

**Clint Independent School District**  
**Montana Vista Elementary**  
**2024-2025 Campus Improvement Plan**



**Board Approval Date:** August 28, 2024

# Table of Contents

Comprehensive Needs Assessment .....	3
Needs Assessment Overview .....	3
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	10
Perceptions .....	12
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: The District will be a model of high standards for student academic excellence. ....	17
Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students. ....	34
Goal 3: The District will operate efficiently, being fiscally responsible .....	38
Goal 4: The District will become the employer of choice in order to seek and retain effective personnel. ....	40
Goal 5: The District will include parents, community and business members in the education of all students. ....	42
State Compensatory .....	43
Budget for Montana Vista Elementary .....	43
Personnel for Montana Vista Elementary .....	43
Title I .....	44
1.1: Comprehensive Needs Assessment .....	44
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	44
2.2: Regular monitoring and revision .....	44
2.3: Available to parents and community in an understandable format and language .....	44
2.4: Opportunities for all children to meet State standards .....	44
2.5: Increased learning time and well-rounded education .....	45
2.6: Address needs of all students, particularly at-risk .....	45
3.1: Annually evaluate the schoolwide plan .....	46
4.1: Develop and distribute Parent and Family Engagement Policy .....	46
4.2: Offer flexible number of parent involvement meetings .....	46
Title I Personnel .....	47
Campus Funding Summary .....	48

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Sirius education for all students in grades 3rd- 5th

# Demographics

## Demographics Summary

School: Montana Vista Elementary is one of two elementary school servicing the community of Montana Vista. School attendance continues to impact MVE. The 23-24 school year ended with a yearly attendance of 93% which is 3% below the campus goal of 96%. Our student enrollment slightly increased this school year to 489 students which is 8 more students from previous school year.

For the 2024-2025 total employees on our campus include:

- 6 Special Education Teachers (1 ASC, 1 DSC, 3 Resource, 1 Kindergarten Collaborative, 1 PRE- K Collaborative) and 11 SPED aides
- 3 Pre-K teachers and 4 aides
- 3 Kinder teachers and 1 aides
- 3 1st grade teachers
- 3 2nd grade teachers
- 4 3rd grade teachers
- 4 4th grade teachers
- 3 5th grade teachers
- 1 PE Coaches and 2 aides
- 1 music teacher
- 1 librarian
- 4 office staff (receptionist, PEIMS, secretary, LPAC)
- 5 custodians
- 3 campus monitors
- 1 security guard
- 1 school resource officer (SRO)
- 1 diagnostician (shared with feeder pattern schools)
- 1 speech language pathologist
- 1 SLP assistant
- 1 GT teacher (shared with feeder pattern schools)
- 1 dyslexia teacher (shared with feeder pattern schools)

Our Admin Staff Includes:

- 1 Principal
- 1 Assistant Principal
- 2 Curriculum Coaches
- 1 Counselor

In 23- 24 school year we had high employee retention with only 2 teachers leaving the campus.

Montana Vista is a PK-5 school with 489 enrolled students.

- 98% Hispanic
- 17% students coded as SPED population that includes students who are in specialized classrooms and speech therapy

- 3% students coded 504
- 8% students coded as Tier 2 or 3 for interventions in RTI
- 41% students coded as Emergent Bilingual
- 54% students coded At-Risk
- 92% coded as Economically Disadvantaged
- 5% students coded as Gifted and Talented.

### **Demographics Strengths**

- Teacher retention was above 90%
- Attendance improved 1% from 92% to 93%
- Decrease of 2% students at risk from previous school year.
- Student enrollment increased by 8 students

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student enrollment continues to decline yearly. **Root Cause:** Parents now have more options on schools to enroll their children. New housing developments are more closely located near a neighboring districts schools that should be students of CLINT ISD.

**Problem Statement 2:** Student attendance was below the campus goal of 96%. **Root Cause:** Attendance systems need to be put in place to track student attendance and improved follow up.

# Student Learning

## Student Learning Summary

**Historical STAAR Data- Currently still awaiting finalized results from the state.**

23-24 Spring G3 Math				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10735	70%	38%	12%
Clint ISD	737	58%	26%	5%
MVE	76	67%	28%	7%

23-24 Spring G4 Math				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10738	69%	45%	19%
Clint ISD	701	62%	33%	11%
MVE	69	65%	22%	10%

23-24 Spring G5 Math				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10974	80%	49%	16%
Clint ISD	724	76%	48%	14%
MVE	72	90%	69%	22%

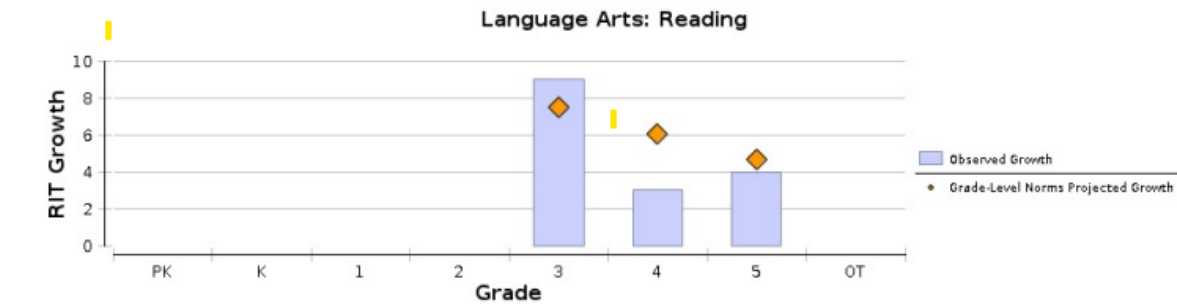
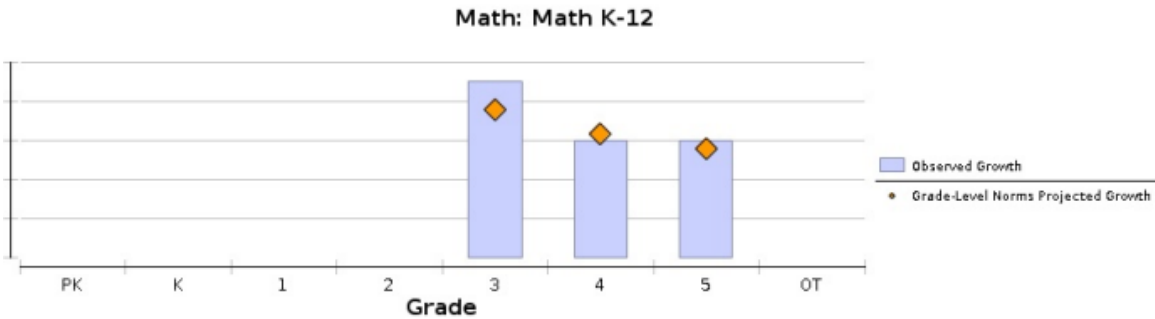
23-24 Spring G3 RLA				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10729	75%	46%	19%
Clint ISD	735	65%	32%	11%
MVE	76	68%	38%	11%

23-24 Spring G4 RLA				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10728	80%	50%	21%
Clint ISD	700	73%	40%	14%
MVE	69	70%	36%	10%

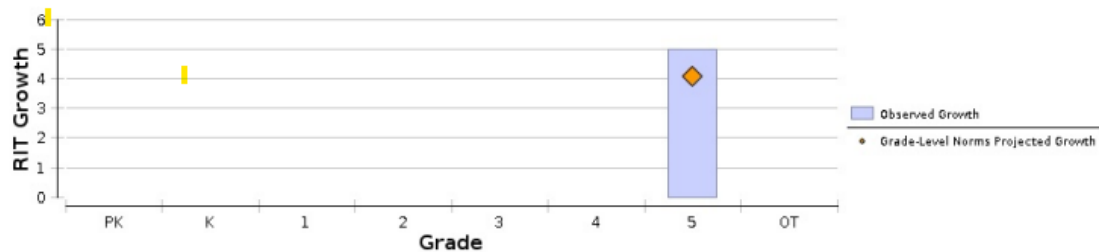
23-24 Spring G5 RLA				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10964	80%	58%	25%
Clint ISD	721	75%	49%	21%
MVE	71	83%	58%	25%

23-24 Spring G5 RLA				
	Total students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Region 19	10966	55%	22%	7%
Clint ISD	720	44%	14%	4%
MVE	72	60%	22%	6%

MAP Data (3rd - 5th Grade)



Science: Science K-12



In looking at our MAP data, our students met their projected in growth in Math, Science and 3rd grade reading this school year.

**Dibels and Lectura Data Combined (mClass)**

Grade	Well Above/ Above Benchmark								
	BOY	EOY	Growth						
Kinder	46%	71%	+25%						
1st	60%	79%	+19%						
2nd	43%	47%	+4%						

We made significant growth on mClass and Lectura in grades Kinder and 1st grade. Both grade levels were able to exceed the board goals for this school year. While 2nd grade still made growth however it was minimal.

**CLI Engage- PreK**

Reading									Math																	
On Track			Monitor			Needs Support			On Track			Monitor			Need Support											
BOY	EOY	Change	BOY	EOY	Change	BOY	EOY	Change	BOY	EOY	Change	BOY	EOY	Change	BOY	EOY	Change									
14%	73%	+59%	17%	0%	+17%	69%	26%	+43%	38%	83%	+45%	11%	0%	+11%	51%	15%	+35%									

Pre-K classes showed an overall growth for both reading and math, however, the data still shows about 26% of pre-K kids are still struggling with reading. Only 15% are still needing support in math.

**iReady- Grades Kindergarten- 2nd**



Overall all grade levels showed growth throughout the school year. Following the trends in reading, both Kindergarten and 1st grade made greater gains this school year.

### Student Learning Strengths

- Students in grade PK- 1st continue to strengthen their literacy skills which is evident through mClass Dibels, lectura, and CLI engage data for the 23-24 school year. mClass Dibels and Lectura data showed that our K-1 classes had made significant gains this school year. Pk had 59% of the students on track, and both Kinder and 1st grade had over 70% of students on grade level or above.
- Students have similar patterns in grade PK-1st in math according to CLI engage and iReady data.
- Student performance in STAAR grade 3 increased in both Reading and Math in all categories.
- 4th student performance in RLA increased in the meets and masters categories.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Teachers need to internalize HQIM lessons and ensure alignment to state standards. **Root Cause:** Teachers were not referring to state standards when planning lessons with HQIM to include the activities and resources.

**Problem Statement 2:** Students in 2nd grade have repeatedly performed below grade level in both reading and math. **Root Cause:** Tier 1 instruction is not aligned to the rigor of state standards in both reading and math.

**Problem Statement 3:** Student serviced through SPED with educational accommodations are still performing at lower levels of achievement. **Root Cause:** No communication between general education teacher and SPED teacher. General education teachers need support in implementing student accommodations in their daily instruction and activities.

# School Processes & Programs

## School Processes & Programs Summary

### Leadership Systems:

- Clearly defined roles and responsibilities
- Weekly building leadership and instructional leadership meetings utilizing agendas, minutes, and next steps
- All campus staff have accessibility to a landing page that houses all campus information. (calendar, systems, expectations, programs, and processes)
- Monthly campus leadership meetings which include a representative from all grade levels and programs.

### Instructional Systems:

- Weekly instructional leadership team meetings utilizing agendas, minutes, and next steps
- Scheduled administrative walkthroughs with a dedicated focus
- Weekly supervised collaborative meetings utilizing agendas, minutes, and next steps
- Guiding principals for instruction
- Yearlong PD plan and training calendar
- District created pacing guides
- Use of HQIM- Frogstreet, HMH, Eureka Math, Studies Weekly, iReady, Okapi, mClass interventions
- Campus is a 1:1 technology campus
- Calendared TEKs planning academies
- Dual language bilingual offerings
- MTSS
- Afterschool tutoring
- UTEP teacher residency program
- All classrooms are equipped with Frontrow system

### Campus and Climate Systems:

- PBIS ambassadors
- Volleyball Club
- Sports Club
- Folkorico
- Pep Squad
- Robotics
- UIL
- Broadcasting
- makerspace
- Monthly Sunshine activities to celebrate staff
- PBIS implementation to include parent events, feeder pattern events, and daily SEL lessons
- Music club
- Counselor adheres to 80/20 plan dedicating 80% of their time to direct classroom support.

### Communication Systems:

- Monthly parent calendar
- Class Dojo
- Mass communication through blackboard
- Social Media (Twitter, Facebook, Instagram)
- School Marquee

### **School Processes & Programs Strengths**

This year we will implement systems that will support tighter alignment to HQIM to improve Tier 1 instruction. While continuing to focus on growth, we will begin to set goals to meet higher academic achievement. Our class schedules include acceleration times for both RLA and Math. We will specifically focus on changes to systems for our special populations. Some of our students will be participating in co teach settings that will provide a certified SPED teacher in the general education classroom and continue to support professional development for those teachers. Our EB population will continue in dual language with specialized support for teachers on bridging learning between languages and adjusting HQIM to support student need.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** PBIS is not fully implemented across all grade levels, starting with the PBIS team. **Root Cause:** The campus has had 3 different PBIS/ SEL leads this school year. Because of so much change the campus has not been able to properly train and roll out the implementation correctly. The committee has also not been able to meet due to inconsistencies.

**Problem Statement 2:** Makerspace is still operating at the beginning stages of implementation. **Root Cause:** The program has not been fully monitored and implemented.

**Problem Statement 3:** Not all teachers see the value of implementing HQIM in their classrooms. **Root Cause:** Teachers have experienced success with students in their classrooms but fail to see the value of the system alignment across the campus and district.

# Perceptions

## Perceptions Summary

Montana Vista continues in creating high expectations of its students and staff. There is a shared vision in which all students that attend Montana Vista will leave prepared with the skills necessary for future success not only in school but in life. Campus core values are aligned to district core values of being committed, learner- centered, innovative, nurturing, and transparent. All educators feel a strong sense in advocating for their students and providing support using best practices which include utilizing the school resources. Campus has also begun the implementation of innovative programs to support student success academically and socially emotionally. Campus makerspace has been created and is available for all student to use along with the implementation of daily SEL lessons.

Parental engagement activities have high attendance and are warmly welcomed in the community. The goal this year is to once again establish a parent organization to support campus initiatives for student learning, and SEL development along with creating more community partnerships. Montana Vista Elementary is a PBIS campus but teachers have shared that they would like more clarification on the systems they should follow. PBIS committee will support this request by creating a matrix for students and teachers along with a flowchart to follow when addressing student discipline in their classrooms. Communication between all was an additional area identified by teachers that needed to be improved. Campus calendar will be shared to include all upcoming events, trainings, meetings, or special events so all are aware. Parent calendar and monthly newsletter will also be shared through all social media sites and class dojo to keep them informed of all events.

Student attendance continues to be an area of concern for Montana Vista. Parents need to be made aware of attendance expectations and held accountable when not met. A consistent system needs to be established to track and monitor students who are frequently absent and tardy.

## Perceptions Strengths

### Campus Strengths

- Teachers and staff at Montana Vista Elementary feel as if they are equal partners with administration in having a shared vision in student learning.
- Montana Vista Elementary has created a school community that values collaboration around teaching and student learning.
- Trust has been established between administration and staff
- Everyone feels valued and cared for
- Campus is a positive environment in which all feel supported by one another.
- All shareholders have a strong belief in the success of all students.

-

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Minimal participation from parents for community events that focus on student learning growth. **Root Cause:** Parents participate in activities

where there children are involved so campus needs to create opportunities to include them during the meetings.

# Priority Problem Statements

**Problem Statement 1:** Student enrollment continues to decline yearly.

**Root Cause 1:** Parents now have more options on schools to enroll their children. New housing developments are more closely located near a neighboring districts schools that should be students of CLINT ISD.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** PBIS is not fully implemented across all grade levels, starting with the PBIS team.

**Root Cause 2:** The campus has had 3 different PBIS/ SEL leads this school year. Because of so much change the campus has not been able to properly train and roll out the implementation correctly. The committee has also not been able to meet due to inconsistencies.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Minimal participation from parents for community events that focus on student learning growth.

**Root Cause 3:** Parents participate in activities where there children are involved so campus needs to create opportunities to include them during the meetings.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

## 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
- 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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

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

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PSS data

#### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 1:** All students will show targeted growth in reading on identified state screeners (CLI engage, mClass Dibels, mClass lectura, MAP) and STAAR assessment. All faculty and staff will be provided with needed supplies to provide high quality instruction to meet the instructional needs of the students.

## High Priority

**Evaluation Data Sources:** State Assessment Results




MAP Growth




Campus 4 week assessments.






District 9 week assessments






CLI engage

mClass Dibels, mClass Lectura

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use the district academic framework and implement the use of high quality instructional materials. High quality instructional materials include :HMH, iReady, Studies Weekly, Frogstreet, Estrellita All faculty and staff will be provided with needed supplies to provide high quality instruction to meet the instructional needs of the students.  <b>Strategy's Expected Result/Impact:</b> Improve student performance on 4 and 9 week checkpoints, improved performance on benchmark assessments, improved performance on STAAR. Supplies to meet the needs of students instructional need of the students to include: general supplies, instructional materials (manipulatives, paper, chart tablets, markers, laminating sheets, folders) testing materials, teachers laptops, interactive flat pannels  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Curriculum Coaches, Teachers, budget Clerk  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments  <b>Funding Sources:</b> - 199 GENERAL FUND - \$18,805, - 211 ESEA, TI A IMP - \$20,500	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Montana Vista will offer supplemental tutoring, intercession programs and supplemental academic enrichment activities to students PK- 5 who are in need of support to close gaps in reading as well as those that require acceleration. Provide the opportunity to plan in Reading/Math and music centers. <b>Strategy's Expected Result/Impact:</b> Closing of educational gaps with targeted intervention, continued student acceleration annually <b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coaches, Teachers, Budget Clerk  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$7,500, - 189 ESSER FUND BALANCE - \$8,600		Formative			Summative
		Sept	Nov	Feb	May
		N/A			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue to implement book of the month activities to build on students background knowledge, vocabulary and comprehension. <b>Strategy's Expected Result/Impact:</b> Build student schema, improved performance on assessments, build vocabulary <b>Staff Responsible for Monitoring:</b> Teachers, Librarian, Curriculum Coach, Literacy Committee, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211E.116329.00.104.5.30 - \$2,203, - 211 ESEA, TI A IMP - 211.e11.6299.00.104.5.30 - \$500, - 199 GENERAL FUND - 199.E.11.6329.00.104.0.30 - \$3,066		Formative			Summative
		Sept	Nov	Feb	May
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide instructional software and online subscriptions to all students that will support and increase technology skills and academic proficiency. <b>Strategy's Expected Result/Impact:</b> Support for differentiation with student product development, increase student technology proficiency, targeted support and acceleration <b>Staff Responsible for Monitoring:</b> Librarian, curriculum coaches, administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$7,100, - 199 GENERAL FUND - \$5,125	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Supplement the school library with current selection of library books. Additionally the librarian will purchase supplies and any needed technology to operate effectively for students. <b>Strategy's Expected Result/Impact:</b> Increase in student accessibility, increased enjoyment of reading <b>Staff Responsible for Monitoring:</b> Librarian, administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
	N/A			




Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Identify, assess, and intervene for students who are showing characteristics of dyslexia by providing appropriate support through the dyslexia teacher. Supplies and resources for classroom use as well as testing materials will be purchased to support the implementation of dyslexia strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with characteristics of dyslexia will be identified, monitored, and provided with needed support. Growth in reading in daily work, and assessments</p> <p><b>Staff Responsible for Monitoring:</b> dyslexia teacher, 504 coordinator, sped teacher, administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - 199.E.11.6339.00.104.0.37 - \$500, - 199 GENERAL FUND - 199.E.11.6399.00.104.0.37 - \$500</p>	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

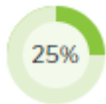








**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 2:** All students will show targeted growth in math on identified state screeners (CLI engage, iReady, MAP) and STAAR assessment.

**High Priority**

**Evaluation Data Sources:** State Assessment Results  
MAP Growth  
Campus 4 week assessments.  
District 9 week assessments  
CLI engage  
mClass Dibels, mClass Lectura

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use the district academic framework and implement the use of high quality instructional materials. High quality instructional materials include : Frogstreet, Eureka Math, iReady <b>Strategy's Expected Result/Impact:</b> Improve student performance on 4 and 9 week checkpoints, improved performance on benchmark assessments, improved performance on STAAR. <b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Nov	Feb	May
				

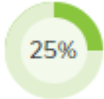





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Montana Vista will offer supplemental tutoring, intersession programs and supplemental academic enrichment activities to students PK- 5 who are in need of support to close gaps in math as well as those that require acceleration. <b>Strategy's Expected Result/Impact:</b> Closing of educational gaps with targeted intervention, continued student acceleration annually <b>Staff Responsible for Monitoring:</b> Administration, curriculum coaches, budget clerk  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 189 ESSER FUND BALANCE - 189.E.11.6117.18.104.0.30.F24 - \$8,900	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide instructional software and online subscriptions to all students that will support and increase technology skills and academic proficiency in Math. <b>Strategy's Expected Result/Impact:</b> Support for differentiation with student product development, increase student technology proficiency, targeted support and acceleration <b>Staff Responsible for Monitoring:</b> Administration, curriculum coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 3:** Implement writing across all contents in all grade levels.

**High Priority**





**Evaluation Data Sources:** Writing portfolio  
4 and 9 week assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement writing across the curriculum in all grade levels through exit tickets, response to text, open ended questions, and quick writes. <b>Strategy's Expected Result/Impact:</b> Students will show growth over time through writing portfolio <b>Staff Responsible for Monitoring:</b> Teachers, curriculum coaches, administration  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 4:** 50% of all students including sub groups will pass Science STAAR at the approaches level.

**Evaluation Data Sources:** 4 and 9 week assessments  
State assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Supplement the science labs with needed materials for labs. <b>Strategy's Expected Result/Impact:</b> Continued access to hands on experimental activities Meet the 40% required hands on science TEKS <b>Staff Responsible for Monitoring:</b> Teachers Science committee Curriculum coaches Administration  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Makerspace activities will supplement the Science TEKS and promote student engagement. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and learning. Increased interest in STEAM <b>Staff Responsible for Monitoring:</b> Librarian, Science and makerspace committee, curriculum coach, administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$15,000	Formative			Summative
	Sept	Nov	Feb	May
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Curriculum coaches and teachers will attend professional development on Science TEKS/ STAAR redesign for alignment of classroom instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on Science assessments. <b>Staff Responsible for Monitoring:</b> Administration, Curriculum coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$800	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All students in grades PK- 5 will attend a field trip tied to Science to enhance their background knowledge. <b>Strategy's Expected Result/Impact:</b> Increase student achievement in Science assessments <b>Staff Responsible for Monitoring:</b> Administration, curriculum coaches  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 5:** All EL students will make one year progress in language development on TELPAS assessment.

Bilingual teacher will be provided with needed supplies to provide high quality instruction to meet the instructional needs of the students.

**Evaluation Data Sources:** TELPAS State Assessment  
K12 Summit

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will use software programs to practice speaking and recording responses. Supplies to meet the needs of students instructional need of the students to include: general supplies, instructional materials (manipulatives, paper, chart tablets, markers, laminating sheets, folders) <b>Strategy's Expected Result/Impact:</b> Students will be familiar with this practice and perform better on listening and speaking components of TELPAS. <b>Staff Responsible for Monitoring:</b> Teachers, Curriculum coaches, LPAC administrator  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND - \$354	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Dual language teachers will attend professional development on how to support their emergent bilingual students through instructional best practices. <b>Strategy's Expected Result/Impact:</b> Teacher will learn new strategies and tools to support their EL students. Gain understanding in best practices for EL students and their families. <b>Staff Responsible for Monitoring:</b> Dual language teachers Curriculum coaches Administrators  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND - \$8,000	Formative			Summative
	Sept	Nov	Feb	May
				



No Progress



Accomplished






Continue/Modify











Discontinue

**Goal 1:** The District will be a model of high standards for student academic excellence.

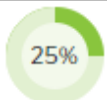






**Performance Objective 6:** Students will be exposed to a variety of problem solving and critical thinking activities through STEAM principles.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Supplement student technology needs through purchase of classroom charging stations, chargers, etc. Provide teacher with needed equipment to meet the instructional needs of the students. <b>Strategy's Expected Result/Impact:</b> Less damage to student Chromebook Effective use of technology <b>Staff Responsible for Monitoring:</b> Budget clerk, librarian, technology coach  <b>Title I:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$16,000	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will continue to develop Makerspace and eSports area with purchase of furniture that is cohesive to activities, material storage equipment and other supplies as needed. <b>Strategy's Expected Result/Impact:</b> Increase critical thinking and problem solving skills <b>Staff Responsible for Monitoring:</b> Librarian, tech coach, administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$26,150	Formative			Summative
	Sept	Nov	Feb	May
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Robotics teams will participate in robotics competitions throughout the year. Teams will be provided with registration costs, transportation to competitions, and robotics supplies to help prepare them for competition. <b>Strategy's Expected Result/Impact:</b> Successful incorporation of STEM into extracurricular activities. <b>Staff Responsible for Monitoring:</b> Technology coach, administration  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 281 TITLE IV, PART A SSAEP - \$4,000, - 211 ESEA, TI A IMP - \$1,000	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All students in grades PK-5th grade will take an educational field trip to enhance student learning and build schema through real life experiences. <b>Strategy's Expected Result/Impact:</b> Improved student achievement. <b>Staff Responsible for Monitoring:</b> Administration, curriculum coaches, classroom teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$10,000	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 7:** Teachers will tie in real world experiences and fine arts into their TEKS to build background knowledge and schema.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GT teacher will purchase materials to test and identify students as well as materials to use during their GT sessions. Students will also participate in GT competitions. <b>Strategy's Expected Result/Impact:</b> Enhanced experiences for student participating in the GT program. <b>Staff Responsible for Monitoring:</b> GT teacher, administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND - \$3,100	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Music teacher will implement best practices using Quaver program to enhance fine arts in school. Equipment will be maintained along with materials for music program. <b>Strategy's Expected Result/Impact:</b> All students will get access to music program <b>Staff Responsible for Monitoring:</b> Music Teacher Administration  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND - \$8,000	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 8:** Students receiving services through special education will meet goal in IEP.

**Evaluation Data Sources:** 4 and 9 weeks district assessments





PLAAFS presented at ARD

STAAR and STAAR ALT

TELPAS and TELPAS ALT

mClass

MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase of supplies and materials to adhere to student needs based on IEP and supplement their needs. <b>Strategy's Expected Result/Impact:</b> Provide differentiation to students <b>Staff Responsible for Monitoring:</b> SPED teacher, classroom teacher, administrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND - 199.E.11.6399.00.104.0.23 - \$4,949.91, - 199 GENERAL FUND - 199.E.6399.00.104.0.23.PCS - \$1,000	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SPED teachers will be provided the opportunity to attend professional development that support the needs of their students. <b>Strategy's Expected Result/Impact:</b> Teachers will be informed of best practices, tools, and support services that are current <b>Staff Responsible for Monitoring:</b> SPED teachers, administrators, budget clerk  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 GENERAL FUND - 199.E.13.6239.00.104.0.23 - \$1,500	Formative			Summative
	Sept	Nov	Feb	May
				



No Progress



Accomplished



Continue/Modify









Discontinue



**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 9:** 70% of students will meet targeted growth in math.







**Evaluation Data Sources:** iReady  
9 week checkpoints  
STAAR Math assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Makerspace activities will supplement the Math TEKS and promote student engagement. <b>Strategy's Expected Result/Impact:</b> Improved student achievement in math. <b>Staff Responsible for Monitoring:</b> Administration, curriculum coaches, librarian  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP	Formative			Summative
	Sept	Nov	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** The District will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 1:** All staff will participate in the PBIS program and implement Social Emotional learning and instruction.

**Evaluation Data Sources:** Discipline referrals  
Counselor referrals for bullying or inappropriate behavior

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will attend SEL/ PBIS Region 19 PD to develop learning practices to implement in classrooms and with students school wide. This initiative will support social/emotional capacity of students & teachers <b>Strategy's Expected Result/Impact:</b> Get to know and understand students needs along with building their capacity of SEL in the classroom. <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MVE will use PBIS rewards as a means to award student points for positive behavior <b>Strategy's Expected Result/Impact:</b> Students will learn expected behaviors, decrease in student referrals to office or counselor <b>Staff Responsible for Monitoring:</b> Counselor, PBIS committee, Administration  <b>Funding Sources:</b> - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students and teachers will be recognized for positive behavior through the implementation of PBIS store. <b>Strategy's Expected Result/Impact:</b> Teachers promoting PBIS in classroom Increase positive student behavior <b>Staff Responsible for Monitoring:</b> Counselor, administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				



No Progress



Accomplished









Continue/Modify



Discontinue

**Goal 2:** The District will ensure a safe, well disciplined, positive learning environment for all students.

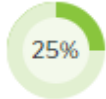







**Performance Objective 2:** MVE will develop and implement a plan of action to keep all students and staff safe.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus safety committee will meet at least once every 9 weeks to stay up to date on safety protocols so that all stakeholders feel safe. <b>Strategy's Expected Result/Impact:</b> A plan that all campus staff is aware of to educate all students. <b>Staff Responsible for Monitoring:</b> SRO, Campus security	Formative			Summative
	Sept	Nov	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** The District will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 3:** MVE will utilize it's School's Personnel and partners in education to support learning and parental involvement.










**Evaluation Data Sources:** Campus events sign in sheets  
Increase in campus volunteers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus personnel will support campus attendance goals by providing follow up on student absences using phone calls and home visits, and parent classes. <b>Strategy's Expected Result/Impact:</b> Improved student attendance <b>Staff Responsible for Monitoring:</b> Administration and PEIMS clerk	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MVE will offer after school programs such as robotics, sports, cheerleading, and folklorico to motivate students to improve their grades and school-wide behavior and improve parent participation. <b>Staff Responsible for Monitoring:</b> Club sponsors, administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 1:** MVE will maintain a 96% attendance rate.






**Evaluation Data Sources:** ADA reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance committee will meet once every 9 weeks to review students with attendance issues, implement attendance plans and reward system <b>Strategy's Expected Result/Impact:</b> Improved student attendance <b>Staff Responsible for Monitoring:</b> Administration, attendance committee, PEIMs clerk  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a system for students to track students who frequently arrive tardy <b>Strategy's Expected Result/Impact:</b> Improve student participation, establish communication with parents, understanding of attendance expectations. <b>Staff Responsible for Monitoring:</b> Attendance clerk, teachers, administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Feb	May
	N/A	N/A		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide parent meetings to inform parents and guardians of attendance laws and the importance of daily attendance and student academics. <b>Strategy's Expected Result/Impact:</b> Improved understanding of attendance laws, compliance of attendance policies <b>Staff Responsible for Monitoring:</b> CIS, PEIMS clerk, counselor, classroom teacher, administration  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 2:** Montana Vista will create and Campus Instructional Leadership Team (CILT) to review campus and district goals, review budget items and address campus needs. This team will also ensure funds are allocated, tracked and encumbered appropriately.






**Evaluation Data Sources:** All campus allocated funds will be encumbered by district stated deadlines. The CILT will meet every month to review campus needs and make adjustments as necessary.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus improvement team will meet once every semester to discuss campus goals and needs. <b>Strategy's Expected Result/Impact:</b> Transparency with stakeholders, participation of stakeholders in campus decisions <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

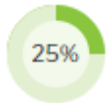

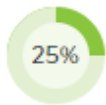







**Goal 4:** The District will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** All faculty and staff will be provided with needed supplies, training, and equipment to provide high quality instruction to meet the instructional needs of the students,

**Evaluation Data Sources:** campus budget and expenditures

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All faculty and staff will be provided with needed supplies and equipment to meet the instructional needs of the students to include: general supplies, instructional materials ( manipulatives, papers, chart tablets, markers, laminating sheets, folders) testing materials, teacher laptops, interactive flat panels <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Budget clerk, Teachers, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.E.11.6399.00.104.5.30 - \$20,500, - 199 GENERAL FUND - 199.E.11.6399.00.104.0.30 - \$10,936, - 199 GENERAL FUND - 199.E.11.6399.00.104.0.25 - \$354, - 211 ESEA, TI A IMP - 211.E.11.6390.00.104.5.30 - \$16,000, - 211 ESEA, TI A IMP - 211.E.11.6383.DE.104.5.30. - \$18,294	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Supplies and testing materials to identify and serve emergent bilingual students. <b>Strategy's Expected Result/Impact:</b> Identification of emergent bilingual students, academic support <b>Staff Responsible for Monitoring:</b> LPAC clerk, budget clerk, administrators	Formative			Summative
	Sept	Nov	Feb	May
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Development of a yearly professional development plan for teachers and staff will be created and implemented. <b>Strategy's Expected Result/Impact:</b> Improved teacher support and coaching, positive impact on student learning <b>Staff Responsible for Monitoring:</b> Curriculum coaches, administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$15,628, - 199 GENERAL FUND - \$3,350	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will provided opportunities to conduct deep dive lesson planning and ensure fidelity to TEKS and HQIM once every 9 week period. <b>Strategy's Expected Result/Impact:</b> Improved tier 1 instruction, alignment across grade levels <b>Staff Responsible for Monitoring:</b> Teachers, curriculum coaches, administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> MVE will create and implement a cycle of coaching for teachers in need of support that include classroom management, Tier 1 instruction, intervention and acceleration, and implementing data in classroom groupings and instruction. <b>Strategy's Expected Result/Impact:</b> Improved teacher support which will impact student performance.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 5:** The District will include parents, community and business members in the education of all students.

**Performance Objective 1:** Increase parental involvement through parent meetings, trainings, volunteering, and student events.

**Evaluation Data Sources:** Sign in sheets, PTO creation, community events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MVE will hold 3 parental meetings per semester on topics to support student learning and family involvement. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement and participation in campus programs. <b>Staff Responsible for Monitoring:</b> Counselor, administration  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$4,216	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MVE will hold parental engagement events to include a literacy and STEM night with incorporation of SEL activities to support their students. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Curriculum coaches, administration, librarian  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 282 ESSER III - \$5,076	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Montana Vista Elementary

**Total SCE Funds:** \$109,330.00

**Total FTEs Funded by SCE:** 6

### Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

## Personnel for Montana Vista Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gabriela Cabrera	Teacher	1
Idaly Galindo	Instructional Aide	1
JoAnn Rubio	Curriculum Coach	1
Lilia Soto	Curriculum Coach	1
Myrna Munoz	Teacher	1
Paola Carmona	Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

Montana Vista will ensure all students in the school demonstrate proficient and advanced levels of academic achievement on state standards. The development of the comprehensive improvement plan for the campus, the community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus and district successes. Based on the economically disadvantaged criteria, MVE will function as a schoolwide Title I program. In order to develop this plan, the campus conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- Texas approved PreK- 2nd grade assessment data
- District Benchmark and Interim Assessments
- Special Population Scores
- State developed interim assessments

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus plan was created with input from campus stakeholders based off of the needs assessment. Previous years strategies were review to continue campus goals or develop additional goals based off of the needs of the students. The CIP will be meeting once every nine weeks to discuss progress and collect feedback from stakeholders. The CIP will be posted online for the community to review in both English and Spanish.

## 2.2: Regular monitoring and revision

The CIP is a working document that changes as the campus needs change. The leadership team will update sections as the need for purchases or new initiatives/strategies arises. Furthermore, the leadership team will monitor the plan during the review months - September, November January, and May. Each goal will be updated and notes on the progress of the CIP will be included. During the review months, any revisions will be done by each grade level and reviewed with the leadership team.

## 2.3: Available to parents and community in an understandable format and language

The campus improvement plan will be accessible on the website and shared with the CIP committee. The plan will be available in both English and Spanish and will be posted on the campus website.

## 2.4: Opportunities for all children to meet State standards

The campus will provide reform strategies as interventions to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The lower grades will implement an initiative to ensure that all students are reading on grade level by the end of the Third grade. The "Ready by Third" program will ensure success district-wide for our At-Risk population. This year, the campus will operate on a balanced calendar with student support intersessions in October and March. These intersessions will focus on students who are at risk or not on grade level or need support to be successful on the state assessments. Throughout the year, the campus will have additional support by incorporating an intervention block in the

daily schedule. Also, Title I funds are allocated to support instructional software and afterschool tutoring programs.

## 2.5: Increased learning time and well-rounded education

Elementary students who did not pass or take the STAAR exam must also have targeted interventions for all STAAR exams that they did not score at least Approached Grade Level or higher on the Spring 2024 STAAR administrations.

All students will have a scheduled time for accelerated instruction. During the 2024- 2025 school year, students will be provided targeted intervention during school, and afterschool. These intervention times must be documented and provided at least 30 minutes a week, per subject. MVE will work with their respective Assistant Superintendent to develop an approved plan that is uniform and consistent. We will need to provide information on the I-SUPPORT plan to TEA as needed so all program requirements will be adhered.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, and screener data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
- If a student does not pass the mathematics and reading STAAR, 15 hours of accelerated instruction must be provided for each subject area if this is the second unsuccessful attempt.
- If this is a students first unsuccessful attempt they must receive 30 hours of accelerated instruction.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 3-on-1 ratio if requested by parent otherwise may be a 15:1 ratio.
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

## 2.6: Address needs of all students, particularly at-risk

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, screener data. Accelerated instruction should meet the following requirements:

- - Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
  - Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
  - If a student does not pass the mathematics and reading STAAR, 15 hours of accelerated instruction must be provided for each subject area if this is the second unsuccessful attempt.
  - If this is a students first unsuccessful attempt they must receive 30 hours of accelerated instruction.
  - Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
  - Utilizes effective instructional materials designed for supplemental instruction.
  - Is delivered in a 3-on-1 ratio if requested by parent otherwise may be a 15:1 ratio.
  - Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

### **3.1: Annually evaluate the schoolwide plan**

MVE will meet with the campus improvement team once a semester to evaluate current programs and discuss progress of goals. The team will be made up of representative from each grade level, campus leadership team, parent, and a community member. The campus will also conduct a needs assessment at the end of the 24-25 school year to determine future campus goals and needs and progress of current goals.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Parent and family engagement policy will be shared with all families during MVE open house in Fall. Campus will ensure that it is available to all families even if unable to attend open house.

### **4.2: Offer flexible number of parent involvement meetings**

MVE will host a variety of parental meetings during the school year. Coffee with the principal will be attached to multiple student events to increase parent turnout. These events will include: Roadrunner of the month, and monthly music programs. The campus will once again be hosting open houses twice during the school year, literacy and stem nights, wellness walks, and family picnics.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Roxanne Garcia	Special Education Teacher	IDEA- B (284)	1.0

# Campus Funding Summary

189 ESSER FUND BALANCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$8,600.00
1	2	2		189.E.11.6117.18.104.0.30.F24	\$8,900.00
Sub-Total					\$17,500.00
199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$18,805.00
1	1	3		199.E.11.6329.00.104.0.30	\$3,066.00
1	1	4			\$5,125.00
1	1	5			\$0.00
1	1	6		199.E.11.6399.00.104.0.37	\$500.00
1	1	6		199.E.11.6339.00.104.0.37	\$500.00
1	2	3			\$0.00
1	5	1			\$354.00
1	5	2			\$8,000.00
1	7	1			\$3,100.00
1	7	2			\$8,000.00
1	8	1		199.E.6399.00.104.0.23.PCS	\$1,000.00
1	8	1		199.E.11.6399.00.104.0.23	\$4,949.91
1	8	2		199.E.13.6239.00.104.0.23	\$1,500.00
2	1	2			\$0.00
2	1	3			\$0.00
4	1	1		199.E.11.6399.00.104.0.25	\$354.00
4	1	1		199.E.11.6399.00.104.0.30	\$10,936.00
4	1	3			\$3,350.00
Sub-Total					\$69,539.91



211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$20,500.00
1	1	2			\$7,500.00
1	1	3		211.e11.6299.00.104.5.30	\$500.00
1	1	3		211E.116329.00.104.5.30	\$2,203.00
1	1	4			\$7,100.00
1	4	1			\$0.00
1	4	2			\$15,000.00
1	4	3			\$800.00
1	6	1			\$16,000.00
1	6	2			\$26,150.00
1	6	3			\$1,000.00
1	6	4			\$10,000.00
1	9	1			\$0.00
4	1	1		211.E.11.6390.00.104.5.30	\$16,000.00
4	1	1		211.E.11.6399.00.104.5.30	\$20,500.00
4	1	1		211.E.11.6383.DE.104.5.30.	\$18,294.00
4	1	3			\$15,628.00
5	1	1			\$4,216.00
Sub-Total					\$181,391.00
281 TITLE IV, PART A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$4,000.00
Sub-Total					\$4,000.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$5,076.00
Sub-Total					\$5,076.00