

**Killeen Independent School District
Mountain View Elementary School**

2024-2025



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Comprehensive Needs Assessment

Student Success

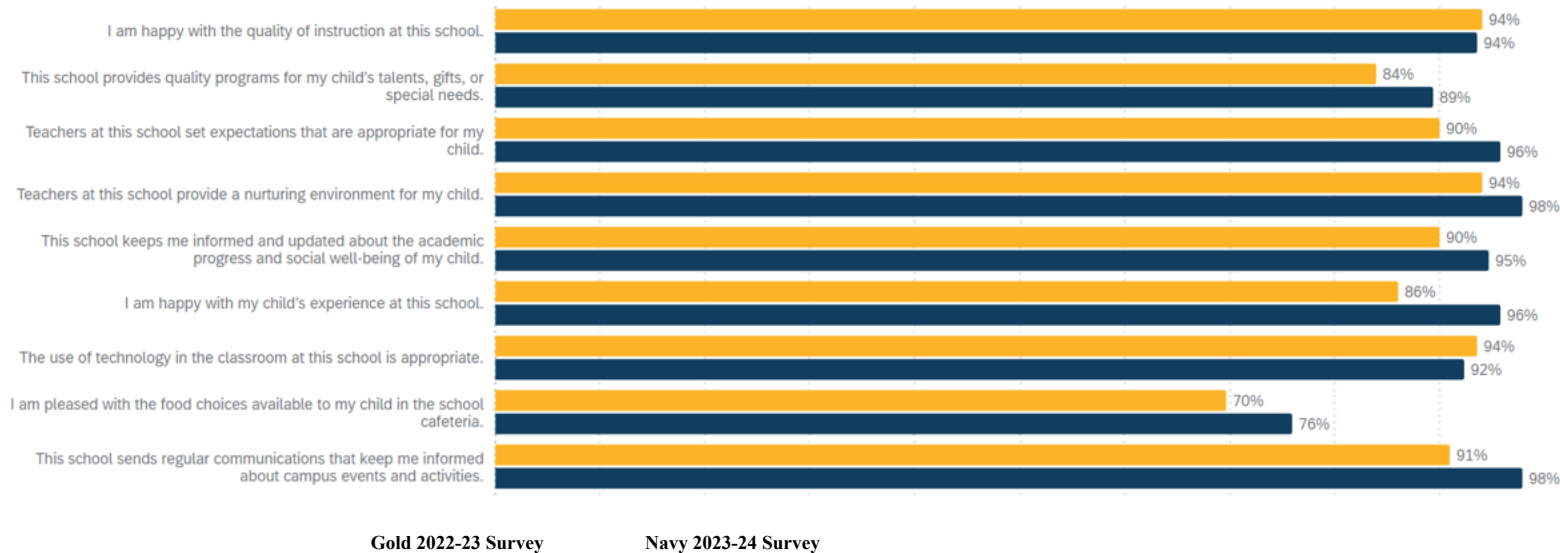
Student Success Summary

Goal 1.1: Pathways for All students to build connections

Foster a sense of belonging and community among students to support their social and emotional development.

Community is important at Mountain View. Opportunities for parent meetings where parents will be heard and parent nights and parent training occur several times through the school year. Community members and parents are given opportunities to volunteer on campus. Volunteer orientation and training is offered at least once per month. Volunteers provide hours of support to our teachers by working with students in the classroom and helping prepare materials and projects for student use. Parent communication is shared through a monthly newsletter, Facebook page, and Remind to provide grade level specific information for parents. Each grade level sends home a weekly newsletter with grade specific information. Weekly emails through Blackboard notify parents of important events and automated call outs notify parents about student absences. Parents are able to monitor student progress through the online grade book once an account is established.

Parent Survey results:



Strategies:

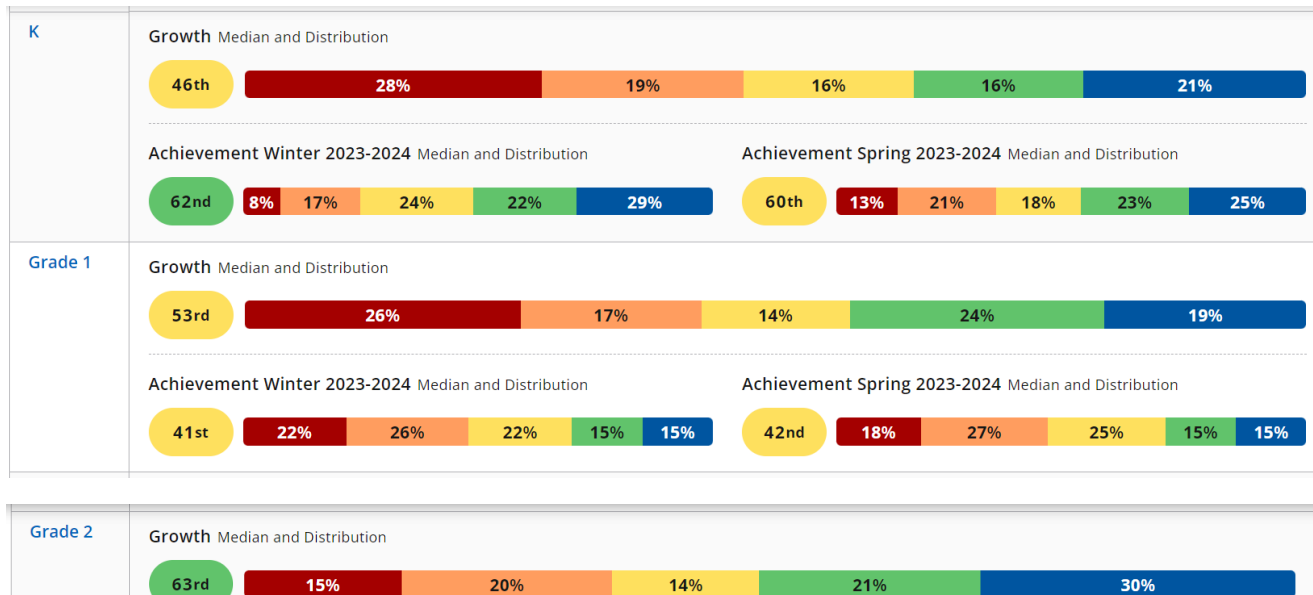
- **Capturing Kids' Hearts Training:** Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.
 - **Social Contracts:** Develop treatment agreements in classrooms to establish norms and expectations collaboratively with students.
 - **Daily Circle:** Teachers will spend 10 minutes each day focused on Daily Circle topics to build community.

- **Incentive Programs:** Reward students for good attendance and punctuality with, dress-up days, and pep rallies.
- **Mentorship Programs:** SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students focused on Capturing Kids Hearts. Lessons on bullying and violence will be provided through classroom guidance lessons in grades 3-5.
- **Attendance Monitoring:** Implement a robust attendance monitoring system to identify and address attendance issues promptly.
- **Parent Volunteer:** Parents are invited to volunteer to assist at Mountain View at school events, in the classroom, or work from home. The parent liaison gives training and manages this program.
- **Parent Engagement:** Host Parent Program Nights regularly (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement.
 - **Parent Liaison:** Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.
 - **Community Events:** Organize regular events such as Back2School Bash (with Union Grove MS), New Family Orientation, Family Nights, Holiday Nights, Cultural Nights, Dyslexia Nights, Open House, and Athletic Events to bring together students, parents, and staff.
 - **Communication:** Provide information in the grade level weekly newsletter, monthly parent newsletter, Thursday/Friday weekly call-out, regarding the importance of regular attendance and the support available for families.
- **Extracurricular Activities:** Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. Clubs offered: Running Club, Science Club, Yearbook Club.

Goal 1.2: All student meet or exceed the Texas grade level standards in reading and writing

Improve literacy skills to ensure all students meet or exceed state standards in reading and writing.

We continue to work to develop and strengthen balanced literacy and a love of reading in all classrooms. In order to strengthen differentiated instruction in literacy, more professional development is needed in guided reading to continue supporting the Next Generation Guided Reading and the PLC cycle of evaluation, implementation, and assessment.





I Station

ISIP Beginning of Year to End of Year Comparison				
	Below Level at BOY Yellow and Red	Below Level at EOY Yellow and Red	Below Level at BOY Red Only	Below Level at EOY Red Only
PK	37%	45%	22%	33%
Kinder	65%	60%	32%	32%
1st	70%	59%	46%	38%
2nd	50%	36%	31%	24%
3rd	51%	42%	32%	16%
4th	48%	49%	26%	21%

ISIP Beginning of Year to End of Year Comparison				
5th	59%	47%	36%	25%

STAAR Reading

Grade 3 Reading								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	24%	24%	76%	76%	40%	47%	11%	18%
Mt. View	15%	15%	85%	85%	52%	45%	22%	11%

STAAR Grade 4 Reading								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%
Mt. View	17%	14%	83%	86%	55%	53%	29%	26%

STAAR Grade 5 Reading								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	19%	22%	81%	78%	53%	51%	22%	24%
Mt. View	15%	15%	85%	85%	62%	62%	30%	30%

Strategies:

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Reading Programs:** Istation will be implemented with fidelity and reports will be used to determine small groups and needed interventions. Implement school-wide reading programs, including book clubs and reading challenges.
- **ARACE:** All grade levels and teachers will use ARACE strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.
- **Writing Workshops:** Conduct writing workshops as part of the curriculum focusing on different genres and purposes of writing.
- **Professional Development:** Provide teachers with ongoing professional development on effective literacy instruction strategies.
- **Staff and Student Professional Development:** Reading Night will focus on strategies parents and students can use at home.

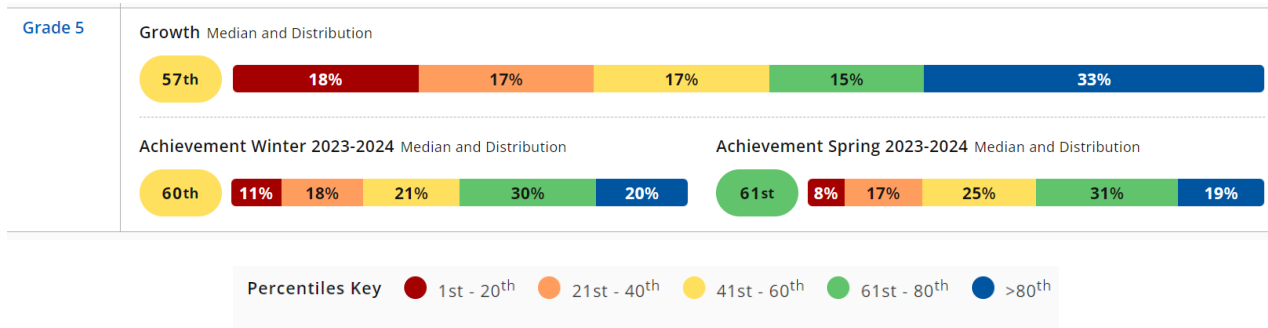
- **Parental Involvement:** Engage parents in literacy activities at Reading Night and provide resources to support reading and writing at home.
- **Campus Planning:** Departmental planning, PLC, Analyzing student data for acceleration/intervention, and after school tutorial.

Goal 1.3: All student meet or exceed the Texas grade level standards in math

Enhance mathematical understanding and problem-solving skills to ensure all students meet or exceed state standards in math.

MAP Growth and Achievement Comparison BOY and EOY





STAAR Math

STAAR Grade 3 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Mt. View	22%	31%	78%	69%	43%	39%	18%	7%

STAAR Grade 4 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	16%
Mt. View	30%	26%	70%	74%	49%	53%	17%	29%

STAAR Grade 5 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Mt. View	13%	12%	87%	88%	57%	65%	19%	24%

Strategies:

- **Math Intervention Programs:** Implement targeted intervention programs for students struggling in math.

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies utilizing Region 12 resources and other conferences such as CAMT.
- **Parental Involvement:** Engage parents in Math Night activities and provide resources to support learning at home at home.
- **Math-Focused Tutoring Center:** District tutoring will provide targeted tutoring outside of the school day with resources and manipulatives to support hands-on learning for grades 3-5.
- **Cross-Curricular Connections:** Integrate math into other subjects to show real-world applications and relevance through Campus PLC.
- **Campus Planning:** Departmental planning, PLC, Analyzing student data for acceleration/intervention, and after school tutorial.

Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

Prepare students for successful transitions to high school, whether they choose to pursue higher education, join the military, or enter the workforce.

Strategies:

- **College and Career Readiness Class:** Will expose students to various career paths and postsecondary education options.
 - Provide students with Career Nights and guest speakers in the classroom.
- **STEM Curriculum:** Focus on integrating STEM concepts into the broader curriculum, fostering a love for inquiry and innovation, and preparing students for future academic and career opportunities.
 - *Features:*
 - Cross-disciplinary projects, Collaborative Teaching, STEM Labs, and STEM/Science Night.
- **Intervention & Enrichment:** Implement a comprehensive approach to student success by offering a wide range of interventions and support mechanisms. Enrichment activities are designed to engage students who are already performing at grade level, encouraging curiosity and exploration. Additionally, specialized reading and math interventions are provided to support students who have not met STAAR requirements during Intervention time. These interventions involve focused instruction in small groups, with support from designated teachers and online resources.
- **Interventions and After-School Programs:** Mountain View offers tutoring that is committed to helping students achieve their academic goals. All students are welcome to get help in Math, Reading, and Writing.

Student Success Strengths

1.1

The district survey was given and results captured. Anything above 80% was noted as positive. The Parent Survey results at the beginning of the year showed that:

- 94% were happy with the quality of instruction
- 89% were satisfied with the quality of special programs
- 96% felt teachers set appropriate expectations for students
- 98% school has a nurturing environment
- 95% keep parents informed of academic progress

-98% send communication to keep parents informed

1.2

- 3rd grade Reading STAAR held steady in the Approaches category with 85% which was +9 above the district and +10 above the State percentage.
- 4th grade Reading STAAR increased 3% in the Approaches category with 86% which was +4 above the district and +5 above the State percentage.
- 5th grade Reading STAAR remained exactly the same in the Approaches, Meets and Masters categories. They were above the +7 above the district and state percentages in Approaches, +11 above the district and +8 above the State in Meets, and +6 above the district and +1 above the State in Masters.
- The ISIP comparison of BOY and EOY showed an upward trend that interventions were improving student growth in all grade levels at the end of the year.
- The ISIP comparison of BOY and EOY for below level showed a lower percentage of students remaining in the Red indicator for below level in all grade levels except PreK.

1.3

- 4th grade Math STAAR increased 4% in the Approaches category with 74% which was +9 above the district and +6 above the State percentage. They increased 4% in Meets and were +14 above the district and +8 above the state percentages. In Masters they increased 12% and were +13 above the district and +8 above the state percentages.
- 5th grade Math STAAR increased 1% in the Approaches category with 88% which was +15 above the district and +12 above the State percentage. They increased 8% in Meets and were +20 above the district and +16 above the state percentages. In Masters they increased 5% and were +9 above the district and +5 above the state percentages.

Science

- Although the percentages in science declined, the scores in Approaches, Meets and Masters were higher than the district percentages in all categories.

1.4

- STEM activities were a focus each month, culminating at the Science Night.
- GT works on a TPSP project during enrichment to participate in the GT Showcase at Science night.
- Guest speakers visit classrooms to share career specialty with students. (Harker Heights Police, Fire Department, Authors...)
- Graduating seniors from Harker Heights High School took graduation walk down Mountain View halls as our students cheered for them. Former Mountain View students were among them.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Monthly parent learning opportunities have been presented on district suggested training during the day and online. Parents want more training on assisting their child with math concepts and reading (literacy) strategies. **Root Cause:** Parents feel parental workshops were not offered at convenient times with preference to them being in the evening after they get off work and also accessible online.

Problem Statement 2: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing. Intervention lessons need to be targeted to specific small group needs. **Root Cause:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 3: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year. **Root Cause:** Lesson planning needs to include adequate rigor in lessons to extend learning.

Problem Statement 4: Increasing number of serious discipline incidents that disrupt the learning environment and detract from time on task. **Root Cause:** A need for increased student engagement and connectedness.

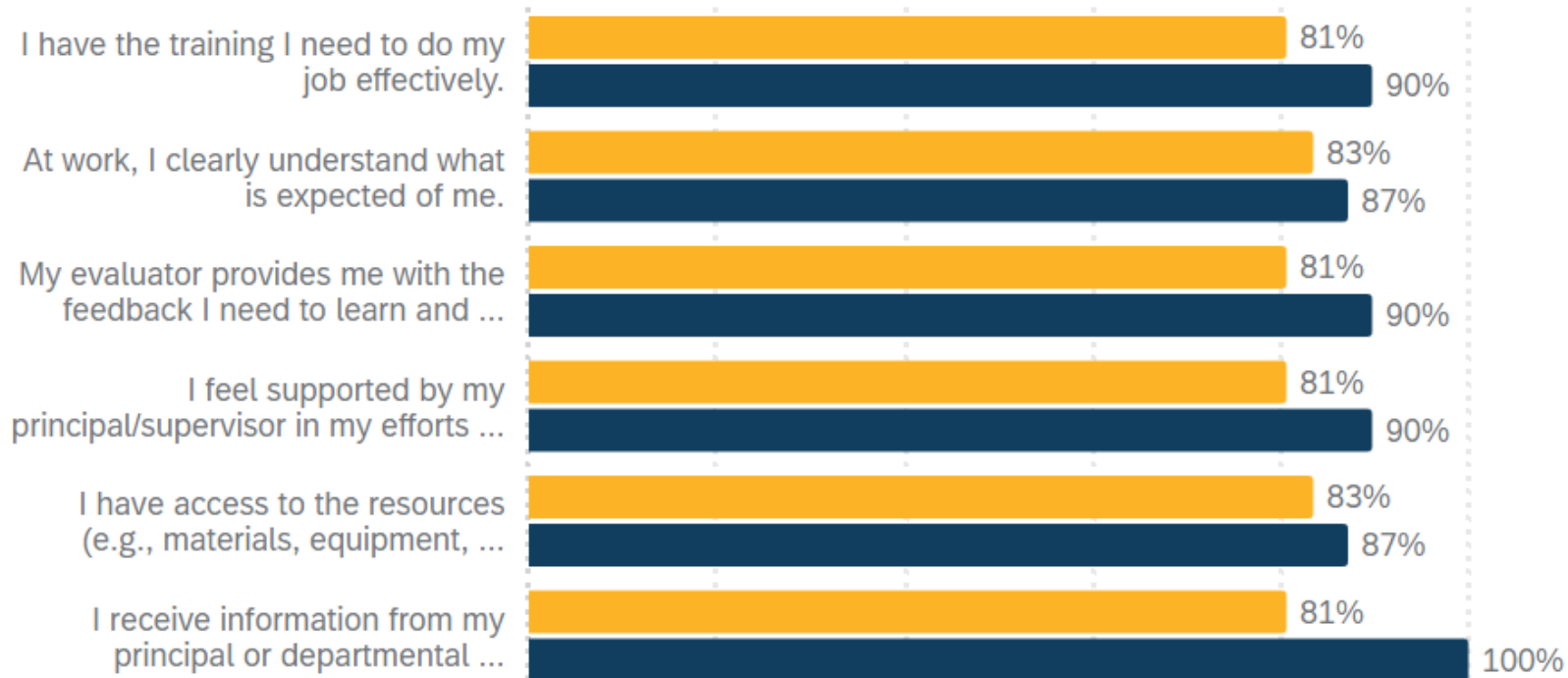
Human Capital

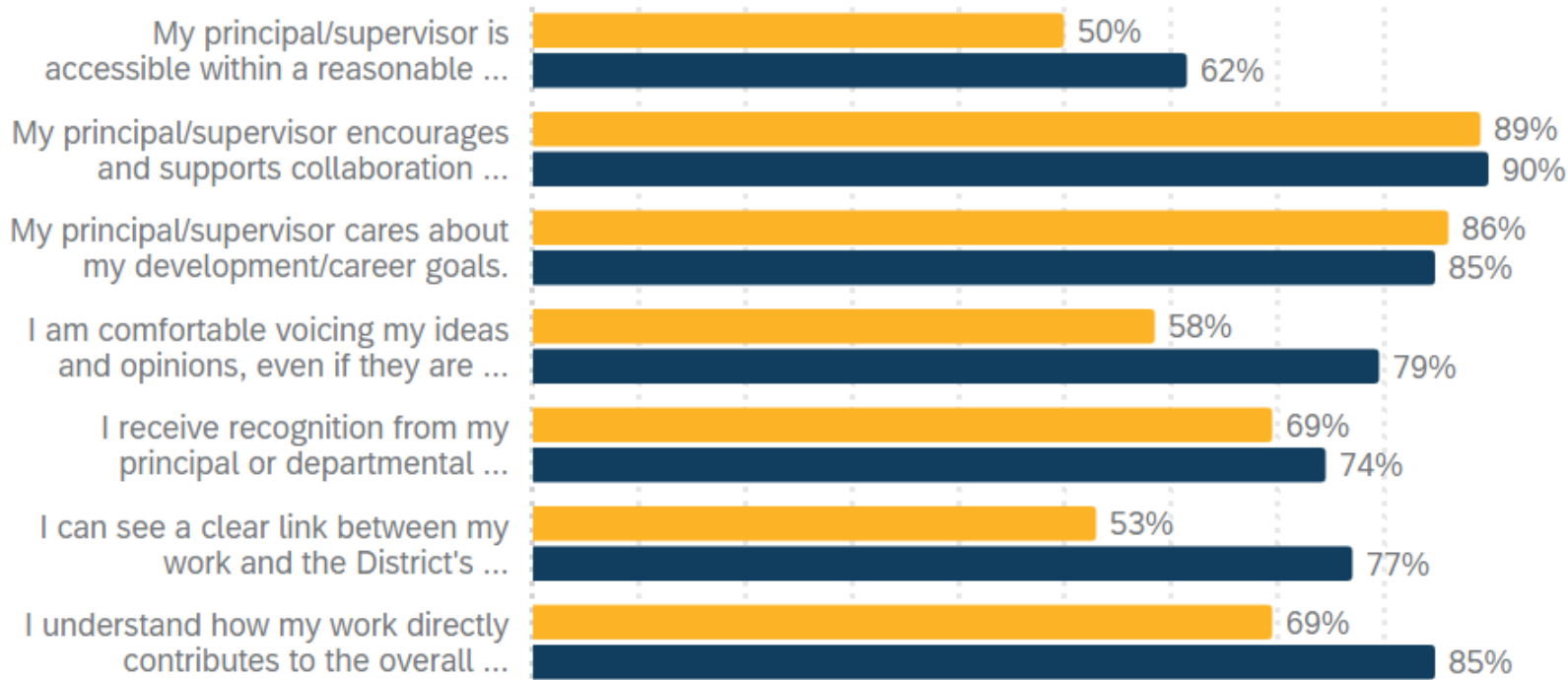
Human Capital Summary

Goal 2.1: To Recruit and Retain Staff, the District Will Promote a Positive Work Environment and Provide a Competitive Compensation and Benefits Plan

Create a supportive and attractive work environment to recruit and retain high-quality staff.

The culture and climate at Mountain View Elementary is defined by our student-centered focus built upon meaningful relationships. The learning environment is safe and inviting.





Gold

2022-23 Survey

Navy 2023-24 Survey

Strategies:

- **Work Environment:** Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.
- **Employee Recognition:** celebrate staff achievements and milestones.

Goal 2.2: The District Will Implement Effective Standards and Practices That Will Consistently and Strategically Staff Campuses and Departments

Ensure all campuses and departments are adequately staffed with qualified personnel.

Strategies:

- **Strategic Staffing Plan:** Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.
- **Diversity and Inclusion:** Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

Goal 2.3: The District Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity

Enhance staff skills and knowledge through continuous professional development.

Mountain View Elementary teachers and staff are committed to continuous learning. Working as professional learning communities (PLC), our teachers focus on analyzing data, studying student work, increasing the rigor of student tasks, creating common assessments, and planning lessons. Differentiating instruction for all students is a continuous goal for us as well. Each grade level team and department meet weekly and at least one weekday after school for professional learning. Additionally, our campus instructional specialist and coach provide professional learning opportunities during conference times, class times, and after school that focus on using best practice instruction in the classroom. Information from classroom observations, student achievement data, PLC and staff meeting conversations is used to inform decision making on the campus.

Strategies:

- **Technology Training:** Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.
- **Mentoring Program:** Provide mentoring of all new teachers throughout the year. Supported through after-school, lunchtime, and classroom visits.
- **New to Teaching:** All new teachers will attend lunch and learn sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.
- **Professional Development:** Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on CUAs, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.
- **PLC/Planning:** Provide half-day PLC planning time and half-day intervention planning time for each marking period. Engage in effective PLC planning twice a month, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.
 - *The Focus:*
 - *Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs and*
 - *Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.*
 - *Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.*
 - *Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.*

Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance

Create a culture of open communication and continuous improvement through regular feedback.

Mountain View staff members participate in the Killeen ISD job fair in search of highly qualified, effective and talented teachers to support the educational needs of our students. Teachers are evaluated using the T-TESS system, coaching walks, walkthroughs, and observations. Student learning data are also used to determine effectiveness of teaching practices and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance.

Strategies:

- **Performance Evaluations:** Conduct regular performance evaluations that provide constructive feedback and identify areas for growth.
- **Staff Surveys:** Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.

Human Capital Strengths

The strengths of the curriculum, instruction, and assessment program at Mountain View are the following:

- Mountain View has professional learning community (PLC) time built into the instructional day for teachers to analyze data, unit plan, and student work weekly. Additionally, teachers meet weekly for grade level planning.
- Multiple assessments (STAAR, TELPAS, Circle, TX-KEA, MAP, Benchmark, District CUAs) are used to measure progress
- Using assessment data to help students and plan upcoming instruction and reteach.
- The fluidity of groups for interventions based on student needs.
- Coaching walks contributed feedback related to strengthening the gradual release of responsibility framework.
- Ongoing professional development opportunities given.

The context and organization of Mountain View Elementary displays the following strengths:

- PLC time is built into the school day.
- Schedules are created to maximize learning time.
- One CIS and one CIC on campus full time to support teacher growth.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Fifty-three percent of our teachers have between 0 and 5 years of experience. Beginning teachers struggle to learn content, plan higher level tasks and lessons, ask higher level questions, manage behavior, teach social and emotional skills, and plan strategic small group interventions. **Root Cause:** Continual turnover of teachers leaving the district and a small pool of teachers to hire has led to less prepared new teachers (DOI, Intern...).

Problem Statement 2: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT. **Root Cause:** Teachers struggle with this planning due to time restraints, number of students needing different support and required documentation expectations.

Problem Statement 3: Due to loss of teachers at the end of the 2023-24 school year, teachers will benefit from professional development focused on math, literacy, strategic lesson planning, and behavior during the 2024-25 school year. **Root Cause:** Ongoing PD is needed to support teachers growth to meet student needs.

Problem Statement 4: Differentiating instruction for all students is a continuous goal for Mountain View; however, teachers struggle identifying and planning ways to meet the many levels of needs that students have. **Root Cause:** We have identified that teachers have struggled with using the IFD to identify what needs to be taught, planning rigor into lessons, and including 50% collaboration in lessons which are all needed for quality instruction that will close the gap in learning.

Problem Statement 5: Teachers shared that more staff activities would help build positive culture on the campus. **Root Cause:** Feeling part of the school beyond the classroom helps build positive moral.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations

The context and organization of Mountain View Elementary provides the daily framework for ensuring that student achievement is a priority. All instructional, organizational, and budgetary decisions are based on student needs through data analysis and needs assessment.

Absences by Grade Level		
	2023-2024	2022-2023
EE	0	0
PK	876	747
Kindergarten	1154	1291
1st	1308	1417
2nd	938	1312
3rd	1223	892
4th	1022	1052
5th	936	1361
Total Number of Absences	7457	8072
Attendance Rate	94.07%	93.89%

Strategies:

- **Needs Assessment:** Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.
- **Data Analysis:** Use financial data and performance metrics to guide resource allocation decisions.
- **Resource Allocation Model:** Develop a transparent model that aligns resources with strategic priorities and educational goals.
- **Regular Review:** Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.
- **Attendance Monitoring:** Implement a robust attendance monitoring system to identify and address attendance issues promptly.

Goal 3.2: The District Will Prepare Budgets Using Transparent and Open Communication Amongst Stakeholders

Promote transparency and inclusivity in the budgeting process by involving key stakeholders.

Strategies:

- **Stakeholder Meetings:** Conduct regular meetings with the school secretary, leadership team, lead teachers, and the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.

- **Communication:** Maintain open lines of communication with all stakeholders throughout the budgeting process.
- **Stakeholder Engagement:** Involve teachers, parents, staff, and community members in the budgeting process through meetings, surveys, and forums.

Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate

Parents and community members participate on the Mountain View Site Based Decision Making Committee (SBDM). Decisions made in the committee and parent survey data identify the needs of the campus, help develop the campus improvement plan, and monitor progress toward goals. The SBDM instructional and budgetary decisions are based on student needs.

Strategies:

- **Regular Meetings:** Hold regular meetings with the SBDM committee, grade-level teams, and Title I stakeholders to evaluate and update policies and procedures.
- **Parent Engagement:** Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and Parent nights to involve parents and the community in school activities and decision-making.

Goal 3.4: District Operational Department Training Will Focus on Effective and Sustainable Use of District Resources and Procedures

Enhance the efficiency and sustainability of district operations through targeted training programs.

Strategies:

- **Operational Training:** Provide training for staff on the effective use of district resources and procedures, including tools such as ST Math, Benchmark, iStation, Schoology, NWEA MAP, and Eduphoria.
- **Training Programs:** Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.
- **Best Practices Sharing:** Facilitate the sharing of best practices and successful strategies among grade levels.
- **Sustainability Initiatives:** Implement sustainability initiatives to reduce waste and promote environmentally responsible practices.

Financial Stewardship Strengths

- Monthly meetings with Leadership team, Admin, Lead Teachers, Threat Assessment team, Staff, CEAC, CCC and SBDM to have open and transparent communication with stakeholders.
- Training and professional development supported throughout the year.
- Parent Liaison works with Admin to discuss and determine needs for school, parents and community.
- Needs Assessment for resources sent out each nine weeks.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: During the 2022-23 school year, Mountain View was 100% compliant or successful in all budgetary areas. We need to maintain this success rate. **Root Cause:** Appropriate training is given and timely meetings planned.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.</p> <p>Progress Measure (Lead): Parent and community member sign in sheets for all school activities, monthly parent volunteer logs and calendar of dates for parent and community activity events. Parent Liaison will host monthly parent education classes.</p> <p>Outcome Measure (Lag): By June 2024, parent involvement will increase by 10%.</p> <p>Dates/Timeframes: 2024-25 school year</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 1</p> <p>Funding Sources: Supplies for parent engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.121.24.PAR - \$1,500, Refreshments for parent engagement meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.121.24.PAR - \$762</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Performance Objective: By May of 2025 Mountain View will decrease the number of referrals for assault, disruption, and insubordination, Other Serious Incidents by 10%.

Progress Measure (Lead): Social contracts, Capturing Kids Hearts, Admin/Counselors checking in with students.

Outcome Measure (Lag): Discipline referrals will decrease by 10% by May 2025.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Collaborating Departments: Guidance and Counseling

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 4 - Human Capital 1

Key Strategic Action 3 Details

Key Strategic Action 3: 100% of school staff will utilize Capturing Kids Hearts training to develop relationships with students.

Progress Measure (Lead): Coaching walks, walk throughs

Outcome Measure (Lag): Increase on on task behavior and decrease in students being removed from class, which will increase STAAR Meets by 10%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 4 - Human Capital 1

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will host Academic parent information and demonstration nights throughout the school year to engage parents and students in reading, writing, science, and math activities.

Progress Measure (Lead): Campus calendar of events, vertically aligned activities within the information and demonstration nights.

Outcome Measure (Lag): By May 2025 parent involvement will increase by 10%. STAAR Meets will increase by 10% May 2025.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1

Funding Sources: Family Nights- Math, Reading, Science - 211 - ESEA, Title I Part A - 211.61.6399.00.121.30.000 - \$5,000

Key Strategic Action 5 Details

Key Strategic Action 5: The campus will conduct workshops for parents of Title I students at flexible times on various dates in order to provide them with strategies to help them support their students at home and improve Title I students' academic achievement.

The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.

Progress Measure (Lead): Sign-in sheets and increased parental knowledge of school policies and resources

Outcome Measure (Lag): Parent involvement will increase by 10% by May 2025.

Dates/Timeframes: Fall 2024

Staff Responsible for Monitoring: Principal

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 6 Details

Key Strategic Action 6: The campus will invite parents and family members to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.

Progress Measure (Lead): -Parent and Family Engagement Policy Meeting

-Discussion on Home School Compact

Outcome Measure (Lag): -Outcome data to be used for planning for the 2025-2026 school year

-Increased knowledge and participation

Dates/Timeframes: Spring 2025

Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 1

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will conduct a parent survey during the second semester to measure families perceptions of Mountain View and identify areas of growth for Mountain View's community outreach.

Progress Measure (Lead): -Parent Survey

-Meetings with parents/Feedback

Outcome Measure (Lag): Outcome data to be used for planning for the 2025-2026 school year.

Dates/Timeframes: Spring 2025

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 1

Key Strategic Action 8 Details

Key Strategic Action 8: Mountain View will host one ELL/Bilingual parent/family event. The ELL program will be reviewed and strategies for supporting ELL students at home will be taught. Parents will be taught how to use the educational materials provided to work with their children at home throughout the year.

Progress Measure (Lead): Coaching walks, walk throughs, aligned instruction, strategically planned PLC agenda.

Outcome Measure (Lag): ELL STAAR Meets will increase by 10%

Dates/Timeframes: Fall 2024

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 9 Details

Key Strategic Action 9: The campus will fund a parent liaison position in order to facilitate communication between parents and staff. The liaison will also serve as volunteer coordinator and support the planning and implementing of community events.

Progress Measure (Lead): Adopt a unit, parent education classes, Cub Club, Family engagement nights

Outcome Measure (Lag): Increased coordination between parents and staff to support student achievement.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 1

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.121.30.000 - \$38,172

Key Strategic Action 10 Details

Key Strategic Action 10: Recruit and retain students in Fine Arts, clubs and after school activities

Progress Measure (Lead: Aligned music lessons across the campus (3 teachers), Coaching Walks, Lessons Plans, Walk throughs
Grade level concerts scheduled throughout the year (Planned on master schedule)
After school Choir for grades 4th-5th during the fall and spring semester
After school Running Club

Outcome Measure (Lag): Mountain View will increase our student participation in choir and running club by 10%. Grade level performances will increase from 0 to 3 per year.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 3

Key Strategic Action 11 Details

Key Strategic Action 11: Develop and maintain a positive classroom culture that encompasses the key beliefs of Capturing Kids Hearts.

Progress Measure (Lead: -Social Contracts

-Launch

-Relationships

-Classroom activities

-SEL lessons

Outcome Measure (Lag): Decreased student discipline referrals.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3 - Human Capital 1

Funding Sources: Classroom rugs for PK-1st grade classrooms - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$12,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Monthly parent learning opportunities have been presented on district suggested training during the day and online. Parents want more training on assisting their child with math concepts and reading (literacy) strategies. **Root Cause:** Parents feel parental workshops were not offered at convenient times with preference to them being in the evening after they get off work and also accessible online.

Problem Statement 2: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing. Intervention lessons need to be targeted to specific small group needs. **Root Cause:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 3: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year. **Root Cause:** Lesson planning needs to include adequate rigor in lessons to extend learning.

Problem Statement 4: Increasing number of serious discipline incidents that disrupt the learning environment and detract from time on task. **Root Cause:** A need for increased student engagement and connectedness.

Human Capital

Problem Statement 1: Fifty-three percent of our teachers have between 0 and 5 years of experience. Beginning teachers struggle to learn content, plan higher level tasks and lessons, ask higher level questions, manage behavior, teach social and emotional skills, and plan strategic small group interventions. **Root Cause:** Continual turnover of teachers leaving the district and a small pool of teachers to hire has led to less prepared new teachers (DOI, Intern...).

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Progress Measure (Lead): Coaching Walks, Walk throughs, PLC, Planning

Outcome Measure (Lag): By June 2025, STAAR Reading "Meets" rates will increase to 60%.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned reading instruction

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 3 Details

Key Strategic Action 3: Daily schedules will ensure 120 minutes of ELAR instruction to incorporate Direct Instruction, Small Group Instruction, Collaborative Learning, and Independent Reading

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 4 Details

Key Strategic Action 4: Weekly planning in conjunction with campus administration and the reading Campus Instructional Specialist to focus on aligned instruction and Pacing Calendar. Embedded PD to focus on instructional strategy support for content mapping will be taught during these planning sessions and assessed through walkthroughs and coaching walks used to increase teacher capacity

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers will implement small group literacy testing and instructional strategies during intervention in grades K-3 to close reading gaps in at risk learners in Kinder-5th grade.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 6 Details

Key Strategic Action 6: Utilize instructional materials, including books and manipulatives for Pre-K students to enhance pre-reading skills and support the overall readiness of our pre-k learners.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase Circle percentage of students that reach the growth goal by 10%.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 3

Funding Sources: PreK Instructional Materials - 166 - State Comp Ed - 166.11.6399.00.121.30.AR0 - \$6,000

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will utilize an interventionist and instructional assistants to provide targeted reading interventions to students designated for additional support.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 8 Details

Key Strategic Action 8: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Progress Measure (Lead): The campus will fund a Campus Instructional Specialist to better support the and PLC process and provide regular instructional support and coaching to teaching staff.

Outcome Measure (Lag): Mountain View will increase MAP and Circle % of students that reach the growth goal by 10% Mountain View Domain 1 scores will increase from 77 to 85

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Funding Sources: Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.121.30.000 - \$86,300, IXL For HB 1416 Students - 166 - State Comp Ed - 166.11.6299.OL.121.30.AR0 - \$1,250

Key Strategic Action 9 Details

Key Strategic Action 9: Pre-K and Kindergarten will use a progress monitoring resource to continually monitor students in letter, language and number acquisition and share progress with parents.

Progress Measure (Lead): -Continuous monitoring

-Walkthroughs/Coaching Walks

-Student Data

Outcome Measure (Lag): Increased student outcomes

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: ESGI for PK and Kindergarten - 211 - ESEA, Title I Part A - 211.13.6299.OL.121.30.000 - \$2,000

Key Strategic Action 10 Details

Key Strategic Action 10: Tutors will be used to work with 3rd-5th grade at risk students on reading strategies and curriculum, to include constructed responses.

Progress Measure (Lead): Interventions

MTSS

Outcome Measure (Lag): Increased student outcomes

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Retired teachers to tutor during the school day - 166 - State Comp Ed - 166.11.6125.CA.121.30.AR0 - \$7,500

Goal 2 Problem Statements:

Student Success

Problem Statement 2: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing. Intervention lessons need to be targeted to specific small group needs. **Root Cause:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Student Success

Problem Statement 3: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year. **Root Cause:** Lesson planning needs to include adequate rigor in lessons to extend learning.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Progress Measure (Lead: Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): By June 2025, STAAR Math "Meets" rates will increase to 60%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned math instruction

Progress Measure (Lead: Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-2025 School Year

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Rigorous TEKS Aligned STAAR Review (Sirus) - 166 - State Comp Ed - 166.11.6299.OL.121.30.AR0 - \$8,083

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will utilize an interventionist to provide targeted math interventions to students designated for additional support.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 4 Details

Key Strategic Action 4: Weekly planning in conjunction with campus administration and the math Campus Instructional Specialist to focus on aligned instruction and Pacing Calendar. Embedded PD to focus on instructional strategy support for content mapping will be taught during these planning sessions and assessed through walkthroughs and coaching walks used to increase teacher capacity

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principal, CiS, CIC

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Brain Pop Jr - 166 - State Comp Ed - 166.11.6299.OL.121.30.AR0 - \$3,500, Flocabulary (Flocabulary) - 166 - State Comp Ed - 166.11.6299.OL.121.30.AR0 - \$3,300

Key Strategic Action 5 Details

Key Strategic Action 5: Daily schedules will ensure 90 minutes of math instruction to incorporate Direct numeracy instruction, TEKS based mini lessons, Guided Math, Critical Thinking/Problem-Solving, Fluency practice, and spiral review

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Mountain View will increase MAP and Circle percentage of students that reach the growth goal by 10%. Mountain View Domain 1 scores will increase from 77 to 85.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 6 Details

Key Strategic Action 6: Data-driven instruction and Intervention with evidence based practices in core instruction for Math.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): By June 2025, identified student populations (such as African American, Economically Disadvantaged, At Risk, Special Education, and Emergent Bilingual) will increase their "Meets" level of performance by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 7 Details

Key Strategic Action 7: 3rd-5th grade teachers will track student data and create individualized review plans prior to the the 2025 STAAR tests.

Progress Measure (Lead): -MAP data

-Teacher Observations

-Interventions

Outcome Measure (Lag): Increased student outcomes and increase in student STAAR scores in the MEETS category.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: STAAR Review/Prep Material - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$6,648

Key Strategic Action 8 Details

Key Strategic Action 8: Tutors will be used to work with 3rd-5th grade at risk students on math strategies and curriculum.

Progress Measure (Lead): Interventions

MTSS

Outcome Measure (Lag): Increased student outcomes

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Retired teachers to tutor students during the school day - 166 - State Comp Ed - 166.11.6299.00.121.30.AR0 - \$7,350

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing. Intervention lessons need to be targeted to specific small group needs. **Root Cause:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 3: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year. **Root Cause:** Lesson planning needs to include adequate rigor in lessons to extend learning.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide enrichment experiences for students identified as Gifted and Talented to enhance student learning, including project-based learning opportunities with technology-based solutions.

Progress Measure (Lead): Parent Liaison will host education classes for parents.

Student data will be tracked to identify students to test for GT.

Student data will be tracked to determine students in need of enrichment.

Outcome Measure (Lag): GT enrollment will increase by 10%. Masters on STAAR will increase to 33% per grade level

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Instructional Materials - 177 - Gifted/Talented - 177.11.6399.00.121.21.000 - \$2,829, Field Based Learning - 177 - Gifted/Talented - 177.11.6494.00.121.21.000 - \$1,000, Field Based Learning - 177 - Gifted/Talented - 177.11.6412.00.121.21.000 - \$3,000

Key Strategic Action 2 Details

Key Strategic Action 2: The campus interventionist will provide targeted support to students who are below the 31st percentile.

Progress Measure (Lead): -MAP Data

-Teacher Observations

-Benchmark Data

Outcome Measure (Lag): An increase of 15% of students below the 31st percentile will meet their EOY goal

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 3 Details

Key Strategic Action 3: By June 2025, STAAR Science "Meets" rates will increase to 40%

Progress Measure (Lead): -Science STAAR passing rates (Approaches, Meets, and Masters levels), Science Benchmark
-Devoted time daily for science
-Aligned instruction

Outcome Measure (Lag): Science "Meets" rates will increase to 40%

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 3

Funding Sources: Rigorous TEKS Aligned STAAR Review - 166 - State Comp Ed - 166.11.6399.00.121.30.AR0 - \$6,000

Key Strategic Action 4 Details

Key Strategic Action 4: Grade levels will ensure adequate weekly instructional time for science instruction. Campus-wide expectation will be 60 minutes daily for science in K-5th grade.

Progress Measure (Lead): -Planned within master schedule
-Monitored through walkthroughs and coaching walks

Outcome Measure (Lag): Increased student learning outcomes

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 5 Details

Key Strategic Action 5: Campus leadership will communicate to all staff the campus-wide expectation for identifying students in need of an SSP and monitoring progress throughout the year. Criteria will include STAAR passing rate the previous year and performance on MAP universal screener at the beginning of the year. We will have an annual training and monthly follow-up meeting after school to analyze planning and make instructional modifications based on student need when necessary.

Progress Measure (Lead): -Planned on master calendar

-MTSS district process followed

-Students who are below 31st percentile

Outcome Measure (Lag): Increase student outcomes

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 6 Details

Key Strategic Action 6: Administrators and CIS will plan dates for all MTSS meetings at the beginning of the school year to ensure regular meetings are held without interruption.

Progress Measure (Lead): -Planned on master calendar

-MTSS district process followed

-Students who are below 31st percentile

Outcome Measure (Lag): Increased student outcomes

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will use funds to pay substitutes to cover teachers for instructional planning days using the PLC Planning Process. Focus will be on using data to plan for targeted intervention and remediation to ensure all students are prepared to meet the challenging state academic standards.

Progress Measure (Lead): -Planned on Master Calendar
-CIC and CIS in planning to provide guidance, coaching
-Standards Alignment

Outcome Measure (Lag): Increased learning outcomes

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Substitutes for teacher Planning Days - 211 - ESEA, Title I Part A - 211.11.6112.00.121.30.000 - \$10,000

Key Strategic Action 8 Details

Key Strategic Action 8: Special education teachers and general education inclusion teachers will meet weekly during PLC planning to plan collaborative teaching and planning.

Progress Measure (Lead): -Weekly planned meetings
-3 Resource Teachers
-2 BMU Teachers

Outcome Measure (Lag): Increased students learning outcomes

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal and Campus Facilitator

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Key Strategic Action 9 Details

Key Strategic Action 9: The campus will provide a parent training and take-home summer support instructional supplies and materials to support students in the retention of language skill development for EL students

Progress Measure (Lead): -Grade level materials

-Individualized instructional material to address needs of students

Outcome Measure (Lag): Increase learning outcomes

Dates/Timeframes: 2024-25 School Year

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 3

Funding Sources: Resources for EB students - 165/ES0 - ELL - 165.11.6399.00.121.25.ES0 - \$2,660

Key Strategic Action 10 Details

Key Strategic Action 10: Identified staff members will attend professional development designed to unpack the rigor of the TEKS, to understand how the TEKS are assessed, and to aid in the development of a targeted plan for providing meaningful and timely interventions for students demonstrating achievement gaps.

Progress Measure (Lead): -Planned on master calendar

-Targeted areas of focus

-Rigorous

-Intervention

Outcome Measure (Lag): Increased STAAR performance at all levels with an emphasis on the Meets level of achievement.

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Professional Development and Travel for Staff - 211 - ESEA, Title I Part A - 211.13.6411.00.121.30.000 - \$25,000

Key Strategic Action 11 Details

Key Strategic Action 11: Expand community partnerships to enhance and broaden learning experiences for students. Provide site-based learning experiences for students to enhance student learning, including project-based learning opportunities with technology-based solutions.

Progress Measure (Lead): Provide site-based learning experiences for students to enhance student learning, including project-based learning opportunities with technology-based solutions.

Outcome Measure (Lag): All grade levels will participate on a site-based field experience for advanced learning of career and college.

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Pre-Approved Field Trips - 166 - State Comp Ed - 166.11.6494.00.121.30.ARO - \$9,000, Entry Fees - Pre Approved Field Trips - 166 - State Comp Ed - 166.11.6412.00.121.30.ARO - \$11,000, Field Trips/Site Based Learning brought to the campus - 166 - State Comp Ed - 166.11.6299.00.121.30.ARO - \$10,000

Key Strategic Action 12 Details

Key Strategic Action 12: Teachers will follow Individualized Education Plans (IEP) and Individualized Accommodation Plans (IAP). Our Campus Facilitator will check accommodation and behavior tracking sheets to ensure teachers are in compliance.

Progress Measure (Lead): -SPED tracking sheets

-504 Tracking sheets

Outcome Measure (Lag): By following IEPs and IAPs student achievement will increase

Dates/Timeframes: By June 2025

Staff Responsible for Monitoring: Principal and Campus Facilitator

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 13 Details

Key Strategic Action 13: Teachers will provide target based instruction during after school tutoring.

Progress Measure (Lead): -MAP and Benchmark data
-Teacher Observations

Outcome Measure (Lag): Increase student outcomes

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: CIS, CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2

Funding Sources: Tutoring Snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.121.30.000 - \$1,000, Rigorous TEKS Aligned Tutoring Materials - 166 - State Comp Ed - 166.11.6399.00.121.30.ARO - \$2,500

Key Strategic Action 14 Details

Key Strategic Action 14: Technology will be provided to ensure that all learners are able to participate in daily instruction and to access various online intervention programs intended to address gaps in learning, and used to student assessments.

Outcome Measure (Lag): Increased student outcomes. More students will have the updated technology they need in order to access programs to be successful.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Campus Technologist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3

Funding Sources: Purchase Campus Technology - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$25,000, Carts for Technology - 211 - ESEA, Title I Part A - 211.11.6394.00.121.30.000 - \$0

Goal 4 Problem Statements:

Student Success

Problem Statement 2: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing. Intervention lessons need to be targeted to specific small group needs. **Root Cause:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 3: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year. **Root Cause:** Lesson planning needs to include adequate rigor in lessons to extend learning.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.