

# Keller Independent School District



## Vista Ridge Middle School

Accountability Rating: C

## 2025-2026 Campus Improvement Plan

# Mission Statement

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

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

# Vision

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

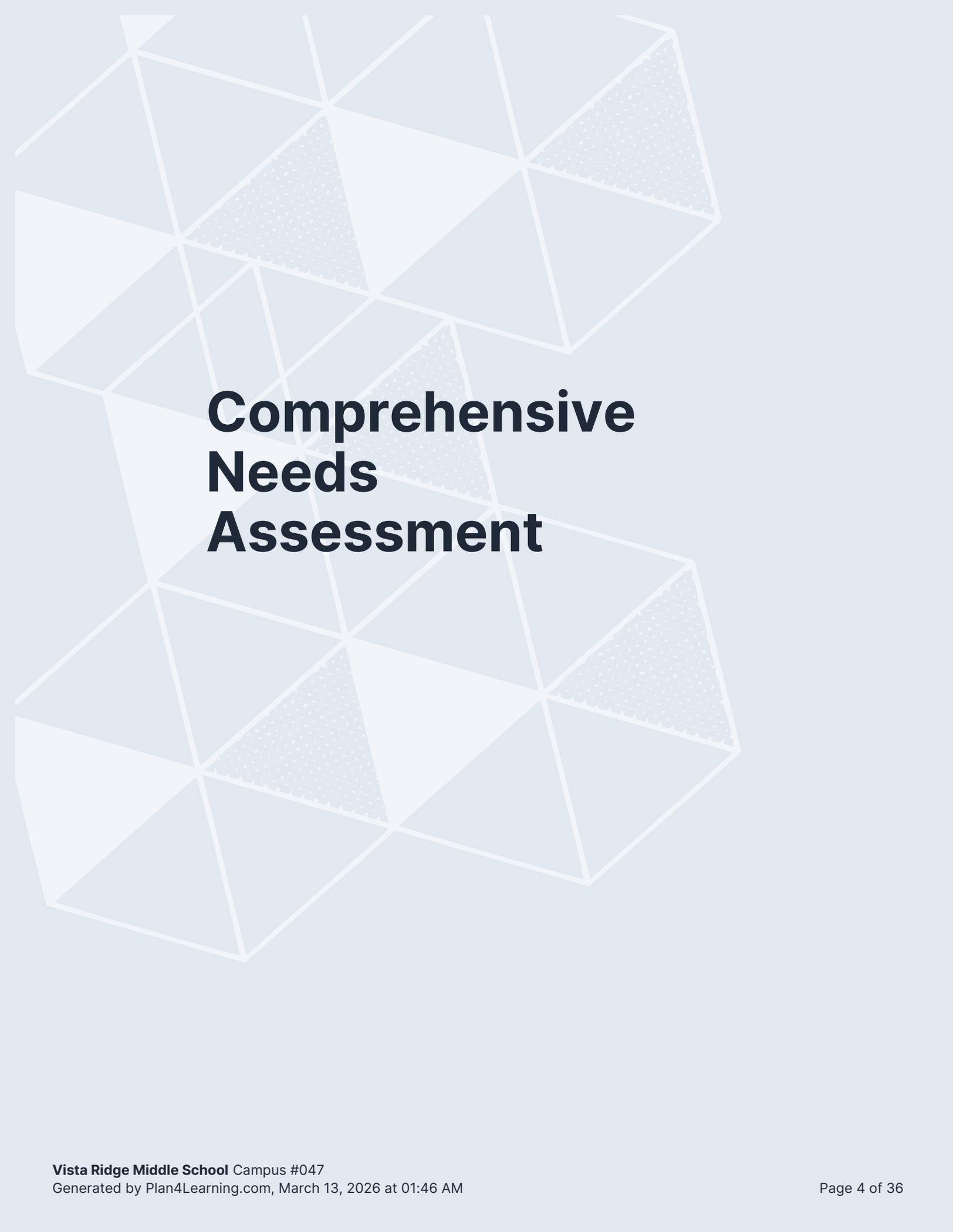
# Value Statement

We Value:

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

### Demographics Summary of Vista Ridge Middle School

Vista Ridge Middle School, a Title I campus located in Fort Worth, Texas, serves approximately 780 students and is dedicated to fostering a diverse and inclusive learning environment. The school's demographics reflect a blend of cultural backgrounds, with notable diversity among its student population.

#### Student Demographics:

- **African American:** 24%
- **Hispanic:** 31%
- **White:** 18%
- **Asian:** 18%
- **Pacific Islander:** 0.4%
- **American Indian:** 0.13%
- **Two or More Races:** 9%

Vista Ridge Middle School's student body is predominantly composed of Hispanic and African American students, with significant representation from White and Asian students. This diversity provides a rich cultural tapestry that enhances the learning experience for all.

#### School Characteristics:

- **Attendance Rate:** 95%
- **Economically Disadvantaged:** 50.4%
- **Emergent Bilingual (EB):** 12.6%
- **At-Risk Students:** 47.2%
- **Special Education (SPED):** 21.1%
- **504:** 5.6%
- **CTE (Career and Technical Education) Enrollment:** 6%
- **Student Mobility Rate:** 13%
- **Gifted and Talented (GT) Enrollment:** 8%
- **Gender Breakdown:** 52% Female, 48% Male

The school serves a student population with diverse academic needs and backgrounds. Approximately half of the students are considered economically disadvantaged, and over half are classified as at-risk. A significant portion of students are enrolled in special education services (19%) or are emergent bilingual learners (19%). The school also provides opportunities for students in Career and Technical Education (6%) and Gifted and Talented programs (11%).

# Strengths

Based on the demographics summary of Vista Ridge Middle School, several strengths can be identified:

1. **Diverse Student Body:** The school serves a highly diverse population, with a mix of ethnicities including African American (23%), Hispanic (28%), White (26%), and Asian (15%). This diversity provides a rich cultural environment that enhances students' learning experiences and helps foster an inclusive community.
2. **High Attendance Rate:** With an attendance rate of 95%, Vista Ridge Middle School has demonstrated strong student engagement and commitment, which is key to student success. High attendance is often correlated with improved academic performance and overall well-being.
3. **Dedicated Support for At-Risk Students:** The school has a significant portion of its students classified as at-risk (52%) and economically disadvantaged (50%). This demonstrates the school's commitment to addressing the needs of students who may face additional challenges, and it likely has programs in place to support these students in overcoming barriers to success.

In summary, Vista Ridge Middle School's strengths lie in its diverse student body, dedicated and experienced staff, and a strong commitment to providing equitable opportunities for all students. The focus on inclusion, support for at-risk students, and access to advanced educational opportunities all contribute to a positive learning environment.

# Problem Statements Identifying Demographics Needs

|        | Problem Statement  | Root Cause  |
|--------|--|---|
| 1      | Vista Ridge Middle School faces achievement gaps among at-risk and economically disadvantaged students, with disparities in academic performance and access to advanced opportunities.   | These challenges are due to the high percentage of at-risk (52%) and economically disadvantaged (50%) students, along with a 13% student mobility rate, which disrupts learning continuity and requires more targeted support.  |
| 2      | There is a continuing trend of a decrease in student population at VRMS.   | There is a 13% mobility rate, and a lack of affordable housing makes it difficult for families to afford long-term housing in the community.  |
| 3<br>★ | Campus assessment data from MAP and state assessments indicate persistent achievement gaps among Students of two or more races, Special Education students, and Economically Disadvantaged students when compared to the overall campus population. These gaps highlight a need for targeted instructional strategies and supports to ensure equitable academic outcomes for all student groups. | Limited targeted professional development for teachers, insufficient incentives and structures for student participation in tutoring outside the school day, and inconsistent recognition of academic growth and achievement contribute to the persistence of achievement gaps among identified student groups. |

★ = Priority

# Student Learning

## Summary

At Vista Ridge Middle School, student learning is supported through a variety of targeted programs and services, aimed at meeting the diverse needs of all students. In addition to our regular campus assessments, STAAR results, and MAP testing, the school offers a range of interventions to help improve student outcomes. The school utilizes seasonal tutors to support students needing to close achievement gaps, and provides additional support for students who need it. Special education students benefit from inclusion support, with co-teaching and resource models in place to ensure they receive the necessary academic support. Additionally, an ESL teacher provide dedicated support for our ESL and emergent bilingual population, helping them to thrive academically. The school-wide AVID program promotes critical thinking and college readiness, while Project-Based Research allows students to engage in hands-on, inquiry-driven learning. Support services, including an intervention specialist and seasonal tutors, provide additional academic assistance for students. These combined efforts create a comprehensive learning environment designed to support student growth and achievement across all areas.

## Strengths

1. **Comprehensive Support Programs:** The school offers a range of interventions and targeted programs to meet the diverse needs of all students, such as co-teaching models for special education students, ESL support for emergent bilingual learners, and academic assistance from an intervention specialist and seasonal tutors. These programs help ensure that students receive personalized support, regardless of their individual challenges.
2. **Strong Academic Performance in Key Areas:** Vista Ridge Middle School has shown strong academic results in several areas, especially in the English I EOC (93%), Algebra I EOC (98%), and Biology EOC (100%). These results highlight the effectiveness of the school's instruction and the preparation students receive for high school-level courses.
3. **Targeted Interventions and Support:** The school's targeted programs, including a seasonal tutor, provide additional academic support for students who need it most. This extra layer of support helps ensure students who are struggling can get back on track and succeed academically.
4. **Diverse Learning Opportunities:** The school offers a variety of programs that promote different types of learning, such as the AVID program for critical thinking and college readiness, and Project-Based Research for hands-on, inquiry-driven learning. These programs prepare students for higher-level thinking and problem-solving skills that are essential for future academic and career success.
5. **Effective Use of Data:** Vista Ridge Middle School uses multiple assessment tools, including STAAR results, MAP testing, and campus assessments, to track student progress and identify areas for improvement. This data-driven approach helps the school tailor its interventions and support services more effectively.
6. **Inclusive Support for Special Education and ESL Students:** The school provides a robust system of support for special education students through inclusion, co-teaching, and resource models, as well as dedicated ESL teachers to assist emergent bilingual students. These services ensure that all students, regardless of their background or learning needs, are provided with the tools they need to succeed academically.
7. **Student Engagement and College Readiness Focus:** The AVID program fosters college readiness and equips students with the skills necessary for higher education, ensuring that students are not only academically prepared but also motivated to pursue long-term academic goals.
8. **Hands-On, Inquiry-Based Learning:** Project-Based Research allows students to engage in real-world, hands-on learning, helping them develop critical thinking, collaboration, and problem-solving skills. This approach to learning ensures that students are not only learning content but also applying it in practical, meaningful ways.

In summary, Vista Ridge Middle School's strengths lie in its ability to offer comprehensive academic support through various intervention programs, its use of data to monitor progress, and its focus on preparing students for both immediate academic success and long-term college

readiness.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

Despite various support programs, Vista Ridge Middle School faces challenges with lower STAAR performance in 7th grade math (38%), 8th grade science (61%), and social studies (43%). This indicates a need for more effective strategies in addressing gaps in these subjects.

The challenges likely stem from gaps in foundational instruction in math and science, along with a higher proportion of at-risk and economically disadvantaged students. Disruptions from student mobility (13%) and possibly misaligned interventions in these subjects contribute to the performance issues.

2  
★

Tier 1 and 2 instructional practices are not consistently meeting student needs, resulting in limited effectiveness of interventions and slower academic progress for students requiring targeted support. Inconsistent differentiation, small group instruction, and uneven access to instructional technology reduce the impact of district-provided enhanced programs.

Teachers need additional training and ongoing support in differentiation and small group instructional strategies to strengthen Tier 2 instruction. Additionally, gaps in student access to appropriate technology limit students' ability to fully engage with and benefit from enhanced instructional programs offered by the district.

★ = Priority

# School Processes & Programs

## Summary

Vista Ridge Middle School (VRMS) offers a wide variety of programs and academic opportunities to engage students, foster their interests, and prepare them for high school and beyond. For students looking for advanced academic challenges, VRMS offers **7th Grade Accelerated English Language Arts (ELA)** and **6th and 7th Grade Accelerated Math**, providing rigorous coursework for students who are ready for a more challenging academic experience.

One of the cornerstone programs at VRMS is **AVID**, which helps students develop critical thinking, organizational skills, and college readiness. Field trips to KCAL/KCA are also offered to facilitate student exploration of high school pathways, helping them make informed choices about their future academic and career goals. The **Principal Leadership Council** empowers students to participate in school leadership and decision-making, fostering skills in teamwork and communication.

In addition to academic opportunities, VRMS offers a wide range of extracurricular activities. **Athletics** encourages physical fitness, teamwork, and discipline, while **Choir**, **Orchestra**, and **Band** provide students with the chance to explore their musical talents. The **Theatre** program builds confidence and collaborative skills through performance, and **Art** classes offer creative outlets for students to express themselves visually.

For students who excel academically, **National Junior Honor Society (NJHS)** fosters leadership, community service, and academic excellence. Various **student groups** also provide opportunities for students to explore a range of interests and develop social and leadership skills. Additionally, students have the unique opportunity to contribute to the creation of the **Student-Created Yearbook**, where they develop skills in photography, design, writing, and teamwork.

Each of these programs at VRMS is designed to support student growth in a variety of ways—academically, socially, and personally—while preparing them for future success in high school and beyond.

Vista Ridge Middle School (VRMS) is committed to supporting the mental health and well-being of its students. In addition to the academic and extracurricular programs, the school offers comprehensive counseling services to help students navigate social, emotional, and personal challenges. VRMS partners with **Communities in Schools** to provide a dedicated **Mental Health Counselor**, in addition to the school's three full-time **School Counselors**. Together, they offer crucial support for students in need.

The counseling team provides guidance on a variety of important topics, including **anti-bullying**, **drug awareness**, **suicide prevention**, and **internet safety**, ensuring that students are well-informed and equipped to make positive decisions. Counselors also support **College, Career, and Military Readiness (CCMR)** by helping students explore future academic and career pathways, empowering them to set and work towards long-term goals.

Beyond these focused areas, counselors at VRMS also offer additional services such as **peer mediation** to help students resolve conflicts peacefully and build stronger relationships. The counselors work closely with students, teachers, and families to create a supportive and safe environment that promotes academic success and personal well-being. By offering these services, VRMS ensures that students receive the emotional, social, and academic support they need to thrive both in and outside the classroom.

## Strengths

1. **Variety of Academic Opportunities:** VRMS offers accelerated courses in 6th and 7th grade ELA and Math, providing students with

challenging coursework to enhance their academic growth and prepare them for high school.

2. **Comprehensive AVID Program:** The AVID program promotes critical thinking, organizational skills, and college readiness, helping students develop the skills needed for success in high school and beyond.
3. **Leadership and Personal Growth:** Programs like the Principal Leadership Council empower students to engage in school leadership, develop teamwork skills, and practice communication, fostering personal growth and responsibility.
4. **Extracurricular Activities:** A wide range of extracurricular activities, including athletics, Choir, Orchestra, Band, Theatre, and Art, allows students to explore their interests, develop social skills, and build confidence.
5. **Support for Academic Excellence:** The National Junior Honor Society (NJHS) promotes academic excellence, leadership, and community service, motivating students to excel both in and outside of the classroom.
6. **Student-Created Yearbook:** The opportunity to contribute to the creation of the Student-Created Yearbook allows students to develop skills in photography, design, writing, and teamwork, enhancing their creative and collaborative abilities.
7. **Comprehensive Mental Health and Counseling Services:** VRMS is committed to supporting students' mental health with dedicated counselors and partnerships with Communities in Schools, providing services such as peer mediation, anti-bullying, drug awareness, and suicide prevention.
8. **Holistic Student Support:** The counseling team works closely with students, teachers, and families to create a supportive environment, ensuring students receive the academic, social, and emotional support they need to succeed.

In summary, VRMS's strengths lie in its well-rounded approach to student development, offering a diverse range of academic opportunities, leadership programs, extracurricular activities, and comprehensive support services that ensure students are prepared for future success in all aspects of life.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1

Despite the availability of academic support programs such as AVID, the Homework Hub, and pull-out tutoring, significant achievement gaps persist. Some students remain disengaged or do not experience sufficient academic growth, indicating that current supports are not fully meeting the diverse and intensive academic needs of all learners.

Existing intervention programs are not consistently tailored to provide the level of individualized, sustained support required by some students. Limited student engagement, inconsistent participation, and gaps in progress monitoring and follow-up reduce the effectiveness of these supports in closing achievement gaps.

2

Student behavior and discipline issues continue to negatively impact the learning environment. While the no-electronics policy and Behavior Tracker have reduced some disruptions, chronic behavior challenges and social-emotional needs among a subset of students continue to interfere with instruction and student learning.

Current behavior systems primarily address surface-level behaviors and do not consistently provide targeted, individualized supports for students with ongoing behavioral or social-emotional challenges. Limited structured opportunities for self-regulation skill development, goal setting, and consistent follow-through contribute to continued classroom disruptions for students.

 = Priority

# Perceptions

## Summary

### Perceptions Summary for Vista Ridge Middle School (VRMS)

Vista Ridge Middle School (VRMS) is a vibrant educational community focused on student achievement, social-emotional growth, and the overall development of every learner. The school is dedicated to providing an inclusive and diverse environment where students have access to the resources and opportunities needed to succeed academically, socially, and emotionally.

The student population reflects a diverse community, with 23% African American, 28% Hispanic, 26% White, and smaller percentages representing other ethnicities.

Academic programs and student support at VRMS are designed to provide rigorous and engaging learning experiences. Accelerated courses in 6th and 7th grade math and 7th grade English Language Arts (ELA) challenge advanced learners, while AVID helps prepare students for college and career readiness. Project-Based Research and hands-on Career and Technical Education (CTE) classes give students opportunities to apply their knowledge in creative and practical ways. Intervention programs, including tutoring during advisory pull-out time, ensure that students who need additional help receive targeted support. Services are further enhanced by an intervention specialist and specialized instruction for students receiving special education through inclusion, co-teach, and resource models.

Student well-being is a top priority at VRMS. Support is provided through Communities in Schools and three school counselors who address important topics such as anti-bullying, drug awareness, suicide prevention, and internet safety. Counselors also assist with peer mediation and conflict resolution, equipping students with tools to manage challenges effectively. This strong commitment to mental health ensures that students are supported both academically and personally.

Extracurricular opportunities enrich student life and encourage leadership at VRMS. Programs include athletics, choir, orchestra, theatre, art, band, and National Junior Honor Society (NJHS). Students also engage in yearbook production and a variety of student groups tailored to their interests. The Principal Council gives students a voice in school decisions, fostering leadership and accountability.

### Challenges and Perceptions

Despite a wide range of programs, some challenges affect perceptions of the school. Standardized test results in areas such as 7th grade math and 8th grade social studies highlight gaps in student performance, raising questions about instructional effectiveness and the need for more focused interventions. While VRMS provides strong support for special education and emergent bilingual students, some parents may feel that resources are not sufficient to fully address individual needs, particularly when demand is high.

Additionally, while extracurricular options are robust, enrollment in CTE courses remains low (6%). This may represent a missed opportunity for early career exploration, possibly due to limited resources or lack of awareness among students and families.

In conclusion, Vista Ridge Middle School offers diverse academic, social, and extracurricular programs that foster student success. Addressing challenges in specific academic areas, ensuring equitable support for all learners, and expanding awareness of specialized programs could further strengthen the school's impact and enhance its reputation in the community.

## Strengths

### Strengths of Vista Ridge Middle School (VRMS):

1. **Diverse and Inclusive Environment:** The school fosters a rich cultural environment, reflecting diversity in both its student population and faculty, allowing students to engage with a variety of perspectives.

2. **Rigorous Academic Programs:** VRMS offers advanced academic opportunities, including accelerated courses in Math and English Language Arts, and a focus on college and career readiness through the AVID program.
3. **Comprehensive Student Support:** With programs like Saturday School, specialized services for special education, and additional support from intervention specialists and tutors, the school ensures struggling students receive the help they need to succeed.
4. **Focus on Student Well-Being:** The school prioritizes students' mental health and personal growth by offering counseling services, programs for anti-bullying, conflict resolution, and college/career readiness, ensuring students develop skills for life beyond school.
5. **Wide Range of Extracurricular Activities:** Students have access to diverse extracurricular opportunities, including athletics, choir, orchestra, theatre, art, band, and leadership roles in groups like the Principal Leadership Council and NJHS, promoting well-rounded development.
6. **Hands-On Learning:** Programs like Project-Based Research and CTE courses provide students with the opportunity to apply knowledge in real-world scenarios, fostering creativity and problem-solving skills.
7. **Leadership Development:** Programs such as the Principal Leadership Council empower students to take on leadership roles and influence school decisions, building confidence and teamwork skills.
8. **Community Partnerships:** The school works with Communities in Schools to provide dedicated mental health counseling, further strengthening the support system for students.
9. **Commitment to Student Growth:** VRMS's holistic approach—supporting academic, personal, and leadership development—ensures students are well-prepared for high school and beyond.

In summary, VRMS excels in providing diverse academic, personal, and extracurricular opportunities that foster a well-rounded and inclusive learning environment. The school's comprehensive support systems and focus on leadership and college/career readiness are key strengths.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Limited parent engagement continues to be a barrier to full community involvement. Although overall parent participation has increased, engagement gaps remain--particularly among families facing time constraints or language barriers--which can impact students' academic support and success.

Current family engagement strategies do not consistently address the varied needs of all families. Language barriers, limited availability, and a lack of clear guidance on how parents can support their child's academic progress contribute to feelings of disconnection and reduced participation among some families.

2  
★

Student and staff expectations are currently being redefined due to new leadership and an influx of new staff. During this transition, inconsistencies in beliefs, values, and systems have created challenges in establishing clear, unified expectations for behavior and academic success, limiting the overall impact on student achievement and school culture.

The change process associated with new leadership, new hires, and revised behavior and classroom/hallway expectations has not yet been fully embedded across the campus. Inconsistent implementation, limited shared understanding, and insufficient systems for recognizing and reinforcing positive student behavior and achievement contribute to variability in expectations and outcomes.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Campus assessment data from MAP and state assessments indicate persistent achievement gaps among Students of two or more races, Special Education students, and Economically Disadvantaged students when compared to the overall campus population. These gaps highlight a need for targeted instructional strategies and supports to ensure equitable academic outcomes for all student groups.

Limited targeted professional development for teachers, insufficient incentives and structures for student participation in tutoring outside the school day, and inconsistent recognition of academic growth and achievement contribute to the persistence of achievement gaps among identified student groups.

2  
★

Tier 1 and 2 instructional practices are not consistently meeting student needs, resulting in limited effectiveness of interventions and slower academic progress for students requiring targeted support. Inconsistent differentiation, small group instruction, and uneven access to instructional technology reduce the impact of district-provided enhanced programs.

Teachers need additional training and ongoing support in differentiation and small group instructional strategies to strengthen Tier 2 instruction. Additionally, gaps in student access to appropriate technology limit students' ability to fully engage with and benefit from enhanced instructional programs offered by the district.

3  
★

Student and staff expectations are currently being redefined due to new leadership and an influx of new staff. During this transition, inconsistencies in beliefs, values, and systems have created challenges in establishing clear, unified expectations for behavior and academic success, limiting the overall impact on student achievement and school culture.

The change process associated with new leadership, new hires, and revised behavior and classroom/hallway expectations has not yet been fully embedded across the campus. Inconsistent implementation, limited shared understanding, and insufficient systems for recognizing and reinforcing positive student behavior and achievement contribute to variability in expectations and outcomes.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- 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
- Equity data
- T-TESS data
- T-P ESS data
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data



# Goals

# Goal 1 Increase student achievement

## Performance Objective 1 High Priority

60% of students will achieve Meets in all content areas measured by the 2026 STAAR/EOC tests.

### Action Step 1

Administrators will conduct frequent walkthroughs in classes to ensure continuity of instruction and alignment with Keller ISD curriculum scope and sequence.

**Measures:** PLC meeting agendas, walkthrough documentation

**Staff Responsible for Monitoring:** Content administrators, campus principal and department head, instructional coach

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Administrators, instructional coach and teachers will facilitate data analysis discussions with content area teachers during PLC meetings.

**Measures:** MAP student growth report, common summative assessments

**Staff Responsible for Monitoring:** Instructional coach, content administrators, department heads, content teachers, campus principal

### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 3

All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, data analysis, and lesson planning.

**Measures:** Content administrators and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas, and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.

**Staff Responsible for Monitoring:** Content administrators, campus principal, department lead

### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 4

Tier 2 instruction will include small group lessons and the use of district-provided software programs.

### Progress Reviews

Some Progress

December

April

July

August

### Performance Objective 2

By the end of the 2025-2026 school year, Vista Ridge Middle School will increase 7th grade math STAAR scores for approaches or better by 15%, from 38% to 53%.

### Action Step 1

Intervention tutoring will be provided throughout the year to address achievement gaps in class, tutoring before and after school, and through pullout tutoring.

**Measures:** Students will be invited or selected to attend tutoring throughout the year. Using student data, learning gaps will be addressed in mini lessons.

**Staff Responsible for Monitoring:** Tutorial teachers, seasonal tutors, campus testing coordinator, campus principal.

### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 2

Teachers will have students set goals and monitor progress after each assessment and MAP test.

**Measures:** Teachers and students will use data from campus common assessments and MAP data to conduct/facilitate goal setting with students to empower student accountability in their learning and progress monitoring.

**Staff Responsible for Monitoring:** Math teachers, content administrator, campus principal, department heads

### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 3

Administrators, teachers, and instructional coach will facilitate data analysis discussions with 7th grade math teachers during PLC meetings.

**Measures:** MAP student growth report, PLC training session, data analysis training, common formative assessments

**Staff Responsible for Monitoring:** 7th grade math teachers, content administrators, campus principal, department head

### Progress Reviews

Considerable Progress

December

April

July

August

### Performance Objective 3

70% of 8th grade social studies students will achieve a score of Approaches or higher on the 25-26 STAAR test.

### Action Step 1

Teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.

**Measures:** Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas, and follow through on required agenda topics.

**Staff Responsible for Monitoring:** Content administrators, campus principal, department head

### Progress Reviews

 Accomplished

December

April

July

August

## Action Step 2

Teachers will meet to plan and discuss data after every district assessment to improve instruction and student success.

**Measures:** Teachers will use data from district common assessments to spiral and reteach TEKS not mastered. Administrators will monitor through walkthroughs.

**Staff Responsible for Monitoring:** Campus administration, social studies teachers, instructional coach, campus principal, department head

### Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**

## Action Step 3

Every quarter, teachers will be provided at least a half day to lesson plan and collaborate with their team members, utilizing data to drive discussion and planning.

**Measures:** Planning days scheduled each quarter

**Staff Responsible for Monitoring:** Instructional coach, campus administration, department lead

**Funding Sources:** Substitutes 211 - Title I Pt A Impr BSC Prg, \$2,750

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

## Action Step 4

Teachers will implement classroom management and teaching strategies to promote positive learning environments for all types of learners.

### Progress Reviews

No Progress

**December**

**April**

**July**

**August**

# Goal 2 Overall excellence in student, parent, and community relations

## Performance Objective 1

By the end of the 2025-2026 school year, Vista Ridge Middle School will increase student, parent, and community engagement by 20%, measured through participation rates in school events.

### Action Step 1

VRMS will host 4 curriculum based events focused on family activities linked to TEKS.

**Measures:** Attendance and sign in will be taken at each event

**Staff Responsible for Monitoring:** Campus administration, campus principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Beginning of year, middle of year and end of year surveys will provide families of students and opportunity to give feedback on the communication, safety and instruction from VRMS.

**Measures:** survey data results

**Staff Responsible for Monitoring:** campus principal, campus administrators

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 3

Implement consistent weekly communication via Parent Square, Facebook, and website to reach

parents and keep them informed about school activities, news and initiatives.

**Measures:** Parents opening and responding to Parent square posts and an increase in Facebook activity

**Staff Responsible for Monitoring:** Campus administration and instructional coach

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Progress Reviews

Considerable Progress

December

April

July

August

## Performance Objective 2

During the 2025-2026 school year, the PTA will be reestablished and will participate in on campus events.

### Action Step 1

Elect a Board and increase recruitment efforts for parents and staff to become members.

**Measures:** Increase in membership numbers.

**Staff Responsible for Monitoring:** PTA council, campus principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 2

Host 1 PTA meeting per quarter in coordination with other school events.

**Measures:** Attendance, meeting minutes, and agenda

**Staff Responsible for Monitoring:** Campus principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 3

Create routine communication from PTA to be included in VRMS newsletters to parents that will allow parents to have knowledge of PTA events and ways they are supporting students and faculty.

**Measures:** Once a month included information on the VRMS newsletter

**Staff Responsible for Monitoring:** Counseling team and campus principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

## Progress Reviews

Some Progress

December

April

July

August

## Performance Objective 3

Communication from campus will be sent weekly from the administration and teachers.

## Action Step 1

A weekly newsletter will be sent to families via Parent Square to include information about campus events, initiatives, and counseling updates.

**Measures:** Weekly newsletter sent via Parent Square

**Staff Responsible for Monitoring:** Counseling team, campus administration, campus principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Progress Reviews

Considerable Progress

December

April

July

August

## Action Step 2

Teachers will use Parent Square to communicate the schedule for a unit or weekly.

**Measures:** weekly communication

**Staff Responsible for Monitoring:** Department leads, department campus administrators, TTESS evaluators, campus principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Progress Reviews

Considerable Progress

**December**

**April**

**July**

**August**

### Action Step 3

The campus website will be updated and checked once a month for accuracy as a communication and resource for parents.

**Measures:** Monthly check and feedback from staff and parents

**Staff Responsible for Monitoring:** Campus administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### Action Step 4

Utilize resources for parent involvement and engagement, such as Woodburn Press and weekly newsletter through Parent Square, and to highlight campus activities and provide opportunities for parents to be involved with the campus and the Keller ISD community.

### Progress Reviews

No Progress

**December**

**April**

**July**

**August**

# Goal 3 Employee excellence and organizational improvement

## Performance Objective 1

In the 2025-2026 school year, teachers will align with district scope and sequence.

### Action Step 1

Schedule monthly or bi-monthly meetings where teams will meet to share updates, challenges, and ideas to encourage collaboration and knowledge of teaching strategies.

**Measures:** Department Chair Meeting Sign in sheets  
Departmental data

**Staff Responsible for Monitoring:** Department chairs  
Administrators  
Instructional Coaches

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Progress Reviews

No Progress

**December**

**April**

**July**

**August**

## Performance Objective 2

Analyze discipline data, attendance, surveys, and academic performance metrics to monitor progress towards fostering a culture of respect and motivation.

## Performance Objective 3

Promote a collaborative and innovative work environment that empowers employees to contribute ideas, improve processes, and support the organization's continuous growth and success.

### Action Step 1

Provide Regular Feedback and Coaching-Establish ongoing one-on-one check-ins to give constructive feedback, recognize achievements, and discuss growth opportunities.

**Measures:** Walk-through forms

T-TESS

Observations

Conferences

**Staff Responsible for Monitoring:** Instructional Coaches

Administrators

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Progress Reviews

No Progress

**December**

**April**

**July**

**August**

### Action Step 2

Offer professional development opportunities, encourage participation in training, workshops, certifications, and mentoring programs to build skills and career growth.

**Measures:** Teacher feedback

Professional development

**Staff Responsible for Monitoring:** Administrators

Instructional Coaches

AVID Site Team

### Progress Reviews

No Progress

**December**

**April**

**July**

**August**



# Title I Summary

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1 Description of CNA Process

Please see Title1Crate for the following documentation.

### 1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

### 2.2 Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

### 2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

### 2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

### 2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

## 3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

### 3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

# Title I Personnel

| <b>Name</b>      | <b>Position</b>     | <b>Program</b> | <b>FTE</b> |
|------------------|---------------------|----------------|------------|
| Chance Ray       | Counselor           | Title 1        | 1          |
| Jamie Fieldhouse | Instructional Coach | Title 1        | 1          |
| Katy Fox         | IST                 | Title 1        | 1          |