

Keller Independent School District



Vista Ridge Middle School

Accountability Rating: C

2026-2027 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

Needs Assessment Overview

Summary

Our recent MAP assessments have highlighted a significant need for intentional and targeted tutoring to address specific learning gaps among our students. It is imperative that we develop a structured tutoring program that focuses on these identified areas, ensuring that each student receives the personalized support they require to succeed academically. By doing so, we can help bridge these gaps and foster a more equitable learning environment for all students.

Additionally, there is a growing need for student recognition programs that celebrate the achievements and efforts of our students. Recognizing and rewarding students not only boosts their morale but also encourages a culture of excellence and motivation within our school community. To enhance these programs, we are seeking greater involvement from parents, inviting them to volunteer and partner with our school staff during celebration days. This collaboration will not only strengthen the bond between the school and families but also create a more inclusive and supportive environment for our students.

Demographics

Summary

Vista Ridge is a Title 1 campus located in Fort Worth, Texas, serving approximately 750 students. As a Title 1 school, we are committed to providing high-quality education and support to students from low-income families, ensuring that all students have access to the resources they need to succeed academically.

Our school's demographics reflect a rich tapestry of cultural backgrounds and diversity among our students. With 27% African American, 31% Hispanic, 17% White, 17% Asian, 0.4% Pacific Islander, 0.13% American Indian, and 9% identifying as two or more races, we celebrate and embrace the diverse perspectives and experiences that each student brings to our community.

The school maintains a strong attendance rate of 95%, which is a testament to the dedication of our students and families in prioritizing education. However, we recognize that 52% of our students are economically disadvantaged, and we strive to provide additional support and resources to ensure their success. Additionally, 16% of our students are emergent bilinguals, and we are committed to offering robust language support programs to help them achieve proficiency and excel in their studies.

We are proud to support a diverse range of learning needs, with 21% of our students receiving special education services and 7% having 504 plans. Our dedicated staff works tirelessly to provide individualized support and accommodations to ensure that every student can thrive. The student mobility rate of 14.5% presents challenges, but we are focused on creating a stable and welcoming environment for all students, regardless of their circumstances.

Our gifted and talented program serves 8% of our student population, providing opportunities for advanced learning and enrichment. The gender breakdown of our student body is 54.8% female and 45% male, and we are committed to fostering an inclusive environment where all students feel valued and empowered to reach their full potential.

Strengths

1. Strong Culture of Diversity and Inclusion

Vista Ridge's diverse student population is a major strength. With students representing multiple racial, cultural, and linguistic backgrounds, the campus is positioned to foster global awareness, collaboration, and empathy among students. This diversity enriches classroom discussions, strengthens cultural understanding, and helps prepare students for success in an increasingly diverse world. The school's commitment to inclusion ensures that all students feel represented and valued.

2. High Student and Family Commitment to Education

The school's 95% attendance rate reflects a strong partnership between students, families, and staff. Consistent attendance demonstrates that families value education and that students feel connected to the campus community. This strong level of engagement creates a stable foundation for academic growth, relationship-building, and positive school culture.

3. Comprehensive Support Systems for Student Success

Vista Ridge demonstrates a strong commitment to meeting the needs of all learners. The campus provides targeted support for emergent bilingual students, students receiving special education services, students with 504 plans, and gifted and talented learners. This wide range of academic and social-emotional supports highlights the school's dedication to

individualized learning and ensuring every student has opportunities to succeed regardless of background or learning need.

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 (55%) and economically disadvantaged (53%) students, along with a 14.5% student mobility rate, which disrupts learning continuity and requires more targeted support. Additionally, gaps in student access to appropriate technology limit students' ability to fully engage with and benefit from enhanced instructional programs offered.
2 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.

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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 and resource models in place to ensure they receive the necessary academic support. Additionally, an ESL teacher provides 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 instructional coaches, 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 inclusion support 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 (97%), Algebra I EOC (91%), 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 small group support tutors, 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. Additionally, our after-school tutoring program, Homework Hub, provides opportunities for our students to receive focused intervention and support.
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 district common 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.

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 Analysis of STAAR performance data indicates significant achievement gaps across grade levels and content areas at Vista Ridge Middle School. 7th-grade students performed with only 64% meeting the Approaches grade-level standard in ELA. In mathematics, only 29% of 7th-grade students meet the Approaches standard. Additionally, 8th-grade performance in Social Studies was 63%).	Data suggests that inconsistent implementation of targeted instructional strategies, intervention systems, and data-driven practices across grade levels has contributed to gaps in student achievement. Additionally, learning disruptions, varying levels of foundational skill mastery, and the high percentage of economically disadvantaged students may impact students academic readiness and performance
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, students need more access to tutoring in the school day through intentional small-group instruction.

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School Processes & Programs

Summary

Vista Ridge Middle School demonstrates a strong commitment to academic excellence, student growth, and continuous improvement through intentional systems of support for both students and staff. The campus prioritizes high-quality instruction by investing in professional development cohorts focused on *Get Better Faster* and *Teach Like a Champion*, while also utilizing intentional master scheduling to embed collaborative PLC time for core teachers. These data-driven PLC structures allow teachers to analyze student performance, plan targeted instruction, and implement effective interventions to address student needs.

VRMS provides multiple layers of academic support, including summer intervention programs, seasonal tutors, and accelerated coursework opportunities in 6th and 7th-grade ELA and Math to challenge and prepare students for future success. The campus also fosters college and career readiness through a comprehensive AVID program that builds critical thinking, organization, and leadership skills.

In addition to strong academics, VRMS offers a wide range of leadership opportunities and extracurricular activities that support the development of the whole child. Programs such as the Principal Leadership Council, National Junior Honor Society, and the student-created yearbook encourage leadership, collaboration, creativity, and responsibility. Students also have opportunities to participate in athletics, fine arts, theatre, and other enrichment programs that promote confidence, teamwork, and personal growth.

A major strength of VRMS is its commitment to supporting students socially and emotionally through comprehensive counseling and mental health services. Partnerships with Communities in Schools, along with dedicated counselors, provide students with access to peer mediation, anti-bullying initiatives, drug awareness education, suicide prevention resources, and individualized support. Through strong collaboration among staff, students, and families, VRMS creates a supportive and inclusive environment where students are empowered to succeed academically, socially, and emotionally.

Strengths

1. Strong Professional Development and Instructional Support

VRMS invests in staff growth through professional development cohorts focused on *Get Better Faster* and *Teach Like a Champion*, strengthening instructional practices and increasing teacher effectiveness.

2. Intentional PLC Structures and Data-Driven Collaboration

The master schedule intentionally embeds PLC time for core teachers, allowing teams to collaborate regularly using data-driven agendas to analyze student performance, plan instruction, and implement targeted interventions.

3. Comprehensive Academic Intervention Systems

Students receive additional academic support through summer intervention programs, seasonal tutoring opportunities, and targeted instructional support designed to close learning gaps and improve achievement.

4. Advanced Academic Opportunities

VRMS offers accelerated ELA and Math courses in 6th and 7th grade, providing students with rigorous coursework that promotes academic growth and prepares them for advanced high school opportunities.

5. Comprehensive AVID Program

The AVID program promotes college and career readiness by helping students develop critical thinking, organization, study skills, and leadership abilities necessary for long-term success.

6. Leadership Development Opportunities

Programs such as the Principal Leadership Council and National Junior Honor Society provide students with opportunities to build leadership, communication, teamwork, and service-oriented skills.

7. Wide Range of Extracurricular Activities

Students can participate in athletics, Choir, Orchestra, Band, Theatre, Art, and other extracurricular programs that foster creativity, confidence, teamwork, and student engagement.

8. **Student-Created Yearbook Program**

The yearbook program allows students to strengthen skills in photography, design, writing, collaboration, and project management while contributing to the school community.

9. **Comprehensive Counseling and Mental Health Support**

VRMS provides strong social-emotional support through dedicated counselors and partnerships with Communities in Schools, offering services such as peer mediation, anti-bullying education, drug awareness, and suicide prevention.

10. **Holistic Support for Student Success**

The campus prioritizes the academic, social, and emotional well-being of students by fostering strong collaboration among staff, students, and families to ensure every student feels supported and empowered to succeed.

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 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 achievement data from MAP and STAAR assessments indicates a need to strengthen systems that recognize and celebrate student academic performance and growth throughout the school year. There is limited consistency in campus-wide recognition practices that highlight individual growth, academic achievement, and goal attainment each quarter.	A root cause analysis suggests that the campus lacks a consistent and structured system for recognizing and celebrating student growth and achievement tied to MAP and STAAR performance data. Inconsistent communication of student progress, limited opportunities for goal-setting celebrations, and varying recognition practices across grade levels and content areas may reduce student motivation.

★ = Priority

Perceptions

Summary

Perceptions Summary for Vista Ridge Middle School (VRMS)

Vista Ridge Middle School (VRMS) is a diverse and inclusive learning community committed to student achievement, social-emotional growth, and the development of the whole child. The student population includes 24% African American, 31% Hispanic, 18% White, and smaller percentages representing other ethnicities. Additionally, 53% of the campus is economically disadvantaged, and 55% of students are at-risk.

VRMS offers rigorous academic opportunities and targeted support programs. Accelerated courses in 6th and 7th-grade math and 7th-grade ELA challenge advanced learners, while AVID promotes college and career readiness. Students needing additional support benefit from intervention programs, tutoring, and specialised instruction, inclusion support and resource models.

Improving classroom instruction is a campus priority. VRMS supports teacher growth and student achievement through two instructional coaches and one intervention support teacher who provide professional development, instructional guidance, data analysis support, intervention planning, and strategies to improve student outcomes across content areas.

Student well-being remains a priority through support from Communities in Schools and campus counselling services. Services include anti-bullying education, drug awareness, suicide prevention, internet safety, peer mediation, and conflict resolution, helping students succeed academically and personally.

Extracurricular programs such as athletics, choir, orchestra, theatre, art, band, NJHS, yearbook, and student leadership groups encourage involvement, creativity, and leadership development. The Principal Council also gives students a voice in school decisions.

Despite these strengths, challenges remain. Standardized test performance in areas such as 7th-grade math and 8th-grade social studies indicates a need for stronger instructional strategies and targeted interventions. Some families may feel additional support is needed for special education and emergent bilingual students.

Overall, VRMS provides strong academic, social, and extracurricular opportunities while continuing to focus on improving student achievement, classroom instruction, and equitable support systems for all learners.

Strengths

1. Diverse and Inclusive School Community

VRMS fosters an inclusive environment that values diversity and supports the academic, social, and emotional growth of all students.

2. Rigorous Academic Opportunities

Accelerated courses in 6th and 7th-grade math and 7th-grade ELA provide advanced learners with challenging coursework that prepares them for future academic success.

3. College and Career Readiness Programs

The AVID program helps students build organizational, critical thinking, and leadership skills while preparing them for college and career pathways.

4. Targeted Academic Interventions and Support

Students receive additional academic support through tutoring, intervention programs, and specialized instructional models including inclusion and resource services.

5. Strong Focus on Improving Classroom Instruction

VRMS prioritizes instructional improvement through the support of two instructional coaches and one intervention support teacher who assist with instructional strategies, data analysis, and intervention planning.

6. Comprehensive Student Support Services

Partnerships with Communities in Schools and campus counselling services provide students with social-emotional support, peer mediation, anti-bullying education, drug awareness, suicide prevention, and internet safety resources.

7. Wide Variety of Extracurricular Opportunities

Programs such as athletics, choir, orchestra, theatre, art, band, NJHS, yearbook, and student leadership groups promote creativity, teamwork, confidence, and student engagement.

8. Leadership Development Opportunities

Programs such as Principal Council and NJHS encourage students to develop leadership, communication, accountability, and collaboration skills.

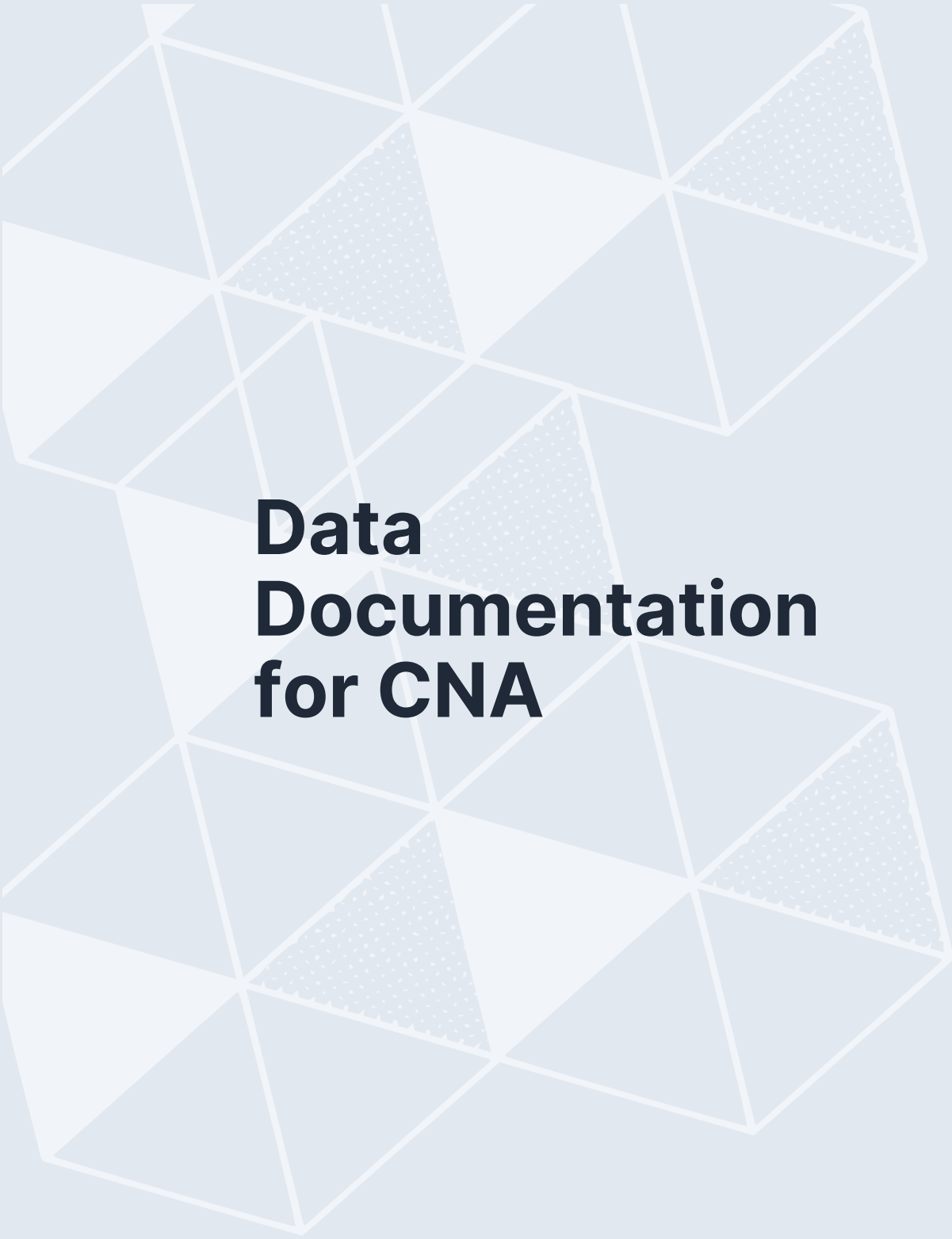
9. Commitment to Whole-Child Development

VRMS supports students academically, socially, and emotionally by creating a safe, engaging, and supportive learning environment focused on student success.

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 Although VRMS provides a range of supports for diverse learners, including special education services, emergent bilingual support, and targeted interventions, some families and stakeholders perceive that student needs are not consistently met across all settings.	The inconsistent impact of support systems is linked to variability in collaboration and alignment between general education teachers, support staff, and intervention personnel. While structures such as inclusion, tutoring, and resource services exist, they are not always implemented with consistent fidelity, resulting in uneven support for students with specialized learning needs.

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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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Running Records results

- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ 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
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-P ESS data
- ☒ Staff mobility/stability
- ☒ 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
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2027, all students will achieve one years growth as demonstrated by performance on NWEA MAP Reading and Math when comparing BOY to EOY assessment results.

Action Step 1 Targeted Support Action Step

Strengthen Tier 1 Instruction by providing ongoing professional development focused on differentiation, small group instruction, additional seasonal tutors, and effective Tier 2 strategies through instructional coaching, PLCs, and campus learning cohorts.

Measures: district common assessments

Staff Responsible for Monitoring: teacher, instructional coach, administration

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 2 Targeted Support Action Step

Conduct weekly classroom walkthroughs to provide timely feedback, monitor the continuity of instruction, and ensure alignment with district instructional expectations. Walkthroughs will focus on implementing effective instructional practices, adhering to the Keller ISD curriculum scope and sequence, and using data-driven strategies to support student achievement and continuous instructional improvement.

Measures: walkthrough data, district common assessments

Staff Responsible for Monitoring: administration, instructional coaches

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 3

Ensure students have access to essential instructional materials and technology--including calculators, tablets, document cameras, Surface devices and chargers, and charging stations and power strips--to support the integration of technology-based resources into classroom instruction.

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

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Action Step 4

Teachers will post daily agendas to guide student learning, utilizing the AVID organizational framework to promote clarity and structure in the classroom

Title I: 2.5.1, 2.5.2

Progress Reviews

December

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June

Action Step 5 Targeted Support Action Step

Provide additional small-group academic support to struggling students during after-school sessions and Saturday sessions, along with snacks to support student engagement and well-being.

Measures: BOY MAP data compared to EOY MAP data

Staff Responsible for Monitoring: instructional coaches, teachers, administration

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Progress Reviews

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Action Step 6

The instructional support teacher will provide targeted interventions for Tier 3 students through tutoring and programs such as Reading Styles and Quest to achieve at least one year of academic growth toward mastery of grade-level reading and math standards for 8th-grade students.

Title I: 2.5.1, 2.5.2

Progress Reviews

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Action Step 7 **Targeted Support Action Step**

The AVID Site Team will introduce a new instructional strategy each month to be implemented schoolwide, supporting consistent, research-based teaching practices across the campus.

Measures: walkthrough data

Staff Responsible for Monitoring: instructional coaches, administration

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

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Action Step 8 **Targeted Support Action Step**

At staff and PLC meetings, instructional coaches will implement a monthly instructional focus, based on Get Better Faster, to strengthen teaching practices by improving one classroom management strategy or one rigor-focused instructional strategy.

Measures: walkthrough data

Staff Responsible for Monitoring: instructional coaches and administration

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

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Action Step 9

Vista Ridge Middle School will standardize the test retake policy within each department to include intentional tutoring prior to a student retaking a test.

Title I: 2.5.2

Progress Reviews

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Performance Objective 2

By the end of the 2026-2027 school year, Vista Ridge Middle School students will increase their Math STAAR scores to APPROACHES or better by 15%.

Action Step 1 **Targeted Support Action Step**

Utilize seasonal tutors, 6th and 7th-grade advisory classes to provide dedicated intervention and enrichment time for all students through SAVVAS or IXL Math. During advisory, students will engage in personalized learning pathways aligned to their individual skill needs, allowing them to strengthen foundational concepts, address learning gaps, and accelerate academic growth in mathematics.

Measures: Progress tracking in the advisory classes

Staff Responsible for Monitoring: teacher, instructional coaches

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2 Targeted Support Action Step

Math teachers will partner with seasonal tutors to deliver small group, tiered lessons at least once a week to address gaps in knowledge.

Measures: district common assessments

Staff Responsible for Monitoring: teachers, instructional coaches

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Performance Objective 3

By the end of the 2026-2027 school year, Vista Ridge Middle School students will increase their ELA STAAR scores to MEETS or better by 10%.

Action Step 1

Engage students in brief verbal or written reading reflections following independent reading time.

Title I: 2.5.2

Progress Reviews

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Action Step 2

6th and 7th grade advisory will provide dedicated time and track the progress of students twice a week for students to practice skills using Waggle or Read 180 curriculum.

Title I: 2.5.2, 2.5.3

Progress Reviews

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Performance Objective 4

By the end of the 2026-2027 school year, Vista Ridge Middle School students will increase their 8th-grade Social Studies STAAR scores to APPROACHES or better by 15%.

Action Step 1 Targeted Support Action Step

Students will track their progress after each assessment and utilize data to identify gaps in knowledge and complete tutoring or intervention to address the gaps.

Measures: student data on common assessments

Staff Responsible for Monitoring: teachers, instructional coaches and administration

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2

All social studies teachers will model STAAR format questions in their lessons and assessments.

Measures: lesson plans

Staff Responsible for Monitoring: instructional coaches and administration

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

Increase Student Motivation and Academic Recognition: Develop a structured campus-wide recognition system to celebrate student growth, achievement, attendance, and academic goal attainment each grading period.

Action Step 1

Implement student goal-setting conferences using MAP and classroom data to build ownership of learning.

- Measures: Goal tracking charts
- Staff Responsible for Monitoring: teacher
- Title I: 2.5.1
- TEA Priorities: Improve low-performing schools
- ESF Levers: Lever 5: Instructional Leadership and Capacity Building
- Progress Reviews

DecemberFebruaryJune

Action Step 2

Reward student achievement, growth, and positive choices each quarter. Behavior Intervention Aide will assist in tracking student behavior needs through data and supports in class and between classes.

- Measures: number of students receiving incentives
- Staff Responsible for Monitoring: teachers and administrators
- Title I: 2.5.1
- TEA Priorities: Improve low-performing schools
- ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Performance Objective 2

Establish multiple avenues for students to provide their input concerning campus activities, struggles, successes, or needs.

Action Step 1

Meet monthly with students nominated by teachers for Popcorn with the Principal, open discussions about campus challenges, successes and needs.

Measures: student attendance

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

Establish a Student Leadership Council that meets quarterly with the principal to discuss campus goals, student needs, school culture, and other concerns impacting the student experience.

Measures: number of meetings

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

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Performance Objective 3

Increase community involvement by 20% to strengthen relationships and foster a sense of belonging among all stakeholders.

Action Step 1

Utilize parent engagement resources, including Woodburn Press materials and a weekly newsletter through ParentSquare, to highlight campus activities and provide meaningful opportunities for families to engage with the school and the broader Keller ISD community.

Measures: number of parents viewing the newsletter

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 2

Host at least four parent and community engagement events focused on reinforcing academic achievement. These events will include, but are not limited to, Social Studies, Math, ELA, and Science in coordination with cultural events designed to promote meaningful family involvement in student learning.

Measures: attendance at events

Staff Responsible for Monitoring: administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Action Step 3

Once per semester, host family workshops focused on supporting student learning, understanding assessment data, study skills, social skills, and technology usage.

Measures: attendance

Staff Responsible for Monitoring: counseling department

TEA Priorities: Improve low-performing schools
ESF Levers: Lever 3: Integrated Student Support Systems
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Action Step 4

Weekly, recognize outstanding students through the Positive Panthers program and positive office referrals based on staff nominations. Students will be celebrated for demonstrating academic excellence, leadership, character, citizenship, and growth. Recognition will be communicated to parents and families through phone calls, emails, certificates, social media highlights, and other campus communication.

Measures: number of students being recognized
Staff Responsible for Monitoring: administration and teachers
Title I: 2.5.1

TEA Priorities: Improve low-performing schools
ESF Levers: Lever 3: Integrated Student Support Systems
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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

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

Teachers will participate in small group committees to decide and lead campus engagement activities for teachers and staff.

Measures: committee membership and number of events

Staff Responsible for Monitoring: administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2

By the end of the school year, Vista Ridge Middle School will strengthen professional learning and instructional capacity by implementing ongoing job-embedded professional development, instructional coaching, collaborative PLCs, and targeted feedback cycles that increase the consistent use of high-quality instructional practices aligned to district expectations and student learning needs.

Action Step 1

Teachers will be provided professional development in differentiation, small group instruction, data-driven decision making, classroom management, and support for diverse learners.

Measures: walkthrough feedback and staff development feedback

Staff Responsible for Monitoring: instructional coaches and administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Action Step 2

Utilize instructional coaches and PLCs to provide job-embedded coaching, modeling, and follow-up support.

Measures: number of PLC and coaching meetings

Staff Responsible for Monitoring: instructional coaches and administration

Title I: 2.5.2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Action Step 3

Implement mentoring, staff development, and support structures for new teachers and staff to increase confidence, collaboration, and campus connectedness, including cohorts for Get Better Faster and Teach Like a Champion.

Title I: 2.5.2

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026