to identified problems within the organization. Finally, there are concerns about the current schedule, especially as it relates to course offerings.

Technology

Technology Summary

This year Lago Vista Middle School is rolling out one to one devices for all core classes. Priorities identified through the comprehensive needs assessment include developing opportunites for engaging students and teachers with the newest technology, preparing students to be digital citizens, and supporting teachers' growth and use of technology. Opportunities include the move to class sets of iPads for core teachers. Concerns include the difficulty of monitoring technology use (particularly as it relates to the Internet) and supporting teachers as they work to update their teaching practices to incorporate technology.

Technology Strengths

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

Technology Needs

The constantly changing technology landscape continues to present a challenge for instructional use. We will need to continue to use Google Classroom to transform LVMS instruction, communication and culture. Also, it is difficult to appropriately measure the impact of technology on student achievement. There is a lack of equitable access to technology from campus to campus and from class to class. Teachers report needing additional training as they move to increase technology implementation. A need that can be seen across the profession is continued training on appropriate social media usage between teachers and students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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

Goals

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Evaluation Data Source(s) 1: Make 2% gains in every State assessment tested area in all subpopulations.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Analyze 2015-16 STAAR data to identify areas of less than 90% mastery.		Administrators Team Leads	Review of STAAR Data/Eduphoria/Data Digs/Benchmark Tests			
Critical Success Factors CSF 1 CSF 2 2) Develop and implement instructional strategies based on an examination of STAAR data including student expectations, item analysis.	2	Administrators Core Teachers	Reflections on student growth through use of benchmarks and unit exams.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) Creation and use of Math Masters program for students who did not meet standard on previous year STAAR.	1	Administration Math Masters Teachers	Benchmark Exams; STAAR Scores			
4) Initiate activities beyond the classroom such as weekly after school programs and/or field trips.		Administration Core Teachers	After school program attendance rosters, field trip agendas and rosters.			
Critical Success Factors CSF 1 5) Improve curriculum differentiation in Pre-AP classes by increasing engagement and cooperative learning by implementing strategies aligned with the fundamental five such as Kagan Structures.	3	Administrators Content Content Teams	Engagement and cooperative learning observed during walk throughs. Increased level III scores on STAAR tests.			

Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 6) Provide targeted, accelerated instruction in small groups to students identified as at risk of failure to master TEKS.	1	Core Teachers	Benchmark scores; STAAR scores			
		Funding Sources: PIC 24 - Accelerated Education - $6600.00				
Critical Success Factors CSF 1 CSF 7 7) Provide training and ongoing support that emphasizes real world, applicable technology skills.		Administrators, Director of Instructional Technology.	PLC agendas, technology strategies used in the classroom and shared during PLC meetings.			
Critical Success Factors CSF 1 8) Develop hands-on, problem, and project based lessons throughout units of curriculum.	3	Administrators Teachers Staff	Review of curriculum documents.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 9) Implementation of data collection of all core academic course unit assessments to analyze student performance through Eduphoria.	3	Administration Core Teachers RtI Committee	Analysis of data during PLC meetings, meeting minutes.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 10) Utilize weekly PLC meetings to monitor student performance and proceed in the RtI process if needed.	1, 8	Administration Core Teachers PLC Teams	Meetings held, meeting agendas, RtI documentation			
Critical Success Factors CSF 1 11) Provide Math Masters students access to research based digital resources, such as Istation Math.	1	Math Masters Teacher Administration	Progress monitoring data from the digital resource showing growth in math knowledge and skills.			
		Funding Sources: Fund 211 - Title I, Part A - $1995.00				
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Evaluation Data Source(s) 2: Make 2% gains in every State assessment areas for grades 6-8 in the advanced level of performance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 1) Improve curriculum differentiation in Pre-AP classes by implementing Kagan Structures, increasing engagement and cooperative learning.	3, 5	Administration Core Teachers	Kagan Structures, engagement and cooperative learning observed during walk throughs. Increased level III scores on STAAR tests.			
Critical Success Factors CSF 1 2) Develop hands on, problem and project based lessons throughout units of curriculum.	3	Administrators Teachers Staff	Benchmark scores; STAAR scores			
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Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Evaluation Data Source(s) 3: Campus attendance will improve attendance from previous school year (96.3%) and continue to effort to obtain 98%.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Maintain accurate record of attendance documentation.		Registrar Administration	Attendance data validation.			
Critical Success Factors CSF 5 2) Increase parent awareness with timely communication upon fifth and tenth absences.	7	Registrar Administration	Increased student attendance.			
3) Monitor absences and tardies and take consistent disciplinary action upon repeated offenses.	1	Registrar Administration	Increased student attendance			
Critical Success Factors CSF 5 4) Develop a mentoring program for at-risk students that will promote responsible attendance.	1, 8	Administration Counselor Registrar Teachers	Increased student attendance and reduced failure rates.			
5) Create incentives and acknowledge of student attendance over 98% for each 9 week grading period.		Administration Registrar Attendance Committee Teachers	School attendance will increase to 98%.			
Funding Sources: Fund 199 - General Fund - $600.00						
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Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Evaluation Data Source(s) 4: Teachers will incorporate the use of iPads in the classroom while using campus designated apps such as NearPod, SeeSaw, Formative, and Google Classroom.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 1) Implement and monitor instructional strategies based on "The Fundamental 5" model.	3	Administrators Teachers	Walkthrough data.			
Critical Success Factors CSF 3 CSF 7 2) Provide continued training and support for the effective use of technology (iPads, Promethean Boards, etc.).	2, 3	Administrators Technology Department	PLC agendas, technology assessments, walkthrough data.			
Critical Success Factors CSF 1 CSF 2 CSF 3 3) Utilize weekly PLC meetings to develop strategies to better incorporate technology interventions for cross curricular activities.	3, 4	Principal Assistant Principal Director of Instructional Technology Administration	Increased benchmark and STAAR scores.			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 4) Develop a plan and implement during weekly PLC meetings to move campus from substitution to augmentation with instructional technology integration.	3, 4, 8	Technology Consortium Teachers Director of Instructional Technology Administration	Increased benchmark and STAAR scores.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 5: Provide expanded opportunities for students to participate in Career and Technology Education, fine arts, and extracurricular programs.

Evaluation Data Source(s) 5: Campus will increase participation in after school programs focusing on Robotics club.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide after school opportunities for a Robotics Club in coordination with community volunteers.		Administrators Teachers	Students have an opportunity to demonstrate knowledge and skills learned on robotics related problems/projects..			
Critical Success Factors CSF 1 CSF 5 2) Expose students to a variety of career opportunities through a series of lessons planned and taught in coordination with core teachers, counselor and administration.		Administrators Counselor Teachers	Speakers are scheduled during assemblies and class time, Positive student response from discussions.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

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

Evaluation Data Source(s) 6: Work with district Student & Family Support Coordinator to identify student needs through campus PLC meetings and the RtI process.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Weekly check-in meetings with Counselor, Assistant Principal, Principal, and/or mentor.	1, 4	Administrators Counselor Mentor Groups	Decreased number of referrals and discipline issues in the classroom.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Evaluate student performance of both academic and behavior concerns during weekly PLC meetings.	1, 3	Administrators Team Leads PLC teams	Referrals to Student & Family Support Coordinator, PLC agendas and minutes, student-teacher conferences, RtI documentation.			
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Goal 1: Curriculum, Instruction, & Student Achievement:
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 7: Increase student achievement for special education students in a mainstream setting.

      Evaluation Data Source(s) 7: Increase the number of opportunities for special education students and mainstream students to work together. Increase participation in peer assistance programs and greater involvement in Special Olympics opportunities.

      Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 CSF 6 1) Peer mentoring with students in and out of general education settings.	1	Administration Director of Special Education/504 Counselor	Better relationships between all students on campus. Improved climate and culture on campus.			
Critical Success Factors CSF 1 2) Improve communication in regards to student achievement between all teachers and aides.		Special Education Teachers General Education Teachers Administration	Better relationships between all students on campus. Improved climate and culture on campus. Measured through staff surveys.			
Critical Success Factors CSF 1 CSF 6 3) Provide transportation and school day time for Special Olympics practice and participation.		Special Education Teachers Administration	Special Olympics participation numbers.			
Funding Sources: Fund 199 - General Fund - $100.00						
Critical Success Factors CSF 1 CSF 2 CSF 6 4) Move to a co-teach inclusion model of instruction to increase mainstreaming of special education students.	1	Administration Director of Special Education/504 Counselor Inclusion and Core Teachers	Increase number of special education students in the general education setting.			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue						

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Evaluation Data Source(s) 1: Utilize our Viking Valor class, NJHS, student council, and our VIP mentoring program to instill leadership development.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 6 1) Create a campus elective for students that focuses on reinforcing character education, leadership, and the habits of mind needed for student success.		Administration Counselor Teachers	Creation of campus elective; Students being placed in the course; establishment of learning outcomes and methods to evaluate student mastery of those outcomes.			
Critical Success Factors CSF 5 2) Expand mentoring opportunities campus-wide.		Counselor	Increased participation by local volunteers to serve as mentors; Increased number of students able to be paired with a mentor; Increased opportunities for mentors to meet with mentees.			
Critical Success Factors CSF 6 3) Expand leadership opportunities for students through expansion of existing campus organizations, clubs and activities (i.e., UIL) as well as investigating new clubs and activities for students.		Principal Counselor Teachers	Increased number of students actively participating in activities and clubs on campus.			
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Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Evaluation Data Source(s) 2: Utilize the campus PBIS system and continue to send teachers to Capturing Kids Hearts until every teacher has been trained.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Conduct safety drills on schedule.		Principal Assistant Principal	Drills are held; Students and staff know procedures for safety.			
Critical Success Factors CSF 7 2) Train teachers with "Capturing Kids Hearts".	6	Principal Assistant Principal Teachers	Select staff attend training and bring back material to present to staff.			
Funding Sources: Fund 199 - General Fund - $1590.00						
Critical Success Factors CSF 7 3) Implement Positive Behavior Intervention and Support (PBIS) on campus.	1	Principal Assistant Principal	Staff training and consensus building Implementation of PBIS.			
Critical Success Factors CSF 6 4) Create a student group that promotes good character and behavior.	1	Principal Staff Sponsor	Creation of student group.			
Critical Success Factors CSF 6 5) Develop and implement a campus safety plan.		Administrators	A written plan to address school violence prevention and follow-up. Drills to practice the campus safety plan.			
Critical Success Factors CSF 6 6) TBSI trainings provided for identified staff members.		Administration	SAMA training certificates on file.			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Evaluation Data Source(s) 3: Student performance on the PSAT and use of results for college and course planning.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 1) Administer PSAT 8 test with all 8th graders		Principal Assistant Principal Counselor	Student results are used to provide indicators of college readiness to help with transition planning to high school; results are used to help with counseling conversations for scheduling and college entrance.			
Funding Sources: Fund 199 - General Fund						
Critical Success Factors CSF 5 2) Personal graduation planning for students and who have failed a state test while in grades 6-8.		Administrators Counselor	Students identify and address goals for long-term planning; Planning materials are regularly presented to families.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 6 3) Initiate campus wide VIP teacher-student mentoring program.	1	Entire Middle School Staff	Teachers select mentoring groups; Teachers are provided access to student grades; Mentoring discussions occur; Students produce higher grades due to taking responsibility for their performance. Monthly activities are held to provide opportunities for building relationships with mentor groups.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Evaluation Data Source(s) 4: Utilize our Viking Valor class, NJHS, student council and our VIP mentoring program to instill the traits of service, integrity, and character.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 5 1) Provide community service opportunities around campus during the school day once per week.		Principal Counselor Teacher Sponsor	Increased service hours by commitment to programs (i.e., recycling, PAWS, Leo's Club, campus beautification, etc.).			
Critical Success Factors CSF 5 CSF 6 2) Focus on the character trait of the month for students to demonstrate knowledge through media.		All Staff 8th Grade Media Teacher	Students demonstrate the character trait of the month on the Vikings News segment.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 2: Learning Environment: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

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

Evaluation Data Source(s) 5: Teachers will incorporate the use of iPads in the classroom while using campus designated apps such as NearPod, SeeSaw, Formative, and Google Classroom.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 CSF 7 1) Acquire classroom banks of iPads to allow teachers to introduce classroom iPad use with problem-based learning.	3	Assistant Superintendent of Academics & Student Services Director of Technology Principal Teachers	Campus walkthrough data showing increased teacher usage of iPads as learning tool with problem-based instructional strategies.			
Critical Success Factors CSF 7 2) Assemble a resource where teacher may access information about technology and how to integrate digital resources into instruction.		Director of Technology Director of Instructional Technology Principal Campus Personnel	Resource created and accessed through technology focused PLC meetings. Walkthrough data showing increase of digital resources being integrated into the classroom.			
3) Utilize PLCs to share and evaluate use of technology and Aps in the classroom.	3	Principal Assistant Principal Director of Instructional Technology	PLC agendas and notes from tech PLCs that are held every 3 weeks.			
✔ = Accomplished ◖ = Considerable ◖ = Some Progress ● = No Progress ✖ = Discontinue						

Goal 3: College & Career Readiness:
Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Performance Objective 1: Better prepare and expose students to career and technology fields.

Evaluation Data Source(s) 1: Utilize our after school program of Robotics club and continue to develop the curriculum of our Tech classes and use of our campus technology.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Expose students to a variety of career opportunities through a guest speaker series.		Administrators Counselor Teachers	Guest speakers are scheduled during assemblies; Speaking events occur; Positive student response from discussions.			
2) Initiate activities beyond the classroom such as weekly after school programs and/or field trips. Specifically our robotics after school club.		Administration Teachers Community Volunteers	Benchmark Exams; STAAR scores			
Critical Success Factors CSF 1 3) Improve curriculum differentiation in Pre-AP classes by increasing engagement and cooperative learning by implementing strategies aligned with the fundamental five such as Kagan Structures.	3	Administration Teachers	Engagement and cooperative learning observed during walk throughs.			
✔ = Accomplished ◗ = Considerable ◗ = Some Progress ● = No Progress ✘ = Discontinue						

Goal 4: High Quality Staff:

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 1: Provide a comprehensive staff development program to prepare educational staff.

Evaluation Data Source(s) 1: Use needs assessment of staff to provide relevant and impactful professional development.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 7 1) Provide campus reinforcement of training and implementation of instructional strategies based on "The Fundamental 5" model.	3, 6	Administrators	Campus walkthrough data.			
Critical Success Factors CSF 7 2) Provide continued training and support for the effective use of technology (iPads, Promethean Boards, etc.)	3, 6	Administration Technology Department	Training session held, sign-in sheets, PLC agendas.			
Critical Success Factors CSF 6 CSF 7 3) Continue to send teachers and staff to Capturing Kids' Hearts training.	3, 6	Administration	Completion of training; Reduced number of referrals; Benchmark scores; STAAR scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 4: High Quality Staff:

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 2: Provide time, structure, and guidance for professional collaboration.

Evaluation Data Source(s) 2: Utilize PLC meeting time for each grade level during the common planning period for core teachers.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 1 CSF 2 1) Utilize PLCs to address social media training, new staff training and development, differentiation, ELPs strategies, and data-driven instruction.	3	Administration Teachers	PLC agendas and minutes, walkthrough data.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 2) Conduct weekly PLC meetings to review student and campus concerns and achievements.	3	Administration Team Leads	PLC agendas and minutes. Improved communications throughout campus and specifically regarding student needs assessment.			
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 3) Conduct PLC & RtI Meetings with elective included to review student data, interventions, and behavior supports.	3, 5, 8	Administration Team Leads Grade Level Teams	PLC agendas and minutes. Improve communications throughout campus and specifically regarding student needs assessment. Increase effectiveness of RtI and improve student achievement on benchmark tests and STAAR test.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 4: High Quality Staff:

Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 3: Establish recruitment, hiring, and retention practices that align with the district's mission to secure quality personnel.

Evaluation Data Source(s) 3: Continue to utilize current staff and network with other districts to recruit and obtain the best candidates possible for our campus.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 7 1) Utilize technology-assisted screening process for all applicants.	5	Central Administration Principal	Learn and become trained on system.			
Critical Success Factors CSF 7 2) Attend various college job fairs to recruit applicants from diverse backgrounds.		Administration	Hiring highly qualified employees.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 5: Family & Community Engagement:
Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Create an inviting atmosphere so that 6th grade students make a smoother transition to middle school.

Evaluation Data Source(s) 1: Incorporate the Lago Vista Intermediate School in campus pep rallies and other activities to ensure a smoother transition into our campus.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 5 CSF 6 1) Create extra curricular activities for 6-8 graders to participate in. Create an after school program for 6th - 8th graders using the help of community volunteers.	7	Administrators Teachers	6th grade student participation; Sign-in sheets			
Critical Success Factors CSF 5 2) Host a 5th grade parent and student informational event prior to course selections.	7	Administrators Counselor 6th grade teachers	5th grade parent and student participation			
Critical Success Factors CSF 5 CSF 6 3) Plan with Intermediate campus to incorporate their students into Middle School pep rallies and other events.		Administrators	4th and 5th grade attendance at pep rallies.			
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Goal 5: Family & Community Engagement:
Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

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

Evaluation Data Source(s) 2: Create and utilize our campus VIP student mentoring program provided by our campus and district staff.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 5 1) Continue our partnership with the Lago Vista mens club in order to begin an at-risk mens youth mentor program geared toward the betterment of our at-risk male students.	1	Administrators Counselor	Mentor notes; Behavior in school; Grades in school			
✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 5: Family & Community Engagement:
Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 3: Provide educational opportunities for parents on topics related to students and campus initiatives.

Evaluation Data Source(s) 3: Host campus based community education events over topics related to Title 1, school accountability rating and technology including Google classroom.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 5 1) Plan and implement parent nights related to upcoming events and initiatives.		Administrators Counselors	Parent night presentation materials and attendance.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 6: Planning & Decision-Making:
Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all

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

Evaluation Data Source(s) 1: Parent and staff newsletters will be sent out every Friday during the school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 5 1) Create additional avenues for faculty, staff, students, and the community to follow what is going on at LVMS. Creation of a web based weekly newsletter and use of social media through Facebook for constant/instant updates.	7	Administrators	Number of hits on the weekly newsletter and number of followers on Facebook.			
2) All teachers updateTxConnect gradebook on a weekly basis.		Administration	Report to verify TxConnect entries.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue						

Goal 6: Planning & Decision-Making:
Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all

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

Evaluation Data Source(s) 2: Utilize a fall and spring student and parent survey to make better decisions based on community perceptions.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Critical Success Factors CSF 5 1) Send out student, parent, and staff surveys for decisions that directly involve them. Students will have say in after school clubs, fundraising, and UIL events.	2, 7	Administrators Counselor Teachers	Poll results; Sign-in sheets; Money raised from fundraisers			
Critical Success Factors CSF 3 CSF 7 2) Staff will give input on scheduling, professional development, and UIL coaching opportunities.		Administrators	Survey results.			
✔ = Accomplished 🕐 = Considerable 🕐 = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 6: Planning & Decision-Making:
Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all

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

Evaluation Data Source(s) 3: Work with Special Education Director and campus special education personnel to obtain the objective.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
Federal System Safeguard Strategy **Critical Success Factors** CSF 7 1) Assure that all administrators, counselors, and staff are up to date on all compliance trainings for special education. Assure that all ARDs are held on time for yearly meetings.	5	Administrators Front Office Staff Special Education Teachers	100% participation from all staff members on compliance training; All yearly meetings are held on time.			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Analyze 2015-16 STAAR data to identify areas of less than 90% mastery.
1	1	3	Creation and use of Math Masters program for students who did not meet standard on previous year STAAR.
1	1	6	Provide targeted, accelerated instruction in small groups to students identified as at risk of failure to master TEKS.
1	1	9	Implementation of data collection of all core academic course unit assessments to analyze student performance through Eduphoria.
1	1	10	Utilize weekly PLC meetings to monitor student performance and proceed in the RtI process if needed.
1	6	2	Evaluate student performance of both academic and behavior concerns during weekly PLC meetings.
2	3	3	Initiate campus wide VIP teacher-student mentoring program.
4	2	2	Conduct weekly PLC meetings to review student and campus concerns and achievements.
4	2	3	Conduct PLC & RtI Meetings with elective included to review student data, interventions, and behavior supports.
5	2	1	Continue our partnership with the Lago Vista mens club in order to begin an at-risk mens youth mentor program geared toward the betterment of our at-risk male students.
6	3	1	Assure that all administrators, counselors, and staff are up to date on all compliance trainings for special education. Assure that all ARDs are held on time for yearly meetings.

State Compensatory

Budget for Lago Vista Middle School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199-11-6399-00-041-7-24-0-00	6396 Supplies and Materials - Locally Defined	$6,600.00
	6300 Subtotal:	**$6,600.00**

Title I

Targeted Assistance Program Plan

The Targeted Assistance Program Plan for Lago Vista High School incorporates the following eight components of a Targeted Assistance program:

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Program resources are used to help participating children meet state academic achievement standards through pull-out programs and inclusion. Students are identified through various assessments and teacher observation. Once students are identified as having concerns, the student assistance team meets to discuss needs and interventions for that student. Some of the interventions that are provided are:

- Title I Math
- Intervention resources for content areas
- Embedded Intervention Tutoring/RtI
- Case management

2: Incorporate Title Planning into Existing School Planning

Planning for identified students is incorporated into existing school planning through Response to Intervention Team (RtI) meetings. This group consists of the principal, counselor, assistant principal, instructional specialists, and classroom teachers. The campuses meets in 3 week intervals to discuss needs of students and provide interventions for those needs.

3: Use of Effective Methods and Instructional Strategies

Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program of the school and gives primary consideration to providing extended learning time. Effective use of PLC time helps teachers work together to provide an accelerated, high quality curriculum.

4: Coordinate with and Support Regular Educational Program

Each Targeted Assistance program is coordinated with and supports regular education programs. All assistance programs are provided on an as needed basis with the goal being to keep students in their regular education programs as much as possible.

5: Instruction by Highly Qualified Teachers

All staff members of Lago Vista Middle School, both certified and paraprofessionals, satisfy the standards of being highly qualified under the Every Student Succeeds Act (ESSA).

6: Professional Development

Opportunities for professional development are offered and encouraged. Teachers who experience new training share their expertise in faculty meetings and campus staff development with the rest of the faculty.

7: Strategies to Increase Parental Involvement

Strategies to increase parental involvement are used and provided. The family events committee sponsors events such as:

Meet the Teacher Night
Curriculum Night aligned with Fall Book Fair
Quarterly ESL Parent Meetings

8: Coordination with Other Programs

Federal, state, and local services and programs are coordinated and integrated with the Targeted Assistance program.

Title I Personnel

Name	Position	Program	FTE
Scottie Johnson	Student & Family Support Coordinator	Student & Family Support Services	.18
Tanner Kudrna	Math Masters Teacher	Math Instruction	.75

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Paul Thailing	Principal
Business Representative	Don Ditto	
Classroom Teacher	Tracy Burke	Teacher
Classroom Teacher	Bobby Fowler	Teacher
Classroom Teacher	Tyler Simons	Teacher
Community Representative	Dave Freeman	
Community Representative	Linda McCann	
Parent	Greg Billings	