

**Killeen Independent School District  
Montague Village Elementary School**

**2024-2025**



# Table of Contents

- Comprehensive Needs Assessment ..... 3
  - Student Success ..... 3
  - Human Capital ..... 13
  - Financial Stewardship ..... 16
- Priorities ..... 18
  - Priority 1: Student Success ..... 18
  - Priority 2: Human Capital ..... 26
  - Priority 3: Financial Stewardship ..... 30

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Goal 1.1 Pathways for All students to build connections

### I. Programs targeting special groups

#### A. Title 1

Montague Village is a title 1 campus. This will continue to meet the needs of students. This allows Title I funds to be used more widely to impact our students. These funds will be used to fund a full-time CIS to focus on primary students, instructional supplies and programs that will support student achievement over the course of the school year.

#### B. Special Education

Students identified with a disability qualifying for special education are placed in their Least Restrictive Environment (LRE) with a trained Special Education teacher. Classrooms are identified to serve as “inclusion” rooms in order to facilitate a cooperation between the classroom teachers and the special education teacher.

Students receive services from special education staff based on the goals in their current Individualized Education Plan (IEP). The IEP is developed by an ARD committee, which is comprised of at least one parent, one administrator, the child’s general education teacher, and the special education teacher. The committee meets annually or as needed to discuss each student.

Montague Village also services students through the SKILLS Special Education program. This is a more restrictive environment that allows students IEP to be met with additional supports and staff during the school day.

Students can be referred for a special education evaluation via parent request or by school recommendation if the student has been serviced through RTI and has not shown adequate growth. Parents must consent to any special education evaluation and provision of services.

Utilize monitoring systems to track reading and math growth and achievement data of students identified under the special education umbrella to ensure adequate overall growth of learning compared to their non-identified peers and intervene as needed.

#### C. Gifted and Talented

Students identified as Gifted and Talented (GT) are placed in cluster classrooms with their peers and general education students. Teachers are trained to meet the needs of these students and must maintain ongoing training. The teacher is expected to differentiate instruction for GT students, as well as collaborate with the

student to lead them through a year-long project focusing on an area of interest for the student (the Texas Performance Standards Project), which culminates in an exhibition of projects at Montague Village and selected projects being exhibited at a district-level showcase.

Students can be referred for GT evaluation by their parent or a teacher.

#### **D. English Language Learners and Bilingual students**

Students are identified for ELL screening by their Home Language Survey, completed by all parents during registration. If any other language besides English is spoken at home, students are tested by the ELL teacher. Students who become identified are brought to an LPAC committee and can be serviced by the English as a Second Language (ESL) teacher. The ESL teacher collaborates with students' classroom teachers to ensure that vocabulary and literacy skills taught were being transferred to classroom work. ELL teacher integrates technology (Imagine Learning) that encouraged English vocabulary development.

The State of Texas expected an ESL-certified teacher to support all ELL students during primary Language Arts instruction in their classroom. The ESL teacher rotated between classrooms to meet this requirement. KISD offered teachers the opportunity to receive training to become ESL certified free of charge and students were placed into a classroom with a general education teacher holding an ESL certification whenever possible.

#### **II. Response to Intervention (RTI)**

The RTI process is used to support struggling students. Teachers can recommend a student be considered for RTI and they will meet with a committee to identify interventions to be tried with fidelity to see if the student can become successful.

Tier 1 interventions (initiated by the teacher in the classroom independent of a committee) are implemented for three weeks. If no progress is made, teachers fill out the Tier 2 form and documentation that was collected and turn into Campus Instructional Specialist. The campus RTI committee (interventionist, CIS, CIC, AP, Principal and teacher) then meets to discuss placement of student and what interventions are needed. A Student Service Plan (SSP) is developed and documented electronically.

The RTI committee meets about students placed in the program every 4-6 weeks to discuss the progress of students. The committee decides if students exit the program, stay in the tier they are in or to move up/down a tier based on progress.

Students can be brought to RTI for academic concerns and/or behavior concerns.

Academic RTI:

Tier 2 – Academic - students are serviced by a classroom teacher in small groups 4-6 students in a group, based off on needs of the students. Intervention takes place daily for 30 minutes. Tier 2 and 3 – Academic - students receive services from the Title 1 interventionists, based on student needs, as determined by assessments. Intervention takes place daily, for 30 minutes, in groups of 2-4 students.

Behavioral RTI:

Tier 2 – Behavior – teachers enter SSP notes daily, committee meets. Tier 3 – Behavior – teachers enter SSP notes daily on students, more frequent committee meetings on these students. Behavior plans are revised in committee as needed.

SSP notes are taken on all students in the Academic RTI and/or Behavioral RTI process. This occurs weekly in Tier 2 and 3 and these notes are entered into the intervention system by homeroom teacher.

### **III. Intervention program**

Intervention/acceleration time is a 45-minute block in each grade level's daily schedule during which students receive intervention or enrichment. This is a daily time when new instruction stops for students to receive academic intervention or extension.

Interventions and extensions are provided by the students' classroom teacher or other grade level teachers (Tier 1 and 2), the ESL teacher, Title I teachers, and special education teachers (for students with IEPs).

The level of team coordination and the specificity of intervention by students has varied by each grade level. Some students have been most likely to be serviced in their room by their general education teacher(s), unless they are receiving Tier III intervention from an Interventionist.

Gifted and Talented students or students who have shown competency on current concepts often receive extension primarily by visiting the library's Maker Space section or by engaging in independent reading.

### **IV. Professional Learning Communities (PLCs)**

PLCs are a team collaboration time in which the focus is on four critical questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

PLCs at Montague focus on student performance data and the impact on lesson planning using KISD's PLC Unit Planning Process and district initiatives that need to be monitored for implementation and fidelity.

During the 2023-24 school year, PLCs were held weekly for each grade level. These PLCs were 55 minutes long and were held during the school day. Additionally, PLCs were attended by grade level team members, CIS and admin.

### **V. Counseling**

Montague Village' counseling program includes one counselor, Military Family Life Counselors, one social and emotional support counselor, and a School Behavioral Health Social Worker. We also receive support from communities and schools with additional counselor and campus support. Biweekly triage meetings during which administrators and counselors discussed social, emotional, and behavioral challenges specific to individual students.

Counselors held guidance lessons for students once per month, focusing on positive character traits.

### **VIII. Volunteers and parent involvement**

Volunteers:

Montague Village hosts monthly volunteer training and encourages all parents and community members to volunteer. Each trained volunteer is assigned areas and tasks around the school that help the school's flow and effectiveness. We will continue to offer opportunities to volunteer and work within the school, building positive relationships. In addition to volunteer training parent workshops are held on campus that support partnerships with parents and ongoing support for students being served at Montague Village Elementary.

Goal 1.2 All students will meet or exceed the Texas grade levels standards in reading and writing.

Students will continue to progress towards campus and district goals for the 24-25 school year. Student achievement should be evident in assessments held on the campus from MAP, Circle, to include STAAR testing. The reading assessment continues to be an area of focus due to constructive responses. The campus will continue to implement the ARACE strategy to support this process.

Goal 1.3 All students will meet or exceed the Texas grade level standards in Math / Science

Students will continue to progress in the area of math and science at Montague Village Elementary. Teachers will implement strategies to support mastery through instruction. Science will also include hands on experience and academic vocabulary development to support mastery.

Goal 1.4 All students will graduate from high school ready to enroll in post secondary education, enlist in the military, or enter the workforce

- Students will work on this by goal setting and working on lessons with the counselors
- Students will engage in recognition of character traits by the campus counseling team
- Students will engage in conversations about careers and participate in career centered activities over the course of the school year

Discipline

SCOC referrals show decrease from previous school year ( check data) number

Teachers will implement strategies for classroom management to meet the needs of students in collaboration with the Capturing Kids Hearts model

- Parent teacher partnerships will be fostered on campus to support student needs on campus to include behavior and social emotional

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

**Goal 3: All student meet or exceed the Texas grade level standards in math**

**2023 – 2024 CUA Data – Summarized Performance for 3<sup>rd</sup> – 5<sup>th</sup> Grade**

CUA summarized results show an alignment with overall STAAR data.

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

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

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

Goal 1.1 Pathways for ALL students to build connections.

At Montague Village Elementary, All students have the opportunity to build lasting connections through relationship building with peers, teachers, staff and administrators. Strong, trusting relationships are essential and key to connecting with students during Tier 1 Instruction and through social interactions for students.

### **Student Success Strengths**

Goal 1.1 Pathways for ALL students to build connections

- Participation in campus wide events that were hosted for positive behavior.
- Montague Village Students were recognized through TEPSA for their efforts in student leadership
- Parent involvement and volunteer opportunities continue to be offered on campus

Goal 1.2 All students will meet or exceed the Texas grade level standards in reading and writing

- STAAR data indicates student groups needing additional support

Goal 1.3 All students will meet or exceed the Texas grade level standards in mathematics

MAP data shows ( growth or not) STAAR data shows growth or not

Goal 1.4 All students will graduate from high school ready to enroll in post secondary workforce.

Campus recognitions support academic and social emotional/ character traits during the school year.

Spring 2024 3-8 Results	
	Reading
	Did Not Meet
	2023
Grade 3	24%
Grade 4	21%
Grade 5	19%
	Grade 3 Reading
	Did Not Meet
	2023
District	24%
Region	25%
State	24%
MONTAGUE VILLAGE EL	34%
	Grade 4 Reading



**Spring 2024 3-8 Results****Did Not Meet  
2023**

<b>District</b>	<b>21%</b>
<b>Region</b>	<b>23%</b>
<b>State</b>	<b>23%</b>
<b>MONTAGUE VILLAGE EL</b>	<b>12%</b>

**Grade 5 Reading****Did Not Meet  
2023**

<b>District</b>	<b>19%</b>
<b>Region</b>	<b>20%</b>
<b>State</b>	<b>29%</b>
<b>MONTAGUE VILLAGE EL</b>	<b>2%</b>

Spring 2024 3-8 Results					
	Math				
	Did Not Meet		Approaches or Above		Meets
	2023	2024	2023	2024	2023
Grade 3	28%	30%	72%	70%	40%
Grade 4	34%	35%	66%	65%	40%
Grade 5	23%	27%	77%	73%	45%
Grade 3 Math					
	Did Not Meet		Approaches or Above		Meets
	2023	2024	2023	2024	2023
	District	28%	30%	72%	70%
Region	29%	32%	71%	68%	41%
State	27%	31%	73%	69%	45%
MONTAGUE VILLAGE EL	34%	27%	66%	73%	32%
Grade 4 Math					
	Did Not Meet		Approaches or Above		Meets
	2023	2024	2023	2024	2023
	District	34%	35%	66%	65%
Region	34%	36%	66%	64%	42%
State	29%	32%	71%	68%	48%
MONTAGUE VILLAGE EL	13%	28%	87%	72%	67%

Spring 2024 3-8 Results					
	Grade 5 Math				
	Did Not Meet		Approaches or Above		Meets
	2023	2024	2023	2024	2023
<b>District</b>	23%	27%	77%	73%	45%
<b>Region</b>	21%	27%	79%	73%	48%
<b>State</b>	20%	24%	80%	76%	51%
<b>MONTAGUE VILLAGE EL</b>	7%	12%	93%	88%	73%

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** Reading STAAR, there is a need to increase the number of students in the meets and masters categories for STAAR. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

**Problem Statement 2:** Math STAAR, there is a need to increase the number of students in the meets and masters categories for STAAR. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

**Problem Statement 3:** Science STAAR, the percentage of 5th grade students in the meets or above category needs to increase **Root Cause:** Science instruction lacks rigor, specificity of the science TEKS, lack of academic vocabulary, and authentic lab experiences.

**Problem Statement 4:** The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**Problem Statement 5:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block.

**Problem Statement 6:** Parent Survey input indicated there was a lack of information regarding the curriculum expectations from teachers. **Root Cause:** Lack of school and teacher outreach to develop and promote communication regarding curriculum expectations across all grade levels.

**Problem Statement 7:** K-5 grade students are not meeting projected growth in reading, math, or science on MAP. **Root Cause:** Clarification of essential TEKS across all content is needed by the teachers to plan and execute explicit Tier 1 instruction.

**Problem Statement 8:** Student Code of Conduct referrals show a need for continued support in the area of campus discipline and behavior support initiatives. **Root Cause:** Struggle to implement effective campus-wide discipline strategies. A deeper toolbox of classroom management strategies through Capturing Kids Hearts is needed to address the various needs of our students.

**Problem Statement 9:** EOY Parent Survey indicated there was a minimum parent feedback from survey. **Root Cause:** Lack of school and teacher outreach to develop and promote communication and relationships with more parents and guardians

**Problem Statement 10:** STAAR data for Extended Constructed Responses (ECRs) indicate that there is a need for continued support in constructive responses in grades 3rd-5th. The campus is making gains in this area. **Root Cause:** Lack of teacher clarity knowledge of the writing process that align with ECR expectations and use of writing rubrics with fidelity.

**Problem Statement 11:** The percentage of students making at least one full year of academic growth must increase **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

**Problem Statement 12:** Only a limited number of staff members have extensive training in strategies to identify behavioral triggers and how to deescalate disruptive, severe, and violent behaviors. The frequency that students receive differentiated, strategic, and extended instruction, and the quality of that instruction, must increase to meet individual learning needs of GT student. **Root Cause:** Lack of teacher clarity on the identification of GT students and how to extend their learning needs which impacts overall yearly growth.

**Problem Statement 13:** Attendance rates continue to show decrease. **Root Cause:** Lack of 'attendance matters' initiatives in place at the campus level.

# Human Capital

## Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment.

- Montague Village will promote a positive campus culture for all staff members.
- Captruing Kids Hearts will be modeled for teachers and staff to support connections across the campus and a foundation for relationships across the campus.
- Staff climate and culture will be celebrated/ recognized by staff recognitions
- Teachers will participate in Montague Village Teach Me Tuesdays to support clarity and the curriculum.
- Teachers have also been able to participate in Work it Out Wednesdays to continue to engage in planning
- Teachers new to Montague Village will have mentor teachers and also buddy teachers to support campus/ classroom needs
- Campus committees such as SBDM, CKH, Campus Conduct and Conduct Committees will give staff the opportunity to continue to engage over common campus goals.
- Staff will follow the district and staff handbook for compliance

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campus.

- Hiring practices will continue to support best practices for qualified applicants.
- PLC's will support continued learning on campus/ alignment with district initiatives
- Teach me Tuesdays will support additional support in content/ classroom

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity

- Get Better Faster model and campus coaching will support teachers on campus
- PLC's will support ongoing training on campus in addition to additional learning and work sessions such as Teach me Tuesday and Work it out Wednesday will teachers dive into the content
- TTESS walkthroughs and coaching will support feedback and growth for teachers
- A CIS will be hired to support teachers by providing support and instructional feedback
- The CIC will also support instructional support for teachers

Goal 2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance

Staff provides feedback to the campus leadership team on strengths and weaknesses and areas where additional support may be needed.

- Performance feedback and a shared coaching model is present in both TTESS and TPESS and campus practices.
- Surveys are also utilized for campus feedback to maintain a pulse on campus culture.
- Staff also participates in committees that support additional connections and a voice in the campus culture/ climate.

### **Human Capital Strengths**

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment

- Staff is encouraged to engage in Capturing Kids Hearts strategies to support relationships on campus
- Teachers are encouraged to take on leadership roles and support campus culture
- Teachers are offered mentors/ buddies to support success

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff departments.

- Minimal staff concerns with KISD Employee handbook compliance

Goal 2.3 The district will identify and provide training and coaching needed to staff to build professionals

Staff attends district / CampusPD to support campus/ district initiatives

Staff has also attended out of district PD to include state GT conferences, Get your Teach on, and best practices PD

TTESS instruments provide a tool to support learners

CIS hired to support classroom teachers

2.4 All staff will have formal and informal opportunities to give feedback

Staff is able to share concerns with admin and campus leadership

### **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** Turnover rate continuous to be a concern each school year. **Root Cause:** Other job opportunities continue to be an area of focus for those leaving the

campus.

**Problem Statement 2:** Waiver or District of Innovation hires working towards completing teacher certification requirements continue to work on completing course work and the demands of teaching. **Root Cause:** Turnover rate continuous to be a concern each school year to include the lack of certified teachers available for hiring.

**Problem Statement 3:** There is a need to increase teacher knowledge in addressing the PLC essential questions: What do we want our students know and be able to do? How will we know if they have learned it? How will we respond when some students do not learn it? and How will we extend the learning for students who have demonstrated proficiency? **Root Cause:** Teachers have a varying degree of teacher knowledge and experience related to Professional Learning Communities and addressing the learning needs of students

**Problem Statement 4:** There is a need to improve overall teaching staff turnover, instructional concerns, and campus culture. **Root Cause:** Leaving staff has expressed concern with overall team struggles and demands in their department/ especially Special Education.

# Financial Stewardship

## Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to promote resource allocations

-Funds will be used to meet operational and strategic functions

-Establish and continuously review allocated resources to address needs for the health, safety, and wellness of students, faculty and staff

-The campus will continue participate in audits, and district support opportunities to support budget analysis. This will be reviewed weekly with campus principal, and financial steward

-CIP will continue to be the main driver of funding for the campus

Goal 3.2 The district will prepare budgets using transparent and open communication amongst stakeholders

-The campus financial team will prepare and conduct financial meetings to ensure a checks and balance process is in place on campus for compliance purposes. CIP will continue to be reviewed, updated and shared with SBDM

Goal 3.3 The district will continuously evaluate and update policies and procedures to foster a positive culuter and climate

The campus will evaluate and update policies to foster a postive culture and climate

-CIP will be posted for review by all stakeholders

SBDM will complete formative reviews on the CIP this will provide the opportunity to discuss strategies and campus action steps to support success on campus in goal areas.

-Campus leadership team will meet to discuss culture and climate

Goal 3.4 District Operational departments training will focus on effective and sustatinalbe use of district resources and procedures

-Campus level training will focus on the effective use of resrouces

-Campus review of the budget

## Financial Stewardship Strengths

Goal 3.1 The District will use data driven planning to priortize resource allocations

CIP data is used to drive planning in priortizing resrouce allocations



Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders

Audits continue to provide feedback to the campus for areas of refinement. The campus responded to feedback by creating a plan to support financial steward practices.

Goal 3.3 The district will continuously evaluate and update policies and procedures to foster a positive culture

Title 1 and CIP budget and funding information is discussed with SDM stakeholders and staff

Goal 3.4 District Operational departments training will focus on effective and sustainable use and procedures

Campus sections receive information and training on effective and sustainable use of district resources

### **Problem Statements Identifying Financial Stewardship Needs**

**Problem Statement 1:** SBDM meeting of required members: Parent Representatives, Business Representatives, District Representatives, including teaching staff. **Root Cause:** Monthly meeting usually held at a specific time that may not work for off-campus personnel.

**Problem Statement 2:** Financial practices and record keeping needed additional support after audits. **Root Cause:** Financial processes on campus needed to be refined to support compliance and effective spending.

# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Students at Montague Village will engage in Capturing Kids Hearts by focusing on building and strengthening relationships with peers, teachers and staff. All grade levels will utilize the social contract and campus wide the social contract will be utilized in PLC's/ staff meetings to streamline the implementation and buy of the process campus wide. The campus will also recognize CKH Character traits monthly.

**Progress Measure (Lead):** District wide training for CKH

**Outcome Measure (Lag):** Social contracts posted in classrooms and common meeting areas on campus

**Dates/Timeframes:** Monthly checks

**Staff Responsible for Monitoring:** Campus Leadership Team ( Principal, AP's, CIS', CIC, Counselors)

**Collaborating Departments:** Teacher Teams/ Leadership Team

**Problem Statements:** Student Success 8

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Attendance strategies will be used to support attendance at Montague Village Elementary.

**Progress Measure (Lead):** Attendance will be communicated to parents and students with fewer than 5 absences for the school year will be recognized.

**Outcome Measure (Lag):** Attendance rates will continue to support academic achievement.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Admin, Attendance secretary

**Collaborating Departments:** Leadership team, Teacher Team, Attendance secretary

**Problem Statements:** Student Success 5

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Montague Village students will be provided opportunities to build friendships, confidence and communication skills while participating in after school clubs not limited to student council, choir, battle of books and science Olympiad.

**Progress Measure (Lead):** Students will connect through opportunities. Students will also be able to make connections to academic content.

**Outcome Measure (Lag):** Participation of students in clubs will increase and be tracked by the campus for percentage for continued growth in student involvement.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Counselors, Teachers, Leadership team

**Collaborating Departments:** Leadership, Teacher Teams

**Problem Statements:** Student Success 8

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Students at Montague Village will attend field based instruction to include virtual opportunities to enhance learning experiences, academic performance, and make connections to real world experiences.

**Progress Measure (Lead):** Field based instruction will reinforce TEKS, and provide additional learning experiences for students.

**Outcome Measure (Lag):** Field based instruction will increase across the campus to support additional connections to grade level content.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Teacher teams, leadership team

**Collaborating Departments:** Teacher teams, leadership team, admin

**Problem Statements:** Student Success 1, 2, 11

### Key Strategic Action 5 Details

**Key Strategic Action 5:** GT Teachers at Montague Village will provide differentiated instruction and challenging experiences for gifted and talented students. Learning experiences will allow students the opportunity to apply critical thinking skills in real world situations.

**Progress Measure (Lead):** Staff will be able to continue to support the GT identification process on campus. Identified students will participate in GT, campus and district showcases.

**Outcome Measure (Lag):** GT identification will be supported on the campus.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Teacher teams, Lead Instruction Team

**Collaborating Departments:** Teacher Team, Lead Instruction Team

**Problem Statements:** Student Success 11, 12

**Funding Sources:** GT Professional Development - 177 - Gifted/Talented - 177.13.6411.00.128.21.000 - \$3,414

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Montague Village students will engage in intervention during the school day during an intervention block that will reinforce instructional strategies, fluency and refine existing skills for students in content areas. After school tutoring will also be supported in the area of Math and Reading

**Progress Measure (Lead):** Intervention based on data to support targeted intervention. Schedules on campus support intervention time.

**Outcome Measure (Lag):** Feedback during intervention by admin to support student success through walkthroughs/ coaching.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Teacher team, Instructional leadership team

**Collaborating Departments:** Teacher teams, Instructional leadership team

**Problem Statements:** Student Success 1, 2, 4, 5

**Funding Sources:** Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.128.30.000 - \$82,000, At Risk Instructional Aide - 166 - State Comp Ed - 166.11.6129.00.128.30.AR0 - \$34,000, ELL Instructional materials - 165/ES0 - ELL - 165.11.6399.00.128.25.ES0 - \$1,050

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Montague Village counselors will provide class, small group and lessons regarding social skills.

**Progress Measure (Lead):** Schedule to support social skills and targeted implementation of CKH.

**Outcome Measure (Lag):** Feedback from teachers and students to support implementation on campus.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Leadership team, teacher teams

**Collaborating Departments:** Leadership team, teacher teams

**Problem Statements:** Student Success 11

### Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** Reading STAAR, there is a need to increase the number of students in the meets and masters categories for STAAR. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

**Problem Statement 2:** Math STAAR, there is a need to increase the number of students in the meets and masters categories for STAAR. **Root Cause:** Root Cause: Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

**Problem Statement 4:** The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**Problem Statement 5:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block.

## Student Success

**Problem Statement 8:** Student Code of Conduct referrals show a need for continued support in the area of campus discipline and behavior support initiatives. **Root Cause:** Struggle to implement effective campus-wide discipline strategies. A deeper toolbox of classroom management strategies through Capturing Kids Hearts is needed to address the various needs of our students.

**Problem Statement 11:** The percentage of students making at least one full year of academic growth must increase **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

**Problem Statement 12:** Only a limited number of staff members have extensive training in strategies to identify behavioral triggers and how to deescalate disruptive, severe, and violent behaviors. The frequency that students receive differentiated, strategic, and extended instruction, and the quality of that instruction, must increase to meet individual learning needs of GT student. **Root Cause:** Lack of teacher clarity on the identification of GT students and how to extend their learning needs which impacts overall yearly growth.

**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:** Montague Village teachers will implement the required reading and writing curriculum, monitor student progress, through data analysis, and adjust instruction so all students can access the curriculum and make academic gains.

**Progress Measure (Lead):** PLCs will support internalization for the reading curriculum.

ARACE strategy will continued to be implemented.

Benchmark phonics will be used to support phonics instruction.

Walkthroughs/coaching walks will be utilize to support instruction.

**Outcome Measure (Lag):** Reading scores will increase MAP BOY, MOY, EOY and STAAR Scores in the area of reading.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Campus Admin, CIS, CIC, Teacher teams

**Collaborating Departments:** Teacher Teams

**Problem Statements:** Student Success 4, 11

**Funding Sources:** Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.128.30.000 - \$31,120, Teacher Planning/ Substitutes - 166 - State Comp Ed - 166.13.6299.SB.128.30.AR0 - \$3,000, Brain Pop to support instruction - 166 - State Comp Ed - 166.11.6299.OL.128.30.AR0 - \$9,268

**Goal 2 Problem Statements:**

**Student Success**

**Problem Statement 4:** The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**Problem Statement 11:** The percentage of students making at least one full year of academic growth must increase **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

**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:** Montague Village teachers will implement the district curriculum, monitor student progress through data and adjust instruction to support access to the math curriculum.

**Progress Measure (Lead):** During PLC teams will internalize the district math curriculum.

PLC's will also engage in data protocols

Teachers will implement curriculum with consistency and fidelity

Intervention in math and tutoring will support learners

**Outcome Measure (Lag):** STAAR scores will increase and there will be data representation of growth in MAP BOY, MOY, EOY

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Teacher teams, admin, CIS, CIC

**Collaborating Departments:** Teacher Teams, CIS, CIC

**Problem Statements:** Student Success 1, 2, 4

**Goal 3 Problem Statements:**

**Student Success**

**Problem Statement 1:** Reading STAAR, there is a need to increase the number of students in the meets and masters categories for STAAR. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

**Problem Statement 2:** Math STAAR, there is a need to increase the number of students in the meets and masters categories for STAAR. **Root Cause:** Root Cause: Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

**Problem Statement 4:** The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**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:** Students will be provided leadership opportunities in and effort to raise awareness for career readiness/ opportunities.

**Progress Measure (Lead:** Leadership opportunities will be present for students on campus that will provide the opportunity for students and staff the engage in CKH strategies and leadership.

**Outcome Measure (Lag):** Increased leadership opportunities on campus

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Counselors, teacher teams

**Collaborating Departments:** counselors , teacher teams

**Problem Statements:** Student Success 5

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** The campus will continue to expand partnerships to enhance learning experiences for students.

**Progress Measure (Lead:** Counselors will design opportunities such as career day to support this process.

**Outcome Measure (Lag):** Career day volunteers will come from a wide range of backgrounds that will allow students to make connections. Volunteers will be recognized. Increase in participation of career day/ experiences/ opportunities on campus

**Dates/Timeframes:** Spring 2025

**Staff Responsible for Monitoring:** Counselors

**Collaborating Departments:** Counselors/ teacher teams

**Problem Statements:** Student Success 8

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** MTSS/ RTI will be support students with academic concerns or that show a need for intervention.

**Progress Measure (Lead:** MTSS will guide behavior support plans, and academic interventions on campus. Assessments and data points will be reviewed to support intervention on campus.

**Outcome Measure (Lag):** Students show academic gains in MAP screeners and reading and math STAAR assessments.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Admin, CIS,CIC Teacher team

**Collaborating Departments:** Admin CIS CIC Teacher teams

**Problem Statements:** Student Success 4, 5



**Key Strategic Action 4 Details**

**Key Strategic Action 4:** EB and SPED students will be provided support to access the general education curriculum.

**Progress Measure (Lead):** SPED and EB teachers will participate in PLC and opportunities to support learners.

**Outcome Measure (Lag):** Students show gains in reading and math STAAR.

**Dates/Timeframes:** Spring 2025

**Staff Responsible for Monitoring:** Teachers/ Admin

**Problem Statements:** Student Success 4, 11

**Key Strategic Action 5 Details**

**Key Strategic Action 5:** Students will engage in science instruction that supports content standards and the curriculum will be implemented with fidelity.

**Progress Measure (Lead):** Hands on science experiences that support content connections to academic vocabulary.

**Outcome Measure (Lag):** Students increase in Science STAAR

**Dates/Timeframes:** Spring 2025

**Staff Responsible for Monitoring:** Teachers/ admin

**Problem Statements:** Student Success 3

**Goal 4 Problem Statements:**

**Student Success**

**Problem Statement 3:** Science STAAR, the percentage of 5th grade students in the meets or above category needs to increase **Root Cause:** Science instruction lacks rigor, specificity of the science TEKS, lack of academic vocabulary, and authentic lab experiences.

**Problem Statement 4:** The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**Problem Statement 5:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block.

**Problem Statement 8:** Student Code of Conduct referrals show a need for continued support in the area of campus discipline and behavior support initiatives. **Root Cause:** Struggle to implement effective campus-wide discipline strategies. A deeper toolbox of classroom management strategies through Capturing Kids Hearts is needed to address the various needs of our students.

**Problem Statement 11:** The percentage of students making at least one full year of academic growth must increase **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

**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.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> The campus will develop and implement PLC/ PD opportunities to support staff members clarity and development over the school year.</p> <p><b>Progress Measure (Lead):</b> PLC's to build instructional capacity.</p> <p><b>Outcome Measure (Lag):</b> Increase student achievement in all areas.</p> <p><b>Dates/Timeframes:</b> 2024-2025</p> <p><b>Staff Responsible for Monitoring:</b> CIS/CIC/ Admin</p> <p><b>Collaborating Departments:</b> Teacher teams, admin/ CIS/CIC</p> <p><b>Problem Statements:</b> Human Capital 1, 2, 3</p>

**Goal 3 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 1:</b> Turnover rate continuous to be a concern each school year. <b>Root Cause:</b> Other job opportunities continue to be an area of focus for those leaving the campus.</p> <p><b>Problem Statement 2:</b> Waiver or District of Innovation hires working towards completing teacher certification requirements continue to work on completing course work and the demands of teaching. <b>Root Cause:</b> Turnover rate continuous to be a concern each school year to include the lack of certified teachers available for hiring.</p> <p><b>Problem Statement 3:</b> There is a need to increase teacher knowledge in addressing the PLC essential questions: What do we want our students know and be able to do? How will we know if they have learned it? How will we respond when some students do not learn it? and How will we extend the learning for students who have demonstrated proficiency? <b>Root Cause:</b> Teachers have a varying degree of teacher knowledge and experience related to Professional Learning Communities and addressing the learning needs of students</p>

**Priority 2: Human Capital**

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

<b>Key Strategic Action 1 Details</b>
<b>Key Strategic Action 1:</b> Campus admin will conduct walkthroughs and coaching walks across content areas to monitor implementation of the planning process as it relates to instruction and feedback.
<b>Key Strategic Action 2 Details</b>
<b>Key Strategic Action 2:</b> Instructional leadership team will meet weekly to discuss walkthroughs, observations, coaching walks and data. PLC's and professional development planning will be supported through this process to include planning for after school specials and additional meetings to support teachers/ staff.
<b>Key Strategic Action 3 Details</b>
<b>Key Strategic Action 3:</b> Annual staff surveys will help provide leadership with feedback during the school year.
<b>Key Strategic Action 4 Details</b>
<b>Key Strategic Action 4:</b> Teachers will have the opportunity to take ownership of campus initiatives in committees to include but not limited to SBDM, CKH, content, campus culture committees.

**Priority 3: Financial Stewardship**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> SBDM will meet to engage in the campus improvement plan process</p> <p><b>Progress Measure (Lead):</b> Goals and funding will be discussed to help stakeholders as needed.</p> <p><b>Outcome Measure (Lag):</b> Meet goals across CIP/ formative reviews</p> <p><b>Dates/Timeframes:</b> Spring 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Collaborating Departments:</b> SBDM</p> <p><b>Problem Statements:</b> Financial Stewardship 1, 2</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Campus will meet the expectations for safety.</p> <p><b>Progress Measure (Lead):</b> Door checks and campus safety protocols will be implemented.</p> <p><b>Outcome Measure (Lag):</b> District compliance with safety procedures and protocols for the 2024-2025 school year.</p> <p><b>Dates/Timeframes:</b> Spring 2025</p> <p><b>Staff Responsible for Monitoring:</b> AP/ Safety Coordinator/ Principal</p>

**Goal 1 Problem Statements:**

<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> SBDM meeting of required members: Parent Representatives, Business Representatives, District Representatives, including teaching staff. <b>Root Cause:</b> Monthly meeting usually held at a specific that may not work for off-campus personnel.</p> <p><b>Problem Statement 2:</b> Financial practices and record keeping needed additional support after audits. <b>Root Cause:</b> Financial processes on campus needed to be refined to support compliance and effective spending.</p>

**Priority 3: Financial Stewardship**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> The campus will continue to implement strategies for audit and to safeguard the campus budget as it aligns with district accounts and the campus improvement plan.</p> <p><b>Progress Measure (Lead):</b> Safeguarding protocols on campus to ensure compliance.</p> <p><b>Outcome Measure (Lag):</b> Compliance for audits and spending safeguarded by protocols on campus.</p> <p><b>Dates/Timeframes:</b> 2024-2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Principal Secretary</p> <p><b>Problem Statements:</b> Financial Stewardship 1, 2</p>

**Goal 2 Problem Statements:**

<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> SBDM meeting of required members: Parent Representatives, Business Representatives, District Representatives, including teaching staff. <b>Root Cause:</b> Monthly meeting usually held at a specific that may not work for off-campus personnel.</p> <p><b>Problem Statement 2:</b> Financial practices and record keeping needed additional support after audits. <b>Root Cause:</b> Financial processes on campus needed to be refined to support compliance and effective spending.</p>

**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** The campus will make efforts to increase parent engagement.

**Progress Measure (Lead):** Counselor and parent coordinator will support workshops on campus. Campus engagement opportunities to include content nights and campus events to support engagement.

**Outcome Measure (Lag):** Increase parent involvement/ volunteer support.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Counselor/ Teacher Teams

**Collaborating Departments:** Counselor/ Teacher Teams

**Funding Sources:** Parent Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.128.24.PAR - \$500, Refreshments for parent events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.128.24.PAR - \$212, Supplies for parent events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.128.24.PAR - \$300, Books for parent events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.128.24.PAR - \$200



**Priority 3:** Financial Stewardship

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