

**Clint Independent School District**  
**Montana Vista Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The Mission of Montana Vista is to inspire and empower students with a lifetime of learning, focusing on achievement to ensure success.

## Vision

MVE, where failure is not an option and the sky is the limit.

## Value Statement

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for the student to maximize personal potential.

Goals for the District are as follows:

1. The District will be a model of high standards for student academic excellence.
2. The District will ensure a safe, well-disciplined positive learning environment for all students.
3. The District will operate efficiently, being fiscally responsible.
4. The District will become the employer of choice in order to seek and retain effective personnel.
5. The District will include parents, community, and business members in the education of all students.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	12
Parent and Community Engagement .....	14
School Context and Organization .....	16
Technology .....	17
Comprehensive Needs Assessment Data Documentation .....	19
Goals .....	22
Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence. ....	21
Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students. ....	31
Goal 3: Montana Vista Elementary will operate efficiently, being fiscally responsible. ....	37
Goal 4: Montana Vista Elementary will become the employer of choice in order to seek and retain effective personnel. ....	38
Goal 5: Montana Vista Elementary will include parents, community, and business members in the education of all students. ....	41
Comprehensive Support Strategies .....	43
PBMAS Intervention Strategies .....	44
State Compensatory .....	45
Budget for Montana Vista Elementary: .....	45
Personnel for Montana Vista Elementary: .....	46
Title I Schoolwide Elements .....	47
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	47
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	47
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	47
Title I Schoolwide Element Personnel .....	48
Campus Instructional Leadership Team .....	49
Campus Funding Summary .....	50

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Montana Vista has the following population:

- - Total enrollment of 600 students
  - 96% Hispanic
  - We have a 12% SPED population that includes students who are in specialized classrooms and speech therapy
  - We have 358 students coded as ELL
  - Our students coded as Economically Disadvantage is at 628
  - We have 33 students coded as being Gifted and Talented

We have 38 total teachers on our campus:

4	Special Education
2	Pre-K
4	Kinder
5	1st
5	2nd
5	3rd
5	4th
5	5th
2	PE Coaches
1	System 44

Our Admin Staff Includes:

- 1 Principal
- 2 Assistant Principals
- 1 Counselor
- 1 CIS Coordinator

## Demographics Strengths

A strength for this community is the value for education and the support of their child's endeavours. Parents in this community are willing to help their children prosper and further their education. An example of this is attendance throughout the year in our 9 week STEM activities, Literacy Night Participation, Wellness Mondays for PE, Kite Day, and other great fun school activity including our Parent Nights. These activities are intended to make a connection with the teachers and students in areas outside of the classroom. As a campus we have made an extensive push to move over to a STEM type school (Science, Technology, Engeneering, Math).

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** In a 3 year study of TELPAS, it was discovered that there was medial growth for students as measured in TELPAS to the Advanced High Level once they got to 4th and 5th grade. **Root Cause:** There is a misalignment in the tracking and intervening with students who are ELL in the area of reading.

**Problem Statement 2:** Reading across the grade levels needs to be aligned to Clint ISD's Ready by Third Initiative by using data from common assessments, Developmental Reading Assessments, and iStation. **Root Cause:** The number of students reading at near grade level with fluency for comprehension has several students leaving Kinder and 1st reading below their grade level.

# Student Achievement

## Student Achievement Summary

In looking at STAAR results for the 2016-2017 School year we were: All tests

	Grade 3 Math English & Spanish Combined					Grade 3 Reading English & Spanish Combined				
	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain or Loss	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain or Loss
MVE	107	56%	101	85%	-29%	107	56%	100	71%	-
MVE LEP	65	54%	48	81%	-27%	65	52%	48	58%	-6%
MVE SPED	13	23%	11	27%	-4%	13	15%	10	20%	-5%
Clint ISD	836	70%	843	74%	-4%	837	68%	845	64%	4%
Region 19	12377	82%	12821	79%	3%	12362	80%	12822	74%	6%
State	403135	77%	406588	76%	1%	403094	76%	406487	71%	5%

	Grade 4 Math English & Spanish Combined					Grade 4 Reading English & Spanish Combined					Grade 4 Writing English & Spanish Combined				
	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain or Loss	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain or Loss	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain or Loss
MVE	100	82%	113	65%	17%	100	64%	113	51%	13%	99	60%	114	61%	-1%
MVE LEP	49	71%	48	48%	24%	49	43%	48	29%	14%	48	42%	48	42%	0%
MVE SPED	10	30%	12	8%	22%	10	10%	12	33%	-	23%	10	10%	12	8%
Clint ISD	864	69%	9116	63%	6%	864	58%	915	56%	2%	860	58%	910	57%	1%
Region 19	12804	81%	12947	78%	3%	12802	73%	12943	71%	2%	12800	68%	12932	69%	-1%
State	407095	77%	404771	74%	3%	406988	71%	404730	69%	2%	394967	61%	404495	63%	-2%

	Grade 5 Math English & Spanish Combined First Administration Results					Grade 5 Reading English & Spanish Combined First Administration Results					Grade 5 Science English & Spanish Combined				
	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain Loss	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain Loss	2018 Total Students	2018 Approaches GL	2017 Total Students	2017 Approaches GL	Gain Loss
MVE	114	75%	109	77%	0%	114	61%	109	56%	-4%	115	56%	110	65%	-9%
MVE LEP	50	68%	38	71%	2%	50	42%	38	32%	3%	51	35%	38	34%	1%
MVE SPED	14	29%	9	33%	10%	14	43%	9	11%	17%	14	29%	9	44%	- 16%
Clint ISD	923	86%	883	87%	-1%	924	70%	884	73%	-3%	920	64%	877	68%	-4%
Region 19	12969	88%	12742	85%	3%	12953	80%	12730	73%	7%	12960	80%	12741	76%	4%
State	406076	84%	392867	81%	3%	406957	78%	393309	71%	7%	407048	75%	393647	72%	3%

MVE is monitoring overall levels of Reading in grades K-2 as a focus to bring reading skills to on or above grade level. DRA, Iread, and Imagine Learning to provide data to closely monitor students in Reading. System 44 will provide Reading support for students not on grade level.

MVE will move to a K-5 Dictado school to support all students in their foundational writing skills. Students who write on a regular basis have stronger skills to compose and write essays.

MVE will continue to require science labs for all PK-5 students. Exposure to lab situations is essential in preparation of students ready for advanced science studies.

At MVE, math remains a strength for all grade levels. The school wants to continue to advance our problem solving opportunities for all students.

The ELL and Special Education students need continued support and new strategies to bring that population up to their monolingual counterparts.

### Student Achievement Strengths

System 44 has shown consistent improvement for the students served. Growth rates have ranged from 70-300 points in the 2017-18 school year.

The first round of 5th grade Math scores averaged at 75%. The staff continues to provide effective math instruction.

MVE's K-2 grade teachers have embraced Dictado and the positive effects it has had on student writing.

MVE has implemented an effective and enriching robotics program for students to be part of.

STEM days at MVE have increased knowledge and included parents in improving science knowledge and application.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Our Special Education population continues to grow and present issues in providing a uniform and effective curriculum for all students. **Root Cause:** The campus needs different and engaging activities that can move and enhance students abilities. Differentiation is only a beginning. A mindset to change and grow our students is needed

**Problem Statement 2:** Students coded as ELL are having a hard time making year to year gains in Reading and Writing. **Root Cause:** Teachers who are teaching students coded as ELL are working to provide uniformity in the alignment of teaching process. These students are struggling to gain English skills and struggle in the area of reading and writing.



# School Culture and Climate

## School Culture and Climate Summary

This year's PLC teams worked better than they have in the past. The teams collaborated to ensure that curriculum and lesson planning was done to capacity. The administration team provided the support that teachers needed in order for them to be successful in the classroom. The climate was positive throughout the school year, and the teams were able to work well together.

## School Culture and Climate Strengths

Montana Vista Elementary's displayed many strengths this year that helped enhance what was already a very strong system. This year, teachers were immersed in Balanced Literacy and Writing Workshop that created a great foundation for the upcoming school year.

This year the campus continued with great extra-curricular activities that ensured our students remained well rounded in and out of the classroom. This year, our robotics team had the opportunity to experience state competition in Austin. This experience will definitely give our students a great head start for the next coming school year.

This year we introduced STEM days that surely enhanced our science curriculum. STEM days were a great success that allowed students and their parents to participate together in a day filled with higher order thinking. This initiative not only enhanced student engagement, but it also allowed the campus to improve parental involvement. This creative way to bring parents in was a huge success for this school year.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Although the campus saw gains this year, our ELL population remained a struggle for much of the school year. The ELL population lagged in comparison to the our non ELL population. **Root Cause:** The root cause to this problem statement is that our students are having difficulty transitioning from Spanish to English. Historically the students at the campus have struggled to meet the early exit criteria, leaving many students in fourth and fifth grade with the inability to make that transition.

**Problem Statement 2:** This school year Montana Vista struggled to maintain high attendance at the campus. Although the campus had a great start, this began to fizzle mid year. Most of the issue was centered to the lower grades mainly, but was experienced in the upper grades as well. **Root Cause:** The campus did suffer a big hit this year due to the flu that dramatically hurt our attendance percentages. As we reflect on this we acknowledge that we did not follow through with incentives that typically help with attendance problems. We also acknowledge that we may have not met consistently throughout the year to target the students that had consistent absences in the school year.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 2017-18 school year, our focus was to train, recruit, cultivate and immerse our teachers in a very different way. We were able to create a system of coaching and observing to ensure that all of our teachers were evaluated and given useful tips to help the teachers make better instructional practices. Along those lines there was movement within the grade levels to help align teachers best with their strengths at the end of the 2017-2018 school year. This realignment allowed us to place teachers in better collaborative teams and it showed as they planned right away. Coaching sessions were a lot easier to dissect when we could observe an entire grade level and provide just in time feedback.

We have utilized a process of training that has been very successful: train, model, and coach. This has been extremely helpful to teachers as they not just learn but see it in action then they get to practice and get feedback. The trainings that we have implemented this year have been:

- Balanced Lit
- Dictado
- Writer's Workshop

## Staff Quality, Recruitment, and Retention Strengths

Our strengths this year came from our teachers flexibility in time and coaching. Teachers were willing to give up PLC time, stay after school, attend faculty meetings, and training all while getting coached and refinement ideas from their peers and from the admin team.

This allowed us to bring in Dictado and do it so well that we have 2 teachers that were video taped by the trainer to show their classes off to a national audience.

The Balanced Literacy components allowed us to walk in to classrooms and really work with teachers in small group reading lessons. This coaching allowed us to make the systemic changes needed for our students.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff development follow through in implementation of best practices was not always present in day to day teaching. **Root Cause:** Previous grade teachers groups were not working together to plan, discuss and refine teaching.

**Problem Statement 2:** In the past 4 years MVE has had changes of 3 principals and 4 assistant principals with each one bringing in their own systems but

with very little follow through on training on those systems. **Root Cause:** Changes in school leadership has led to a disconnect in the overall operation of the Campus Improvement Team.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

District continues to utilize TRS system as our Scope and Sequence, curriculum alignment through vertical alignment documents and IFD. IFD aligns TEKS, ELPS and gives teachers specificity to understand what needs to be taught and to what degree. Progress monitoring will be conducted through TRS performance assessments, district exams, and teacher created formative assessments.

- Reading: IStation, DRA/EDL, running records
- Imagine Learning
- iRead
- System 44
- TRS Performance Assessments

After the administration of each assessment, teachers analyze the data and make necessary adjustments to their instruction. Whether it's whole group instruction or small group intervention. Teachers identify targeted areas for tutoring from these assessments as well.

Students struggle to attain grade level achievement in reading. This is an indication in the struggle 3rd grade teachers have when students enter at the beginning of the year. Students are reading below grade level and expected to pass STAAR at the end of the year. 3rd-5th reading scores have generally reflected this deficiency.

With a high number of ELL population, we need to continue to build structures on the campus to help not only monitor student's academics for language acquisition. The implementation of ELD block this year was a start and needs to continue to be a supported initiative for the 2017-18 school year. Dictado will be implemented K-5 to improve ELL student success.

## Curriculum, Instruction, and Assessment Strengths

A built in support system for teachers to analyze data and plan as a team has been established at Montana Vista Elementary. Teachers get 1.5 hours every week to address student data and plan for upcoming lessons. During this period of time, teachers analyze student's assessments and identify intervention types and how they will follow up. Strategies are shared among teachers.

Another support system for teachers are built in TEKS Academies. This allows teachers a planning day for each grade level before the start of each 9 weeks. Teachers utilize a number of resources to plan effective instruction for students. Teachers identify targeted Hot Spots (areas in which students have not performed well in the past) and ensure instruction during the teaching of these Hot Spots is planned effectively.

As teachers improve their small group instruction, students are having greater success in their reading skills. MVE will continue to train and prepare teachers to deliver effective reading instruction.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** MVE has had an aligned school staff in previous years, the current work is to realign and bring together a vertical unit of effective teachers. **Root Cause:** Professional development has been inconsistent in maintaining effective instruction. The gaps developed have resulted in the current weaknesses in instruction.

**Problem Statement 2:** the large majority population of bilingual students have not been effectively provided instruction to close educational gaps. **Root Cause:** An inconsistent or ineffective bilingual plan for students has not provided for growth or advancement to English to create effective bilingual students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

It is the goal of Montana Vista Elementary to build a strong connection between home and school and engage parents in their child's education. Parent Involvement Survey results from 2017-18 indicate that parents are generally satisfied with the communication between school/home. Monthly calendars, call outs, and any notices sent out are written in both English and Spanish to better serve our community.

Parent training has been provided through a number of avenues for parents through counselor, CIS Coordinator, scheduled trainings with feeder pattern counselors and CIS coordinators. This partnership will continue as it has proven to be successful. CIS coordinator has provided support to our families in the forms of dental care, dental mobile clinic, food pantry, health fair. CIS coordinator runs a homework club afterschool and has maintained a chess club that began in the 2014-15 school year.

Our CIS coordinator has been working with students and parents of our community in a variety of necessities as they come up.

MVE will continue to expand and enrich parents through STEM days, literacy nights, math nights, and different parent involvement activities.

## Parent and Community Engagement Strengths

Our feeder pattern has worked hard to create a sense of community with all campuses. Events have been scheduled for all 4 campuses to participate in, such as: homecoming parade, transition activities, support by having the high school students come and work at Montana Vista, drumline and cheerleaders support at our STAAR rally.

CIS was really involved in the development of the health fair during parent/teacher conference night. CIS coordinated a food bank that was very well attended as well. A big strength is that the CIS coordinators for the feeder pattern collaborate as a team and help the community as a whole. They utilize each other's strengths to help build a strong sense of community.

Parent STEM days encourage an average of 125 families to participate and work with their child through a problem solving format.

Campus activities for students to participate in:

- baseball/softball team
- chess club
- library club

- student council
- Robotics
- UIL
- Destination Imagination
- Technology Club

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** There are some meetings that are attended more by parents and this is causing a disconnect with school connections on curriculum outlooks. **Root Cause:** Parents meetings have to be more interactive and more practical with built in incentives for parents to attend those meetings.

**Problem Statement 2:** Parent participation and understanding of the Reading Continuum will help parents become reading teachers at home to sustain the Ready by Third initiative for Clint ISD. **Root Cause:** Parents have to be taught and be given materials to help their children become active readers at home.

# School Context and Organization

## School Context and Organization Summary

Montana Vista has a strong faculty and staff that feels a sense of urgency and has a strong commitment to student success. Utilizing these strengths, MVE can continue to build success for its community. Due to this faculty strength, the campus can grow stronger by building campus leaders through a leadership team represented by each grade level. Grade level representatives meet to help disseminate information to the rest of their teams. Grade level representatives also bring concerns and the team help finds solutions.

Campus leadership team also helps to build strong PLCs, TEKS Academies, RtI process and build overall better communication between all teachers and administration.

## School Context and Organization Strengths

Montana Vista Elementary's strength is the ability to maintain structure and routine within grade levels, this helps create a stable environment of growth and consistency for students to thrive in.

The campus has worked well with establishes routines that help them work as teams to help student growth. Teachers work in teams to plan lessons, analyze data and problem solve.

The school has educationally centered atmosphere. Students are in a structured environment with expectations in the classroom as well as in common areas throughout the school. Teachers, staff, parents, and students at Montana Vista Elementary maintain a sense of pride in the campus.

Our campus goals are aligned to the district and maintained through PLC's, leadership meetings, RTI meetings, and data analysis meeting.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Our school has implemented several incentives for our students to help curve absenteeism, behavior, and enrich academics. **Root Cause:** Due to the number of initiatives and school wide curriculum roll outs, some of the incentives have not been pushed out in a timely manner or at all. Our target was to recognize at 100% but we have dropped to about 50% of recognition.



# Technology

## Technology Summary

Educational technology, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. Given the vital role of technology in today's world, educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies in order to maximize student learning and scaffold on the background that they come with. As such, our school intends to integrate technology as best possible, by providing the appropriate tools and methods of technological interaction through each stage.

The campus is slowly becoming a 1:1 technology campus. All teachers have laptops (chromebooks). Students use devices in the classroom to log in to iRead, Imagined Learning, Think Through Math, iStation and to assess at BOY, MOY, EOY. Pre-K has iPad Mini's (32GB) (these were purchased with grant money), Kindergarten has iPads as well. All students in 1st through 5th have chromebooks, although the only students that can take them home are 4th and 5th graders. Even though the campus has come a long way with the integration of technology there are still some areas that need improvement.

Structures have to be put in place to replace or repair all the broken iPads and other devices. Refresher courses still need to be conducted to make the teachers more efficient with these devices. Provisions need to be made to provide charging docks for each classroom or at the very least the grade level. In 2017-2018 3rd graders were included to allow for devices to be taken home. Computer teacher will be co-teaching in regular ed classroom to integrate learning with technology devices/applications. Project based learning will be created by students with devices/tools. Computer teacher will facilitate applications, software and device trainings for all faculty and staff. Computer teacher will develop computer based classes for parents to include basic computers, basic programs and resume development.

## Technology Strengths

Our campus has come a long ways in supporting teachers in the classroom through technology. Teachers have access to technology in the classrooms and access to our computer labs. All classrooms have interactive whiteboards as well as document cameras. Integration of technology in instruction has been a challenge. Teachers still feel they need more support in making this transition. This year all teachers are required to increase technology integration in their lessons. TLI has supported technology by bringing more I-Pads to classrooms. Our connectivity is good and all students and teachers have access to the web. Teachers have an active webpage that is used as a communication tool with parents.

- The district has supported our campus by providing a 21st century technology support person.
- This year we will be making sure that technology use is monitored and that teachers are integrating it in their lesson plans.
- Campus has in excess of 120 I Pads
- Interactive White Boards in all classrooms
- Two Computer labs
- Technology center in every classroom
- Connectivity to the web

- Webpage for every teacher
- Technology trainings

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** With the district initiative being a 1 to 1 commitment, our campus has to be able to provide the peripherals needed for students to use the technology to their maximum capacity. **Root Cause:** Our population is mostly from a low socio-economic area and most parents can not afford to send students with the materials needed for students to interact with the technology with fidelity.

**Problem Statement 2:** Student interacting with software that is intended to provide academic support will allow for differentiation and on-going academic support. **Root Cause:** As teachers work with a variety of levels of students, the teachers will be able to come up with ways to integrate learning processes for a variety of learning needs.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data

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

# Goals

Revised/Approved: February 01, 2019









## Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

**Performance Objective 1:** All student groups and student sub groups (LEP, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the STAAR in 2018-2019 accordingly: Reading/ELA 80%; Mathematics 80%; Writing 80% - Science 80%

**Evaluation Data Source(s) 1:** 80 % of all students will meet STAAR passing standards at the meets level.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May

<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b> TEA Priorities Improve low-performing schools</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Continued alignment of Reading, Writing, Math, and Science to provide supplementary materials for use alongside curriculum through a variety of supplemental support, to include but not limited to: - Balanced Literary -Guided Reading -Intervention time -ELD intervention for our students in Special Education, ELL students, and general education students</p>	2.5	-Administration and curriculum coaches will monitor assessment data and make instructional recommendation based on data -Teachers will use supplemental materials such as Mentoring Mind workbooks, Fountas and Pinnell kits, and other materials to make instructional adjustments based on student needs	-Unit Assessment scores should be at the level of Meets that is recommended by the district -STAAR results will show an overall increase -Balanced literacy will be anchored through the use of the Fountas and Pinnell kits along with their Benchmark Assessment System				
<b>Funding Sources:</b> 199 GENERAL FUND - 1366.20, 211 ESEA, TI A IMP - 2500.00							
2) Provide additional support for struggling students through after school tutoring in increments of either 30 minute to 1 hour sessions.	2.4, 2.6	-Curriculum Coach Administration Teachers	-Benchmark results -Attendance rosters -Lesson Plans				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 3840.00, 199 GENERAL FUND - 12457.78							
3) Integration of Science and STEM concepts throughout the curriculum with emphasis on hands on activities in classroom and Science Labs for all students (to include bilingual students).		-Curriculum Coach  -Classroom Teachers	-Benchmark results  -Informal Assessments  -STEMScopes				
<b>Funding Sources:</b> 199 GENERAL FUND - 2008.80, 211 ESEA, TI A IMP - 0.00							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b> PBMAS</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Integrate and provide daily math skills block with district curriculum, use of math manipulatives, games, Calendar Math/Review Board, and through the use of STAAR/TEKS aligned workbooks for instruction and practice to use in small groups and teacher led activities.</p>	2.4, 2.6	Administration, teachers	Benchmarks, Common assessments, STAAR				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 6500.00, 199 GENERAL FUND - 3000.00							

<b>Comprehensive Support Strategy</b> 5) Upgrade library to meet student needs	librarian	Benchmark, common assessments, STAAR				
	<b>Funding Sources:</b> 199 GENERAL FUND - 3400.00, 211 ESEA, TI A IMP - 4000.00					
6) Provide instructional materials and support for students identified as dyslexic	Dyslexia Teacher	Progress monitoring on dyslexia tools				
		Purchase another kit				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  7) Provide staff development for Bilingual teachers and administrators to help align instructional practices and enhance Bilingual Instruction through attendance in a local or national Bilingual Conference.	Administration, Curriculum Coach, Bilingual Teachers.	Benchmark, 9 week assessments, 4 week assessments, TELPAS and STAAR				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> 199 GENERAL FUND - 6000.00					
8) Purchase and print testing material for ELL and at Risk students to monitor progress of language acquisition.	Administration LPAC clerk	TELPAS				
	<b>Funding Sources:</b> 211 ESEA, TI A IMP - 2000.00, 199 GENERAL FUND - 800.00					
9) Purchase testing and instructional materials for GT identification and services.	Administration GT Teacher	Identify GT students				
	<b>Funding Sources:</b> 199 GENERAL FUND - 887.91					
= Accomplished              = Continue/Modify              = No Progress              = Discontinue						

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> In a 3 year study of TELPAS, it was discovered that there was medial growth for students as measured in TELPAS to the Advanced High Level once they got to 4th and 5th grade. <b>Root Cause 1:</b> There is a misalignment in the tracking and intervening with students who are ELL in the area of reading.
<b>Problem Statement 2:</b> Reading across the grade levels needs to be aligned to Clint ISD's Ready by Third Initiative by using data from common assessments, Developmental Reading Assessments, and iStation. <b>Root Cause 2:</b> The number of students reading at near grade level with fluency for comprehension has several students leaving Kinder and 1st reading below their grade level.



**Goal 1:** Montana Vista Elementary School will be a model of high standards for student academic excellence.

**Performance Objective 2:** As a 1 to 1 technology district, 100% of our students and teachers will be able to proficiently integrate technology into their learning and teaching.

**Evaluation Data Source(s) 2:** Increase in STAAR results and campus wide technology integration

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Update campus technology by replacing obsolete hardware, upgrading software and providing technology resources for the campus and in all classrooms		-Administration	-Training Sign Sheets				
		-Computer Teacher/CTC	-Completion of Certification Levels				
<b>Funding Sources:</b> 199 GENERAL FUND - 3910.00							
2) Provide training to enable staff members to complete advanced and targeted levels of proficiency.		-Administration	-Training Sign Sheets				
		-Computer Teacher/CTC	-Completion of Certification Levels				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 1500.00, 199 GENERAL FUND - 1000.00							
3) Provide technology equipment such as elmos, projectors, computers, cameras, white board pens, classroom headphone sets and other peripherals, etc. for technology integration in all classrooms for use with district and campus purchased technologies such as iStation, iRead, Imagine Learning, Stemsscopes, etc.		-Administration	-Training Sign Sheets				
		-Computer Teacher/CTC	-Program progress sheets by teachers				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 2800.00, 199 GENERAL FUND - 4350.00							
4) Incorporate the use of technology involving multimedia equipment.		-Administration	-Training Sign Sheets				
		-Computer Teacher/CTC	-Completion of Certification Levels				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1:** Montana Vista Elementary School will be a model of high standards for student academic excellence.

**Performance Objective 3:** SPED student group will increase STAAR passing rates by 10%.

**Evaluation Data Source(s) 3:** 100% of all SPED students will meet their IEP goals.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide and incorporate visuals, manipulatives, reading, writing & math materials in Special Education classrooms and inclusion classrooms.		Resource, DSC, and ASC Teachers and Paraprofessionals -Administration	-Informal evaluation -Student evaluation -State Testing Results				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						
2) Integrate everyday living skills in all aspects of special education curriculum		-ASC, DSC Teachers and Paraprofessionals -Administration	-Informal evaluation -Student evaluation -State Testing Results				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Montana Vista Elementary School will be a model of high standards for student academic excellence.

**Performance Objective 4:** Strengthen early childhood efforts in PreK. 85% of students will achieve proficiency level following PreK guidelines.

**Evaluation Data Source(s) 4:** 85% of students will achieve proficiency level following PK guidelines.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Implement Early Childhood Curriculum to include opportunities for readiness by implementing Frog Street Press Pre-K Scope & Sequence, and CiRCLE.		-Pre-K Teachers -Administration	-Lesson Plans -Formal/Informal Assessments -Common Assessments				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						
2) PreK teachers will attend staff development to enhance core content areas: math, reading, science, social studies		Administration PreK teachers	Lesson plans classroom walkthroughs				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00, 211 ESEA, TI A IMP - 5000.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 3) The district will adopt and/or purchase instructional materials that align to the curriculum and support district initiatives		Curriculum and Instructional Staff, Campus Administraton, Curriculum Coaches, Teachers	Meeting agenda, sign-in sheets, purchase orders, instructional material allotment, artifacts, new reporting forms, family nights, student participation and involvement				
	<b>Funding Sources:</b> 418 PRK GRANT - 789.68						
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							



**Goal 1:** Montana Vista Elementary School will be a model of high standards for student academic excellence.

**Performance Objective 5:** All student groups will be encouraged to attend school, complete school, and proceed to post secondary education. The attendance rate will increase to 97%.

**Evaluation Data Source(s) 5:** Increase attendance to 97%

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Recognition of Perfect Attendance on a monthly basis, at the end of every 9 weeks, a PBIS badge will be created for recognition of perfect attendance at the end of every semester.		-Administration -Counselor -Attendance clerk -Classroom teachers	-ADA Report  -Attendance Reports  -Attendance Honor Roll -Documentation				
	<b>Funding Sources:</b> 199 GENERAL FUND - 300.00						
2) Make announcements and provide weekly incentives for grade levels with the best attendance		-Administration -Attendance Clerk	-ADA Report  -Attendance Reports  -Attendance Honor Roll -Documentation				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						
3) Provide visuals with attendance goals for the school		-Attendance Committee -Administration	-ADA Report  -Attendance Reports  -Attendance Honor Roll -Documentation				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						
4) Utilize Skyward system to call parents when students are absent and to keep parents informed and updated with district calendar		Administration	-Attendance Records -Sign In Sheets				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						

<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) System Safeguard Strategy Critical Success Factors CSF 1, CSF 4, CSF 5, CSF 6</p> <p>7) Provide incentives and recognition for students meeting attendance expectations. Goals is for school to be at 98% attendance.</p>		<ul style="list-style-type: none"> <li>-Administration</li> <li>-PEIMS clerk</li> <li>-Teachers</li> <li>-Counselor</li> <li>-CIS</li> </ul>	<p>-Attendance rates will increase throughout all grade levels</p>				
---	--	--	--	--	--	--	--

 = Accomplished  
  = Continue/Modify  
  = No Progress  
  = Discontinue

**Goal 1:** Montana Vista Elementary School will be a model of high standards for student academic excellence.

**Performance Objective 6:** The campus will increase the number of students meeting minimum requirements on at least 5 of the 6 categories of their Healthy Fitness Zone within the Fitness Gram assessment.

**Evaluation Data Source(s) 6:** By May of 2017, 85% of all students will fall within their Healthy Fitness Zone on at least 5 of the 6 categories within the Fitness Gram assessment

Goal met

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Meet the needs of all students in a Health and Fitness Program including SPED, ESL, and At Risk students by:  -Providing Health Education for all students -Providing active physical involvement of all students -Providing supplies and materials to support program activities		-Administration -PE Coaches -PE Assistants	-Administrative Walkthroughs -Fitness Gram Results -Lesson Plans				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
2) Develop and build student physical well being through Physical Education		-Coaches -Administration	-Lesson Plans -Fitness Gram				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

**Performance Objective 1:** All students will participate in activities that will encourage good citizenship and patriotism among students.

**Evaluation Data Source(s) 1:** Discipline Referrals will be reduced by 20%

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Reduce incidents of bullying through Stop Bullying presentation for all students (State Mandated). Our school will follow the Bully Report Process as outlined through David's Law.		-Counselor	-Office Referrals				
		-Administration	-Teacher/Student Surveys				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
2) Through the lessons involved in PBIS and teachers will implement high expectations of student behavior.		-Counselor	-Office Referrals				
		-Administration	-Teacher/Student Surveys				
		-PBIS Team	-Utilize K12 Alerts				
		-Classroom Teachers					
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

**Performance Objective 2:** All students will model and maintain good character development.

**Evaluation Data Source(s) 2:** Discipline Referrals will be reduced by 20%.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Daily recital of the 7 Habits of Highly Happy Kids.		-Counselor -Administration	-Office Referrals -Teacher/Student Surveys.				
2) Character-building presentations, such as Positive Behavior Intervention Support, Bullying Support, Say No To Drugs.		-Counselor -Administration	-Office Referrals -Teacher/Student Surveys				
<b>Funding Sources:</b> 199 GENERAL FUND - 100.00							
3) Maintaining PBIS expectations. Provide training to campus personnel to implement positive strategies for expected student behavior		-Counselor -Security -Administration -PBIS Team	-Office Referrals				
<b>Funding Sources:</b> 199 GENERAL FUND - 500.00, 211 ESEA, TI A IMP - 500.00							
4) Continue with a climate of continuing education (College Bound) by providing opportunities for students to participate in activities with middle school and high school. Orientation for 5th grade student to gather goal setting planning, transitioning from elementary to middle school and gather info. to analyze academic skills for making effective decisions.		Administration Teachers Counselor	Student surveys Increase in STAAR scores				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
5) Recognition of Student of the Month, Terrific Kids, Character Counts, and Positive Behavior Awards		-Counselor -Administration	-Office Referrals -Teacher/Student Surveys				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							



**Goal 2:** Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

**Performance Objective 3:** The campus will create a safe learning environment for students and teachers.

**Evaluation Data Source(s) 3:** Incidence rates will be 0%.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

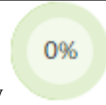
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) All visitors to MVE must check in and provide identification		-Administration -Office Personnel	-Check In Roster -Incident reports				
2) On-Duty staff will ensure that parents and students exit the building through designated doors		-Administration -Classroom teachers	-Incident reports				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
3) Maintain adequate supervision on the playground before school and during lunch recess to eliminate discipline problems		-Administration -Security Officer Support Staff	-Office Referrals -Teacher/Student Surveys -Administration Follow Through				
4) Provide Crisis Prevention Intervention training for designated staff and safety training for all teachers and staff, to include Lock Down Drills, Fire Drills, and CPI.		-Administration -Security -District Safety -Risk Manager	-Staff Development Evaluations -In-Service Sign In Sheets -Emergency Operations -Documentation				
5) Provide safe drop off and pick up procedures for students and parents		-Administration -Security Officer -District Security	-Parent and Traffic Surveys				
6) Continue with Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling		Campus Administration CIS Personnel	Tutoring logs Student referral logs Parent sign in sheets Counseling records Parent nigh presentations Home visit logs				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 0.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2:** Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

**Performance Objective 4:** Montana Vista Elementary will provide an enriching learning environment intended to extend learning and opportunities for all students.

**Evaluation Data Source(s) 4:** Teachers and staff members will provide a variety of opportunities to students that will enrich, enhance, and extend learning opportunities.

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<b>Targeted Support Strategy</b> 1) Integration of TEKS and real world experiences through field trips and entrance fees for all students to include but not limited to to GT students and to provide transportation for such experiences		-Administration -Team Sponsors -Counselor -Computer/CTC Teacher	-Team Quest -DI -TCEA -Other Competitions				
	<b>Funding Sources:</b> 199 GENERAL FUND - 4500.00, 211 ESEA, TI A IMP - 0.00						
2) Provide Honor Roll certificates and recognition during nine weeks and EOY with certificates and incentives.		-Administration -Counselor -Attendance clerk -Classroom teachers	-ADA Report -Attendance Reports -Attendance -Honor Roll -Documentation				
3) Incorporate College & Career Day and a weekly college spirit day in promoting positive learning and career choices.		-Counselor -Administration -Teachers	-Presenter Participation -Sign In Sheets				
4) Continue with a climate of continuing education (College Bound) by providing opportunities for students to participate in activities with middle school and high school. Orientation for 5th grade student to gather goal setting planning, transitioning from elementary to middle school and gather info. to analyze academic skills for making effective decisions.		Administration Teachers Counselor	Student surveys Increase in STAAR scores				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Goal 3: Montana Vista Elementary will operate efficiently, being fiscally responsible.

**Performance Objective 1:** The campus will create a fiscally responsible school.

**Evaluation Data Source(s) 1:** Will meet budget time line for expenditures.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Review budget expenditures and purchases		Campus administration	Meet budget cut-off deadlines, STAAR results				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 4: Montana Vista Elementary will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** Teachers and Campus Administrators will be given opportunity to attend a variety of professional development on rigorous classroom instructions, AVID, reading, writing, mathematics, and effective class and school wide leadership.

**Evaluation Data Source(s) 1:** Increased rating in T-TESS Evaluations through coaching.  
Enhanced school wide professional development.  
Decreased employee turnover rate.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

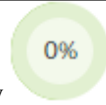
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide extensive training for Teachers, Instructional Leaders, nurses, administrators, and paraprofessionals, to include: -Region 19 Training -Workshops/ Conferences/ Seminars -GT Training to certify all teachers		-Administration  -Curriculum Coaches  -District Coordinators	-Sign In Sheets  -Increase Student Success in AEIS				
	<b>Funding Sources:</b> 199 GENERAL FUND - 1500.00						
2) Develop Leadership Teams that will meet to plan and implement our curriculum and instruction		-Administration -Administrative Team -Leadership Team	-Sign In Sheets -Increase Student Success -Evaluation Reports				
	<b>Funding Sources:</b> 211 ESEA, TI A IMP - 0.00						
3) Develop Professional Learning Communities to facilitate teacher discussions and data talks that will meet our educational planning and instructional and data goals.		Administration  Curriculum Coaches  District Coordinators	Sign in Sheets  Weekly meeting notes				
	<b>Funding Sources:</b> 199 GENERAL FUND - 1200.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 4:** Montana Vista Elementary will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 2:** District and campus curriculum leaders will provide professional development to the staff in content areas including technology integration. (Approximately 6-7% of the 187 contracted days for teachers)

**Evaluation Data Source(s) 2:** Work on providing professional development to help teachers meet T-TESS goals. Testing scores increased overall.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide any needed training and mentoring on campus initiatives for teachers as needed.		-Administration -Mentor Teachers -Central Office Personnel	-Sign-in sheets  -Teacher Surveys				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
2) Administration, Curriculum Coach and teachers will attend conferences and staff development to help support classroom instruction and substitutes for general and special education teachers to enhance instructional and leadership practices.		Administration, Curriculum Coach, and General Education and Special Education Teachers	Benchmark, common assessments, STAAR				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 5000.00							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							









# Goal 5: Montana Vista Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 1:** The campus will increase parental involvement by building a strong partnership with parents. (Increase by 25% of the current rate of participation)

**Evaluation Data Source(s) 1:** Parents, community, and business members will increase their involvement in their child's education by 25% of the current rate of participation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Develop and implement annual Title I Parent/Teacher/Student Compact	3.1	-Counselor -CILT -Parent Representatives	-Campus Improvement Plan				
	<b>Funding Sources:</b> 211 ESEA, TI A IMP - 0.00						
2) Invite community and business members to participate in site based decision making	3.2	-Administration	-Sign In Sheets -Parent Surveys				
3) Provide all parents with expectations and training (Parenting Classes) that will enable parents/guardians to help their children succeed, be College and Career Ready, and support Reading.	3.1, 3.2	-School Counselor -Teachers -Administration -CIS	-Sign In Sheets  -Parent Survey				
	<b>Funding Sources:</b> 211 ESEA, TI A IMP - 100.00						
4) Provide snacks for parent training on: core content, college and career, and parenting classes.		Counselor, Administration	Sign in sheets, parent survey				
	<b>Funding Sources:</b> 211 ESEA, TI A IMP - 2694.00						
5) Attend Title I Statewide School Support and Family Community Engagement Initiative: Family Engagement Summit to help increase parent/community involvement to help give parents strategies to implement at home in the core content areas.		Administration, Counselor, CIS	Parent Survey, increased attendance at parental classes.				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						

<p>6) Continue with Communities in Schools personnel to provide:</p> <ul style="list-style-type: none"> <li>*Academic support including tutoring and extended learning time</li> <li>*College and career readiness including pre-employment preparation</li> <li>*Enrichment activities including</li> <li>*Health and human services including mental health and basic needs</li> <li>*Parent and family involvement including home visits</li> <li>*Supportive guidance and counseling</li> </ul>	3.2	Campus Administration CIS Personnel	Tutoring logs Student referral logs Parent sign in sheets Counseling records Parent nigh presentations Home visit logs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued alignment of Reading, Writing, Math, and Science to provide supplementary materials for use alongside curriculum through a variety of supplemental support, to include but not limited to: -Balanced Literary -Guided Reading -Intervention time -ELD intervention for our students in Special Education, ELL students, and general education students
1	1	4	Integrate and provide daily math skills block with district curriculum, use of math manipulatives, games, Calendar Math/Review Board, and through the use of STAAR/TEKS aligned workbooks for instruction and practice to use in small groups and teacher led activities.
1	1	5	Upgrade library to meet student needs
1	1	7	Provide staff development for Bilingual teachers and administrators to help align instructional practices and enhance Bilingual Instruction through attendance in a local or national Bilingual Conference.
1	5	5	System Safeguard Strategy Critical Success Factors CSF 1, CSF 4, CSF 5, CSF 6 7) Provide incentives and recognition for students meeting attendance expectations. Goals is for school to be at 98% attendance.

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	4	Integrate and provide daily math skills block with district curriculum, use of math manipulatives, games, Calendar Math/Review Board, and through the use of STAAR/TEKS aligned workbooks for instruction and practice to use in small groups and teacher led activities.

# State Compensatory

## Budget for Montana Vista Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6112 00 104 0 30 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,790.00
199 E 11 6112 01 104 0 30 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$325.00
199 E 11 6117 18 104 0 30 000	6117 Career Ladder - Locally Defined	\$17,319.00
<b>6100 Subtotal:</b>		<b>\$22,434.00</b>
<b>6200 Professional and Contracted Services</b>		
199 E 11 6247 00 104 0 30 000	6247 Contracted Maintenance and Repair - Locally Defined	\$0.00
<b>6200 Subtotal:</b>		<b>\$0.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6399 00 104 0 30 000	6399 General Supplies	\$15,302.00
199 E 11 6399 44 104 0 30 000	6399 General Supplies	\$0.00
<b>6300 Subtotal:</b>		<b>\$15,302.00</b>
<b>6400 Other Operating Costs</b>		
199 E 11 6494 00 104 0 30 000	6494 Reclassified Transportation Expenses	\$2,664.00
<b>6400 Subtotal:</b>		<b>\$2,664.00</b>

## Personnel for Montana Vista Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Contreras	Teacher	Pre-K	1
Bernadette Martinez	Paraprofessional	Instructional Aide Support	1
Claudia Holguin	Paraprofessional	Instructional Aide Support	1
Francis Hernandez	Paraprofessional	Instructional Aid Support	1
Joann Rubio	Professional	Curriculum Coach	1
Latanya Ponce	Paraprofessional	Pre-K	1
Lilia Soto	Professional	Literacy Coach	1
Marissa C. Scott Ortega	Professional	Technology Coach	1
Myrna Munoz	Teacher	Pre-K	1
Nallely Carrillo	Teacher	Special Education	1
Sandra Quiroz	Paraprofessional	Instructional Aide Support	1
TBA	Paraprofessional	Special Education	1
William Maria	Paraprofessional	Instructional Aide Support	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Arellano	Teacher	System 44	
Nancy Ortega	CIS Coordinator	CIS	1
Rosa M. Valenzuela	Paraprofessional	Instructional Special Education Aide	1



# Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Rosa Armendariz	4th Grade Teacher
Classroom Teacher	Mariana Flores	1st Grade Teacher
Classroom Teacher	Ray Jimenez	5th Grade Teacher
Classroom Teacher	Maria Montes de Oca	Kinder Teacher
Classroom Teacher	Rosa Aguirre	2nd Grade Teacher
Classroom Teacher	Abril Cenicerros	3rd Grade Teacher
Classroom Teacher	Barbara Contreras	Pre-K Teacher
Classroom Teacher	Adriana Maciel	SPED Teacher
Assistant Principal	Bea Darancou	Assistant Principal
Assistant Principal	Bill Patti	Assistant Principal
Counselor	Brizeida Banuelos	School Counselor
Administrator	Cain Castillo	Principal
Parent	Blanca Hernandez	Parent

# Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199e11639900104030000	\$1,366.20
1	1	1			\$0.00
1	1	2		199e11611718104030000	\$3,637.78
1	1	2		199E11611718104030000	\$5,250.00
1	1	2		199e11611718104030000	\$420.00
1	1	2		199e11611718104030000	\$360.00
1	1	2		199E11611718104030000	\$480.00
1	1	2		199E11611718104030000	\$480.00
1	1	2		199e11611718104030000	\$420.00
1	1	2		199e11611718104030000	\$420.00
1	1	2		199e11611718104030000	\$420.00
1	1	2		199e11611718104030000	\$570.00
1	1	3		199e11639900104025000	\$2,008.80
1	1	3			\$0.00
1	1	4		199 E 11 6329 00 25	\$3,000.00
1	1	5	Library Books Update	199 E 12 6328 00 99	\$3,400.00
1	1	7		199 E 13 6411 00 25	\$6,000.00
1	1	8			\$800.00
1	1	9		199e11633900104021000	\$208.28
1	1	9		199e11633900104021000	\$187.04
1	1	9		199E11633900104021000	\$492.59
1	2	1		199E11624700104030000	\$1,745.00
1	2	1		199E11624700104030000	\$2,165.00
1	2	2			\$1,000.00

1	2	3	Headphones, white board pens, projectors.	199 E 11 6390 00 11	\$4,350.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1		199 E 11 6498 00 99	\$300.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	1	1			\$0.00
2	2	2		199 E 31 6399 00 99	\$100.00
2	2	3			\$500.00
2	2	4			\$0.00
2	3	2			\$0.00
2	4	1		199.11.6494.00.104.0.30.000	\$4,500.00
4	1	1		199	\$1,500.00
4	1	3		199 E 11 6399 11 00 30	\$1,200.00
4	2	1			\$0.00
5	1	5			\$0.00
<b>Sub-Total</b>					\$47,280.69
<b>211 ESEA, TI A IMP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1		199e1163290010930000	\$2,500.00
1	1	2		211e11611718104730000	\$3,600.00
1	1	2		211e11611718104730000	\$240.00
1	1	3			\$0.00

1	1	4		211 E 11 6329 00 30	\$3,000.00
1	1	4		211e639900	\$3,500.00
1	1	5		211 E 11 6329 00 30	\$4,000.00
1	1	8			\$2,000.00
1	2	2			\$1,500.00
1	2	3		211 E 11 6390 00	\$2,800.00
1	4	2			\$5,000.00
2	2	3			\$500.00
2	3	6			\$0.00
2	4	1			\$0.00
4	1	2			\$0.00
4	2	2			\$5,000.00
5	1	1			\$0.00
5	1	3		211e6100104730000	\$100.00
5	1	4		211 E 61 6399 P2 30	\$2,694.00
<b>Sub-Total</b>					\$36,434.00
<b>418 PRK GRANT</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	3		418e11639900104734000	\$389.83
1	4	3		418e11639900104734000	\$399.85
<b>Sub-Total</b>					\$789.68
<b>Grand Total</b>					\$84,504.37