

**Waco Independent School District
Mountainview Elementary School
2024-2025 Goals/Performance Objectives/Strategies**



Mission Statement

Mountainview Mission Statement

At Mountainview Elementary School, we will provide an educational experience that empowers our students to reach their fullest potential and become lifelong learners.

Vision

Mountainview Vision Statement

We create a vibrant learning community where every child is valued, challenged, and prepared for success.

Value Statement

Mountainview Way: We will be Safe! We will be Respectful! We will be Responsible!

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 Goal 3: Increase aligned lesson plans with state standards and curriculum objectives across all subjects and grade levels from 44% to 75%. 17





Goals

Goal 1: Increase the number of students scoring approaches or higher on reading STAAR assessment from 52% approaches or higher to 65% approaches or higher by May 2025.

Performance Objective 1: Implement effective daily small group instruction strategies across all grade levels and content areas.

Evaluation Data Sources: STAAR Data, STAAR Interim, iReady Diagnostics, Reading Levels

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a weekly schedule of small group instruction for all students aligned with the student's instructional level to ensure equitable instruction and growth for all.</p> <p>Strategy's Expected Result/Impact: Improved academic performance with students demonstrating growth in their instructional levels.</p> <p>Staff Responsible for Monitoring: Teacher, Resident Assistant, Resident Teacher, Multi-Classroom Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: SIT Intervention Staff - State Compensatory Education - \$180,708</p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate daily high-quality instructional materials that are aligned with curriculum standards and tailored to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: Greater differentiation and customization of instruction to meet individual student needs resulting in improved academic performance, with students demonstrating mastery of targeted skills and concepts.</p> <p>Staff Responsible for Monitoring: Teacher, Multi-Classroom Leader, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: HQIM Instructional Resources - State Compensatory Education - \$4,292, HQIM Instructional Resources - Title 1 - \$7,667</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor and document student growth during small group instruction by utilizing detailed teacher logs to track progress, inform instructional decisions, and ensure continuous improvement in student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Enhanced ability to track and document student growth accurately during small group instruction to improved instructional decisions based on detailed and timely data from teacher logs.</p> <p>Staff Responsible for Monitoring: Teacher, Resident Assistant, Resident Teacher, Multi-Classroom Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Opportunity Culture Model - Title 1 - \$96,423</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 2: The African American sub-population is performing lower than other sub-populations in Student Achievement scores and Student Growth. **Root Cause:** There is a lack of fidelity in the implementation of Tier 1 classroom management plans resulting in increased removal from instruction.

Problem Statement 3: Reading proficiency shows that 46% of all students in Kindergarten through Grade 5 are reading on grade level. **Root Cause:** Student comprehension is inhibited by student proficiency in comprehension.

Goal 1: Increase the number of students scoring approaches or higher on reading STAAR assessment from 52% approaches or higher to 65% approaches or higher by May 2025.

Performance Objective 2: Incorporate daily explicit phonics instruction across all primary grade levels during the reading language arts instructional block.

Evaluation Data Sources: STAAR Data, STAAR Interim, iReady Diagnostics, Reading Levels

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Integrate Houghton Mifflin Harcourt (HMH) Phonics resources into daily classroom instruction to enhance phonemic awareness, decoding skills, and overall reading proficiency among primary grade students.</p> <p>Strategy's Expected Result/Impact: Improved phonemic awareness, decoding skills, and reading proficiency among primary grade students and upper elementary grade levels.</p> <p>Staff Responsible for Monitoring: Teacher, Resident Assistant, Resident Teacher, Multi-Classroom Leader, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Plan purposeful connections between daily phonics lessons and other areas of the reading instructional block including shared reading/ interactive read-aloud, independent reading, and writing to support skill development.</p> <p>Strategy's Expected Result/Impact: Enhanced student ability to apply phonics skills across different reading contexts.</p> <p>Staff Responsible for Monitoring: Teacher, Resident Assistant, Resident Teacher, Multi-Classroom Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The African American sub-population is performing lower than other sub-populations in Student Achievement scores and Student Growth. **Root Cause:** There is a lack of fidelity in the implementation of Tier 1 classroom management plans resulting in increased removal from instruction.

Problem Statement 3: Reading proficiency shows that 46% of all students in Kindergarten through Grade 5 are reading on grade level. **Root Cause:** Student comprehension is inhibited by student proficiency in comprehension.

Goal 1: Increase the number of students scoring approaches or higher on reading STAAR assessment from 52% approaches or higher to 65% approaches or higher by May 2025.


Performance Objective 3: Enhance students' reading comprehension skills across all grade levels by implementing daily targeted instructional strategies during grade level intervention time.

Evaluation Data Sources: Enhanced student ability to understand, analyze, and interpret texts across various genres and content areas that will result in improved academic performance and deeper understanding of texts.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strengthen students' comprehension skills through the effective use of visuals and text annotation strategies.</p> <p>Strategy's Expected Result/Impact: Improved reading comprehension skills demonstrated through enhanced ability to analyze, interpret, and evaluate texts using visuals and annotations.</p> <p>Staff Responsible for Monitoring: Teacher, Resident Assistant, Resident Teacher, Multi-Classroom Leader, Campus Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve students' comprehension skills through targeted daily intervention using the Heinemann Comprehension Toolkit during the grade level intervention time.</p> <p>Strategy's Expected Result/Impact: Improved comprehension skills demonstrated by increased proficiency in understanding and analyzing grade-level texts among intervention students.</p> <p>Staff Responsible for Monitoring: Teacher, Multi-Classroom Leader, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Jan	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: The African American sub-population is performing lower than other sub-populations in Student Achievement scores and Student Growth. **Root Cause:** There is a lack of fidelity in the implementation of Tier 1 classroom management plans resulting in increased removal from instruction.

Problem Statement 3: Reading proficiency shows that 46% of all students in Kindergarten through Grade 5 are reading on grade level. **Root Cause:** Student comprehension is inhibited by student proficiency in comprehension.

Goal 2: Increase the time students are in class by reducing out of placement days from 84 to 60 by May 2025.

Performance Objective 1: Develop and implement classroom management plans that are explicitly aligned with the core values of our campus of safety, respect, and responsibility.

Evaluation Data Sources: Tier 1 Fidelity Checklist, Classroom Management Snapshot, Office Discipline Referrals, Campus Attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Equip staff with the knowledge and skills to effectively integrate the Emergent Tree Tier 1 Tray framework into their classroom management plans, ensuring alignment with the campus core values to enhance student attendance and engagement.</p> <p>Strategy's Expected Result/Impact: Clear, consistent classroom expectations and procedures that align with core values, leading to a more orderly and predictable classroom environment where students exhibit better behavior and social skills.</p> <p>Staff Responsible for Monitoring: Teachers, Tier 1 Campus Leadership Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p> <p>Funding Sources: Campus Support Staff - Title 1 - \$31,164</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement frequently scheduled action coaching cycles that enable teachers to self-reflect and collaborate with campus leaders, ensuring the effective implementation of classroom management plans aligned with campus core values.</p> <p>Strategy's Expected Result/Impact: Increase of on-task classroom behaviors through continuous improvement and refinement of management plans.</p> <p>Staff Responsible for Monitoring: Teachers, Tier 1 Campus Leadership Team, Campus Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative		
	Jan	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Numerous changes on campus in response to system changes have reduced the school's effectiveness. **Root Cause:** The reduced effectiveness of the school can be attributed to the simultaneous implementation of numerous initiatives and adjustments across various areas in response to system changes.

School Processes & Programs





Problem Statement 1: Tier 3 student behavior challenges across campus is impeding all stakeholders from maintaining high quality practices. **Root Cause:** There is misalignment in Tier 1 classroom management plans missing opportunities for skill-building and restorative practices.

Goal 2: Increase the time students are in class by reducing out of placement days from 84 to 60 by May 2025.

Performance Objective 2: Integrate weekly skill-building activities into their Tier 1 classroom environments.

Evaluation Data Sources: Character Strong, Office Discipline Referrals, Campus Attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement daily Social-Emotional Learning (SEL) lessons using Character Strong to enhance skill building in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved skills in areas such as empathy, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Staff Responsible for Monitoring: Teacher, Tier 1 Campus Leadership Team, Counselor, Campus Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement student-to-student restorative practices to enhance skill building in the classroom when needed as an intervention.</p> <p>Strategy's Expected Result/Impact: Demonstration of improved skills in conflict resolution, communication, and empathy, contributing to a more supportive and harmonious classroom environment where students feel safe and valued.</p> <p>Staff Responsible for Monitoring: Teacher, Tier 1 Campus Leadership Team, Counselor, Campus Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement small group lessons using Emergent Tree strategies to address identified behavior needs and enhance skill building in the classroom.</p> <p>Strategy's Expected Result/Impact: Stronger, more positive relationships among students, fostering a sense of community and belonging through improved behavior and social-emotional skills, contributing to a more positive and supportive classroom environment.</p> <p>Staff Responsible for Monitoring: Teacher, Tier 1 Campus Leadership Team, Counselor, Campus Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Tier 3 student behavior challenges across campus is impeding all stakeholders from maintaining high quality practices. Root Cause: There is misalignment in Tier 1 classroom management plans missing opportunities for skill-building and restorative practices.</p>

Goal 2: Increase the time students are in class by reducing out of placement days from 84 to 60 by May 2025.

Performance Objective 3: Collaboration with campus parents and community partners through systematic communication from school to community.

Evaluation Data Sources: Blackboard, Classroom Communication Log, Campus Partnership Communication Log, Office Discipline Referrals, Campus Attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase collaboration with campus parents and community partners by ensuring each teacher or staff member makes at least 3 positive phone contacts per week.</p> <p>Strategy's Expected Result/Impact: Strengthened connections with community partners and families, leading to a more cohesive support network between parents and teachers, leading to enhanced trust, collaboration, and support for students' educational journeys.</p> <p>Staff Responsible for Monitoring: Teacher, Grade Level Lead, Multi-Classroom Leader, Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Enhance collaboration with campus parents and community partners through systematic communication by sending out periodic updates on campus progress and acknowledgments of success bi-weekly.</p> <p>Strategy's Expected Result/Impact: Use of feedback and engagement metrics to continuously improve communication strategies and content relevance to increase engagement and involvement of parents and community partners in school activities and initiatives.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Involvement - Title I Parent Involvement - \$1,366</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Perceptions

Problem Statement 1: Community partners have concerns about partnering with Mountainview Elementary. **Root Cause:** A current negative perception exists regarding public schools, Waco ISD, and Mountainview Elementary.

Goal 3: Increase aligned lesson plans with state standards and curriculum objectives across all subjects and grade levels from 44% to 75%.

Performance Objective 1: Schedule collaborative planning sessions for teachers to develop and refine unit plans specifically targeting alignment of grade level standards, objectives, and performance tasks.

Evaluation Data Sources: Unit Plan Know and Shows, Eduphoria Forethought, Campus Based Data Tracker

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Allocate resources and time to hire qualified substitute teachers to cover classrooms during scheduled planning sessions each grading period.</p> <p>Strategy's Expected Result/Impact: Develop and refine unit plans that effectively address alignment of grade level standards, objectives, and performance task internalization of lesson plans.</p> <p>Staff Responsible for Monitoring: Teacher, Multi-Classroom Leader, Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Schedule additional time during the instructional day for teachers to develop plans that specifically target the needs of their individual students by increasing length of the weekly PLC.</p> <p>Strategy's Expected Result/Impact: Develop and refine unit plans that effectively address alignment of grade level standards, objectives, and performance task internalization of lesson plans.</p> <p>Staff Responsible for Monitoring: Teacher, Multi-Classroom Leader, Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs





Problem Statement 2: PLCs are held weekly without a consistent identified agenda and fidelity of follow-through of the agenda. **Root Cause:** There is not a common framework with administrator, MCLs, grade level lead, and teacher roles and responsibilities during a PLC.

Goal 3: Increase aligned lesson plans with state standards and curriculum objectives across all subjects and grade levels from 44% to 75%.

Performance Objective 2: Align Professional Learning Community (PLC) meetings with a Weekly Planning Meeting framework.

Evaluation Data Sources: Unit Plan Know and Shows, PLC Meeting Agendas, PLC Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train teachers and staff members in the implementation and facilitation of the Weekly Planning Meeting structure and expectations.</p> <p>Strategy's Expected Result/Impact: PLC meetings will become more focused and effective in addressing the academic needs of identified sub-populations.</p> <p>Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders, Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure campus administration attends all PLC meetings through dedicated calendaring of time.</p> <p>Strategy's Expected Result/Impact: PLCs will receive consistent support and guidance, fostering a collaborative environment focused on improving the academic performance of identified sub-populations.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Define PLC instructional roles and responsibilities to ensure fidelity to the Weekly Planning Meeting framework.</p> <p>Strategy's Expected Result/Impact: PLCs will become more efficient in completing the weekly planning meeting agenda with clearly defined roles and responsibilities for each team member.</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders and Campus Admin</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: PLCs are held weekly without a consistent identified agenda and fidelity of follow-through of the agenda. Root Cause: There is not a common framework with administrator, MCLs, grade level lead, and teacher roles and responsibilities during a PLC.</p>