

Clint Independent School District
East Montana Middle School
2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Postsecondary Readiness



Mission Statement

At East Montana Middle School, our mission is to inspire, empower, and support every student to excel academically, grow personally, and realize their full potential. We are committed to creating a positive, caring environment where every child feels seen, valued, and encouraged to dream big, love learning, and become the best version of themselves.

Vision

At East Montana Middle School, we envision a school where all students are equipped to succeed in life and contribute meaningfully to society. Through passionate teaching, strong relationships, and a focus on academic excellence and personal growth, we aim to make a lasting difference in the lives of our students—one lesson, one connection, and one moment at a time.

Value Statement

Our mission and vision statements are the foundation of who we are at East Montana Middle School. We are dedicated to creating a supportive environment where students are inspired to excel, empowered to grow, and equipped to succeed. We believe that by fostering a love of learning and building strong relationships, we can make a lasting difference in the lives of our students, helping them become confident, capable individuals who are prepared to contribute to the world.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.	19
Goal 2: East Montana Middle School will ensure a safe, well disciplined, positive learning environment for all students.	34
Goal 3: East Montana Middle School will operate efficiently, being fiscally responsible.	39
Goal 4: East Montana Middle School will become the employer of choice in order to seek and retain effective personnel.	41
Goal 5: East Montana Middle School will engage parents, community and business members in the social and academic education of all students.	43
Goal 6: East Montana Middle School will implement a Targeted Improvement Plan through the ESF Framework to improve student achievement.	45
State Compensatory	51
Budget for East Montana Middle School	51
Personnel for East Montana Middle School	51
Title I	53
Title I Personnel	54
Campus Funding Summary	55

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Information collected in the CNA and CIP included various committee meetings such as Leadership Committee Meetings, Campus Improvement Team Meetings, Parent surveys collected during Open Houses, student interest surveys, informal and formal surveys, parent information meetings, parent/teacher conferences. We also used district and campus programs to retrieve various forms of data.

Demographics

Demographics Summary

We are EMMS. We Strike First! This means we aim to finish first in everything we do—in the classroom, on the field, and in our community. But finishing first doesn't happen by chance. It takes effort, commitment, and dedication—and that starts with each of us showing up every day ready to learn and give our best.

In the academic year 2025-2026, East Montana Middle School is one of four middle schools in Clint ISD.

The attendance rate for the 2024-2025 school year was 93.40 percent.

Half of the student population is transported by bus onto the campus. Student enrollment at East Montana Middle School at the end of the 2024-2025 school year was 507. Student enrollment at East Montana Middle School for the 2025-2026 school year is currently at 491.

SPED students enrolled: 75

Bilingual Emergent students enrolled: 277

504: 25

GT students enrolled: 33

McKinney Vento: 16

At Risk: 426

STAFF:

1 Principal and 1 Assistant Principal

4 RLA Teachers and 1 ESL Teacher

4 Math Teachers and 1 Algebra/Math Teacher

3.5 Science Teachers

3.5 Social Studies Teachers

1 DSC Unit Teacher

2 ASC/Resource Teachers

3 Inclusion Teachers

2 Art Teachers

1 Band Teacher

- 1 Spanish Teacher
- 1 Part-time Choir Teacher
- 1 Part-time Dance Teacher
- 1 College and Career Teacher
- 1 Computer Teacher
- 2 PE Coaches
- 1 Health Teacher who also coaches PE
- 2 Counselors
- 1 Librarian
- 1 Curriculum Coach
- 1 Tech Coach
- 6 Office Staff Members
- 1 ISS Instructional Aide
- 1 ESL Instructional Aide
- 1 SPED Instructional Aide
- 1. Intervention Aide

School/District:

East Montana Middle School is one of four middle schools located in the Clint ISD. EMMS has shown progress and gains in the academic success of our students in the areas of Reading, Math, Science, and Social Studies.

Parents/Community:

East Montana is located in Far East El Paso in the Montana Vista area. Some of our families live in remote areas near the Hueco Tanks area.

Demographics Strengths

For the 2024-2025 school year, **East Mountain Middle School (EMMS) achieved an overall score of 85**, marking a significant 7 percentage point increase from the previous year and an 18 percentage point increase from two years ago.

The school demonstrated growth across all three reporting domains:

- **Domain I: Student Achievement** increased from 65% to 75%.
- **Domain II Part A: Academic Growth** increased from 72% to 79%.
- **Domain II Part B: Relative Performance** increased from 75% to 86%.

Additionally, EMMS was awarded a **Distinction Designation for Postsecondary Readiness**.

While we faced challenges in meeting our attendance goal of 96%, we maintained a **93.40% attendance rate**, which represents a growth from the previous year. We are also proud of the high level of student involvement in athletics, academic clubs, and organizations beyond the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EMMS has a high percentage of students that are coded as English Learners, 42%, who have been in the ESL program for years without being able to exit

Root Cause: EL students read below grade level and do not make progress on the TELPAS necessary to exit the EL program due to Speaking and Reading domains.

Problem Statement 2 (Prioritized):

There is a gap at the approach level in the STAAR Interim Assessments in Math and Reading for our SPED-coded students as compared to non-coded.

Root Cause: SPED-coded students are reading below grade level and do not perform on assessments as well.

Problem Statement 3 (Prioritized): According to MAP Growth data, this school year, 40% of our students are not performing above the 20th percentile.

Root Cause: The learning gap is not closed at an accelerated rate.

Student Learning

Student Learning Summary

Map Results

Winter 2024-2025 NWEA Growth: Math 6+ TX 2012, Grade 6							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
REMS	187	215	3	33%	36%	26%	6%
CJHS	156	214	2	32%	37%	26%	4%
CLINT ISD	710	214	2	32%	37%	26%	5%
EMMS	152	215	2	29%	39%	28%	4%
HMS	215	214	1	34%	37%	25%	4%

Winter 2024-2025 NWEA Growth: Reading 6+ TX 2017, Grade 6							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
REMS	190	203	2	40%	27%	27%	6%
HMS	215	204	2	35%	29%	27%	8%
CLINT ISD	713	204	1	36%	29%	27%	8%
EMMS	153	204	0	37%	29%	25%	9%
CJHS	155	205	0	32%	30%	26%	12%

Winter 2024-2025 NWEA Growth: Math 6+ TX 2012, Grade 7							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
EMMS	167	217	3	44%	19%	32%	5%
CJHS	160	219	2	31%	28%	33%	8%
CLINT ISD	745	216	2	40%	27%	28%	5%
REMS	195	216	2	39%	31%	26%	4%
HMS	223	215	1	45%	29%	22%	4%

Winter 2024-2025 NWEA Growth: Reading 6+ TX 2017, Grade 7							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
CJHS	168	207	2	32%	30%	20%	18%
CLINT ISD	748	207	2	34%	28%	26%	12%
EMMS	198	205	2	38%	25%	26%	11%
HMS	220	205	1	36%	31%	25%	8%
REMS	162	210	1	27%	28%	31%	14%

Winter 2024-2025 NWEA Growth: Math 6+ TX 2012, Grade 8							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
EMMS	130	214	3	46%	35%	17%	2%
HMS	201	215	2	46%	30%	22%	1%
CLINT ISD	616	215	2	47%	31%	21%	2%
CJHS	136	215	2	47%	29%	21%	2%
REMS	149	216	1	47%	28%	23%	2%

Winter 2024-2025 NWEA Growth: Reading 6+ TX 2017, Grade 8							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
EMMS	169	211	4	27%	29%	25%	19%
CLINT ISD	739	211	2	30%	29%	27%	15%
HMS	234	209	2	34%	27%	24%	15%
REMS	179	210	1	30%	30%	28%	12%
CJHS	157	213	1	25%	28%	31%	16%

Winter 2024-2025 NWEA Growth: Science 6-8 TX 2021 1.1, Grade 8							
	Total Students	RIT Score	Fall to Winter Growth	Did not Meet	Approaches	Meets	Masters
REMS	170	213	5	31%	39%	23%	7%
CJHS	157	212	3	39%	28%	22%	11%
CLINT ISD	725	210	3	44%	30%	18%	7%
HMS	231	207	2	55%	23%	16%	6%
EMMS	167	208	2	49%	33%	14%	4%

Student Learning Strengths

During the 2024-2025 school year, East Mountain Middle School (EMMS) embraced a **growth mindset**, which resulted in significant improvements in student performance on the STAAR exams. The following increases were observed across grade levels and subjects:

6th Grade:

- **RLA:** 12 percentage point increase in Approaches and an 8 percentage point increase in Meets.
- **Math:** 4 percentage point increase in Masters.

7th Grade:

- **RLA:** 3 percentage point increase in Approaches and a 4 percentage point increase in Meets.
- **Math:** 10 percentage point increase in Approaches, a 16 percentage point increase in Meets, and a 1 percentage point increase in Masters.

8th Grade:

- **RLA:** 6 percentage point increase in Approaches, a 10 percentage point increase in Meets, and a 7 percentage point increase in Masters.
- **Math:** 17 percentage point increase in Approaches, a 26 percentage point increase in Meets, and a 13 percentage point increase in Masters.
- **Science:** 11 percentage point increase in Approaches and a 14 percentage point increase in Meets.
- **Social Studies:** 1 percentage point increase in Approaches, a 7 percentage point increase in Meets, and a 4 percentage point increase in Masters.

In TELPAS, 19 students were reclassified.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 50% of our SPED students are successful at the Approaches level in the STAAR Interim Assessments in Math and Reading

Root Cause: SPED students read below grade level.

School Processes & Programs

School Processes & Programs Summary

East Montana Middle School recruits and develops highly qualified teachers whose mission is the improvement of student achievement. The Administration Team continues to seek out and employ the best and brightest teachers. EMMS currently employs 38 teachers, 5 educational aides, 1 librarian, and 1 curriculum coach, 1 interventionist, 1 technology teacher, and 1 SEL/PBIS lead teacher. Our Counselors and SEL/PBIS lead teacher collaborate to provide students with the tools needed to focus on academics. Our campus recently received a Zen Zone to provide students and staff a place to address anxiety and refocus their energy to feelings of well-being. In order to maintain highly qualified teachers, EMMS invests in providing campus professional development that focuses on effective instructional strategies, ELL strategies, writing and reading strategies, GT strategies, and technology PD. NTC has provided administrators and teachers with PD on Best Practices for Math and Reading. NTC along with District and Campus staff have engaged in learning walks that focuses on rigorous instructional practices that impact student learning.

ELAR Department -- 6 teachers

MATH Department -- 5 teachers

SCIENCE Department -- 4 teachers

SOCIAL STUDIES Department -- 4 teachers

Electives Department -- 12 teachers

SPED Department -- 5 teachers

The Curriculum is aligned with Clint ISD High-Quality Instructional Materials. Teachers implement the curriculum as given in the pacing calendars. Students are encouraged to engage in authentic assessment and teachers bring in real-life connections. Teachers implement strategies that focus on Seidlitz, ELPS, AVID, and Lead4Ward that focus on the needs of EL and SPED. Teachers utilize Google Apps such as Google classroom, Google slides, and Google sheets as students utilize their Chromebooks. Instructional linguistic accommodations are embedded into teacher lessons. The effectiveness of these practices is monitored through student assessments. Teachers also implement the use of instructional technology.

This school year, the District has realigned Instructional support in order to have a deepened focus on best practices in our schools. EMMS has also engaged in the Targeted Improvement Plan Continuous Improvement cycle.

EMMS has a Campus-Wide AVID Program with one Coordinator and one AVID Elective Teacher. The AVID Elective Teacher has 6 sections of AVID Elective, 2 per grade level. She is also the AVID Coordinator. The AVID Coordinator ensures that as a Campus, all teachers maintain the AVID Binders updated with documentation for each indicator.

Teachers are guided by data received through 4 and 9 week assessments, district benchmarks, MAP Growth Assessment, and STAAR interim assessments. They use the Lead4Ward tools and Eduphoria to make decisions for student interventions on a weekly basis.

Teachers collaborate on decisions that impact instruction, curriculum, assessment, logistics, etc. PLCs meet throughout the week to engage in conversations that pertain to best practices and student achievement.

Student Input: A student council is active on campus and provides input on school concerns and events. The Principal has an open-door policy where students can share ideas and provide input. An 8th-grade committee of students guides the activities we set up for our 8th graders throughout the school year.

School Expectations: EMMS holds a 5th-grade orientation in January in order to share school expectations when they enter as 6th graders and to get them excited about becoming

Rattlers. EMMS holds a Rattler Night in July in order to provide expectations to students and parents that pertain to discipline, materials, dress code, appropriate hallway behavior, etc. 8th Graders participate in a Pup Camp at MVHS to introduce them to the programs available at the high school.

Community Input: Parental Engagement Nights are held once a semester and Principal parent meetings are held once a month.

Communication, Dissemination of Information: Up to date School Web page, Call Outs, Monthly calendars, flyers, parent notes, marquee, phone calls. The principal disseminates a monthly Principal's Update to all parents and staff that highlights student news and important dates and school activities.

Intervention Program: Den Time intervention period between 4th and 5th period, after-school tutoring, Saturday School, Lexia Power Up, Intersession in October and in March.

Community in Schools Coordinator: We currently have one CIS coordinator to meet the needs of students and their families in the Social/Emotional/Family support. She checks on students who are failing or have behavior concerns.

School Processes & Programs Strengths

Teachers share a common content conference period. One day per week, they meet with their PLC. PLCs develop their norms, purpose, roles, and are teacher led. The foundation has been set for teachers to be able to share best practices and review student data. Teachers received a refresher on how formative assessments inform instruction and learning.

Teachers have access to resources to support diverse learners (BE, GT, SPED, 504): Professional Development opportunities; supplies and materials; SummitK12, Lexia Power Up, Carnegie and MyPerspectives.

PBIS system to support positive behavior of students has been implemented to promote positive behavior intervention strategies school-wide. This system connects students, teachers and families with valuable information on how to support student behavior needs and provide positive feedback for all students in the way of a points system.

Counselors provide Character Education lessons through P.E. and elective courses. The SEL/PBIS teacher provides lessons during elective classes. This teacher also supports the high-needs students who struggle with behavior issues or balancing school and their social/emotional needs. The counselors and the SEL/PBIS teacher utilize the newly designed Zen Zone to support students and staff who struggle with anxiety or managing stress.

Teachers are provided with opportunities to plan together as departments once per 9 weeks. Teachers offer after school tutoring, intersession interventions, and Saturday camps.

100% of teachers have an interactive t.v. in their classrooms along with the ILearn system. 100% of teachers have access to various technology in their classrooms to include smart boards, interactive t.v., Chromebooks, desktops. 100% of our students have access to Chromebooks or a desktop or iPad. Students have access to calculators for Science and Math STAAR testing.

Teachers have access to a variety of computer programs to assist with their instruction such as Nearpod, Quizziz, Google Classroom, and the Google Drive. Teachers utilize the Rattler TEAM Drive to enhance campus communication.

EMMS collaborates with Project Vida to provide medical attention to students during the school day without students having to leave campus. With parent consent, students receive support from a physician virtually and from an LPC in-house and virtually.

Our Library is on the developing stage of creating a Makerspace in the library area. The Makerspace will include project-based learning opportunities for students in the following areas: Math science, technology, engineering, and art. Hands-on resources and materials are needed to support this initiative to extend student learning, before school, during school, and after school.

Parents have the option to send their children to the ACE after school program for enrichment activities, tutoring opportunities, and mentoring from 4:00 p.m. to 7:00 p.m. Students receive supper, field trip opportunities, non-UIL athletic opportunities.

EMMS continues to work with parents and families on developing a robust program to serve in areas that are most needed. Our campus Parent and Family Engagement team will continue to provide parent education sessions so that they are better equipped to support their children at home. Meetings are available both in-person and on a virtual platform to support a more convenient time for all parents and families. This year we will continue to implement an engaging program for parents and families on our campus needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parental engagement in the Middle School is minimal

Root Cause: Limited opportunities for parents to engage in activities at the Middle School Level that attract parents in the evenings or during the day.

Problem Statement 2 (Prioritized): Students' social-emotional needs have increased.

Root Cause: Due to the social-emotional repercussions of the COVID 19 pandemic, students need coping skills on how to handle the stress of being away from their friends and their normal routines .

Problem Statement 3: Less than 50% of our SPED students are successful at the Approaches level in the STAAR Interim Assessments in Math and Reading

Root Cause: SPED students read below grade level.

Perceptions

Perceptions Summary

The school day begins at 7:45 for teachers. Committee meetings are usually held during this time from 7:45-8:15 am. Committees include 504, RTI, Grade Level, Safety, Department Chairs, ESF Targeted Improvement.

We are equipped with the support of specialized positions such as the interventionist, technology coach, and SEL/PBIS Lead teacher.

This school year, the school mission, vision, goals, and Clint ISD Core Values and EMMS vision and mission open up each meeting.

The campus protects the instructional day as much as possible and avoids interruptions of instructional time. Teachers understand and protect bell to bell instruction.

We will have to ensure that our students receive the social-emotional support they need to get back to our routines. Social-emotional support for our teachers and staff will also be critical as many have suffered personal tragedies or losses.

Perceptions Strengths

Teachers collaborate on decisions that impact instruction, curriculum, assessment, logistics, etc. PLCs meet on Wednesdays to engage in conversations that pertain to best practices and student achievement. Departments meet on Tuesdays in order to review data, plan instruction, and plan assessments. Committees with teacher representation include: Safety, Attendance, Discipline, PBIS, 504, ARDs, RTI

Student Input: A student council is active on campus and provides input on school concerns and events. The Principal has an open-door policy where students can share ideas and provide input. An 8th-grade student committee guides the 8th grade end-of-the-year activities and celebrations. Our NJHS is very active in providing community service projects throughout the campus.

School Expectations: EMMS holds a 5th-grade orientation in January in order to share school expectations and keep our incoming 6th-graders excited about enrolling at EMMS. EMMS holds a Rattler Night in August in order to provide expectations to students and parents that pertain to discipline, materials, dress code, appropriate hallway behavior, etc.

Community Input: Parental Engagement Nights are held once a semester, and Coffee with the Principal is held once a month.

Communication, Dissemination of Information: Up-to-date school Web page, callouts, Monthly calendars, flyers, parent notes, marquee, phone calls, and Principal's Monthly Newsletter is generated through the Canva application.

Intervention Program: This school year, each core department worked collaboratively during PLCs to analyze data. They looked at individual students' data to determine levels of intervention. They focused on increasing the numbers of students at the Meets and Masters levels. Interventions are designed around AR data, STAAR data, Common Assessment data, formative assessment data.

The Leadership Team to discuss, plan, and prepare for issues that pertain to discipline, curriculum, instruction, logistics, facilities, budget, and personnel. The Leadership team meets with Department Chairs, Faculty, and Committees in order to disseminate information.

The leadership team is complete and stays the same as last school year which should lead to some consistency throughout the campus in the areas of communication, discipline, instruction, and curriculum. This will allow us to build on our academic strengths.

Growth Mindset: Teachers and Staff are engaging in growth with NTC Best practices to ensure the implementation of rigorous first teach and the implementation of High-Quality Instructional Materials. Learning Walks take place once a month in order to build on reflective instructional practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The content of the high-quality instructional materials is not accessible to all student sub-populations.

Root Cause: Teachers need to differentiate, front-load, monitor, and adjust instruction so that it is accessible to all.

Problem Statement 2 (Prioritized): Teachers need to balance closing learning gaps and preparing students for the STAAR assessment.

Root Cause: Teachers have not been trained on how to balance both.

Priority Problem Statements

Problem Statement 1: EMMS has a high percentage of students that are coded as English Learners, 42%, who have been in the ESL program for years without being able to exit

Root Cause 1: EL students read below grade level and do not make progress on the TELPAS necessary to exit the EL program due to Speaking and Reading domains.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a gap at the approach level in the STAAR Interim Assessments in Math and Reading for our SPED-coded students as compared to non-coded.

Root Cause 2: SPED-coded students are reading below grade level and do not perform on assessments as well.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students' social-emotional needs have increased.

Root Cause 3: Due to the social-emotional repercussions of the COVID 19 pandemic, students need coping skills on how to handle the stress of being away from their friends and their normal routines .

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers need to balance closing learning gaps and preparing students for the STAAR assessment.

Root Cause 4: Teachers have not been trained on how to balance both.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to MAP Growth data, this school year, 40% of our students are not performing above the 20th percentile.

Root Cause 5: The learning gap is not closed at an accelerated rate.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 1: By EOY Reading MAP 2026, 70% of all EMMS students will perform above the 20th percentile, 50% of EMMS SPED-coded students will perform above the 20th percentile, and 60% of EMMS EB-coded students will perform above the 20th percentile.

High Priority

Evaluation Data Sources: MAP Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplemental Instructional materials to internalize lesson plans, differentiate HQIM, essential questions, and recommended materials, including content-rich texts, are used across all content area classrooms. The supplemental instructional materials include resources such as textbooks, reading books, reading material, dictionaries, and software that are intentionally designed to meet the needs of students with disabilities and English learners among other student groups including but not limited to high-level questioning, comprehension strategies, and critical thinking.</p> <p>Strategy's Expected Result/Impact: Improve student performance on Common Assessments, District Benchmarks, STAAR Assessments, and Unit Assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Intervention Teacher, Administrators</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>- Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$25,000, - 211 ESEA, TI A IMP - \$5,000, TECHNOLOGY ITEMS - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Assessments such as MAP Growth, District Benchmarks, and 4 and 9-week assessments are aligned to state standards and the appropriate level of rigor is administered at least three to four times per year to determine if students learned what was taught. Data disaggregation during PLCs guides content specificity, lesson plan alignment, internalization, and adjustment in instructional strategies are needed to further assess students, provide interventions, and corrective instruction. Extra duty activities and professional staff development will allow for teachers to collaborate and plan according to campus needs.</p> <p>Strategy's Expected Result/Impact: Improve student performance on Common Assessments, District Benchmarks, STAAR Assessments, MAP Growth, and Unit Assessments. Lesson plan alignment, and internalization, with HQIM and state standards. Effective lesson plans are designed based on the analysis of data.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Intervention Teacher, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$5,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers create a daily lesson plan/pacing calendar that includes clear objectives and internalization components aligned to High-Quality Instructional Materials and differentiated, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.</p> <p>Strategy's Expected Result/Impact: high quality instructional practices across the curriculum, differentiated instruction for diverse learners, implementation of formative assessments that inform instruction and learning.</p> <p>Staff Responsible for Monitoring: Teachers, Intervention Teacher, Curriculum Coach, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>75%</p> <p>Considerable</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus instructional leaders review lesson plans during every walkthrough for alignment to the standards and High Quality Instructional Materials, and the expected level of rigor. Campus instructional leaders provide teachers with feedback and lesson planning support.</p> <p>Strategy's Expected Result/Impact: Ensure alignment to TEKS, high quality instructional practices, and improve student learning.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: Implementation of Instructional Rounds, Learning Walks, and Coaching sessions to monitor best practices, a strong first teach and fidelity to implementation of effective instructional strategies that focus on closing the achievement gap for EL, SPED, Economically Disadvantaged, and Hispanic students.</p> <p>Strategy's Expected Result/Impact: Teacher Self-Reflection, Improved instruction, increase in student engagement and student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Intervention Teacher, Tech Coach, Curriculum Coach, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			

Strategy 6 Details	Reviews			
<p>Strategy 6: Students will be provided with learner-centered instructional technology such as Chromebook adapters/chargers, Chromebook computers, and Software Programs that will be purchased and provided to students as part of the district's One-to-One learning initiative.</p> <p>Strategy's Expected Result/Impact: Access to instructional resources via Google Classroom, instructional technology, and intervention software to improve performance on STAAR and preparation for next grade level.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Curriculum Coaches, Librarian, Tech Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$10,000, - 211 ESEA, TI A IMP - \$50,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
Strategy 7 Details	Reviews			
<p>Strategy 7: Supplemental support materials will be purchased in order to close the achievement gap of At-Risk, Economic Disadvantaged, EL, ESL and SPED learners in Math, Reading, Science, Social Studies and elective courses such as P.E, Health, Spanish, Choir, Art, Journalism, College and Careers, Computers, and Leadership classes to improve student performance and preparedness for high school/ college.</p> <p>Strategy's Expected Result/Impact: Improvement on Common assessments, unit assessments, district benchmarks, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Tech Coach, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$15,000, - 211 ESEA, TI A IMP - \$20,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			
<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>				

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 2: By EOY Math MAP 2026, 75% of all EMMS students will perform above the 20th percentile, 50% of EMMS SPED-coded students will perform above the 20th percentile, and 65% of EMMS EB-coded students will perform above the 20th percentile.

High Priority

Evaluation Data Sources: Map Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All Math teachers will use a station rotation model during dedicated Improvement Classes and a flexible targeted practice model during Den Time to integrate Mathia for personalized learning, MATHstream for conceptual reteaching, and small group instruction to address specific student needs.</p> <p>Strategy's Expected Result/Impact: Improvement on MAP assessments, unit assessments, district benchmarks, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Tech Coach, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 GENERAL FUND, - 211 ESEA, TI A IMP</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Our students who performed the lowest on the STAAR Math test have been assigned a Math Improvement Block.</p> <p>Strategy's Expected Result/Impact: Improvement on MAP assessments, unit assessments, district benchmarks, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Tech Coach, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 GENERAL FUND, - 211 ESEA, TI A IMP, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Accomplished			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 3: By May 2026, 8th-grade Science & Social Studies STAAR will increase our approaches, meets, and masters percentages each by 10 percentage points.

2025 8th Grade Science STAAR - 63 Approaches/32 Meets/5 Masters

2025 8th Grade Social Studies STAAR - 47 Approaches/16 Meets/6 Masters

High Priority

Evaluation Data Sources: STAAR data, 4 & 9 weeks checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: 3 of 4 Social Studies teachers will implement essential vocabulary lessons during Den Time on Tuesdays and Thursdays. 3 of 4 Science teachers will implement 6th and 7th-grade front-load foundational lessons during Den Time on Tuesdays and Thursdays.</p> <p>Strategy's Expected Result/Impact: Improvement on MAP assessments, unit assessments, district benchmarks, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Tech Coach, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 GENERAL FUND, - 211 ESEA, TI A IMP, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: During weekly PLC, Science and Social studies teachers will collaborate to: View 8th grade unit/pacing calendar and how the Unit is tested to include 6th and 7th grade TEKS. Create lessons to target mastering 6th and 7th grade TEKS front loaded for unit.</p> <p>Strategy's Expected Result/Impact: Improvement on MAP assessments, unit assessments, district benchmarks, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Tech Coach, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP, - 199 GENERAL FUND, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 4: All students will receive the additional assistance such as tutoring, Saturday camps, intersession camps, targeted interventions needed to progress academically and pass each portion of the STAAR at the approaches, meets, and master's level standards and meet the HB1416 (Formerly HB4545) requirements.

High Priority

Evaluation Data Sources: Multiple Assessment Data to include STAAR, MAP Growth, Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, administrators, and counselors will evaluate student data to create interventions that allow for student success at their appropriate grade level.</p> <p>Strategy's Expected Result/Impact: Creation of a data driven culture, effective PLC's, grades, test scores.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Administrators, Intervention Teacher</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify struggling students and implement the RTI process for both academic, behavioral and attendance deficiencies to increase the opportunity for all students to meet academic achievement standards through early identification of students whose academic and/or behavioral needs place them at risk.</p> <p>Strategy's Expected Result/Impact: Improvement in academic performance of At-Risk students.</p> <p>Staff Responsible for Monitoring: Teachers, RTI Committee, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Students who did not pass the Spring 2025 STAAR assessment must attend 15 to 30 hours of tutoring for each content area not passed. Students will attend after-school tutoring, Saturday Campus, Intersession, or during school intervention days. Students will receive academic support, transportation, and student health services.</p> <p>Strategy's Expected Result/Impact: Students will improve their performance on STAAR and in their classes across the curriculum.</p> <p>Staff Responsible for Monitoring: Intervention Teacher, Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$10,000, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$9,000, - 189 ESSER FUND BALANCE - \$6,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 5: For the 25-26, 100 percent of students who score a composite rating of advanced high in the TELPAS exam for the 24-25 will exit.

High Priority

Evaluation Data Sources: K-12 Summit Data, STAAR Data, TELPAS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement strategies and resources such as SIOP strategies, Talk-Read-Talk-Write (TRTW), and Summit K-12 in classrooms that have EL students in need of language acquisition support to include Academic Vocabulary, Promotion of language and literacy with all content areas, scaffolding for students all all language levels.</p> <p>Strategy's Expected Result/Impact: Increase achievement rates of EL students in all content areas.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coach, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive professional development and continuous coaching and support on SIOP Strategies, Talk-Read-Talk-Write, ELLA curriculum, and in strategies to support our EL population.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement for EL students</p> <p>Staff Responsible for Monitoring: ESL Teachers, Curriculum Coach, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$10,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<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>				

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 6: EMMS will provide instruction through the GT program, during school and through extra curricular activities for all identified GT students to enrich and enhance their learning.

Evaluation Data Sources: Lesson plans, master schedule, DI, GT extra-curricular activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide GT Coordinator the ability identify students as gifted and talented through assessments and provide testing materials such as the NNAT to the GT Coordinator in order to provide GT services.</p> <p>Strategy's Expected Result/Impact: Identification of GT students on a timely manner and provide services</p> <p>Staff Responsible for Monitoring: GT Coordinator, Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide GT services to GT students through enrichment classes with supplies to include but not limited to paint, markers, yarn, butcher paper, poster boards, pencils, printers, technology equipment, and reading materials to be used to enhance and reinforce learning with real world applications and higher order thinking kills.</p> <p>Strategy's Expected Result/Impact: Increased participation of GT students in specialized programs.</p> <p>Staff Responsible for Monitoring: GT Coordinator, GT Teachers, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$4,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: GT students will be provided with the opportunities to travel to extracurricular events/field trips to compete as a group and acquire learning experiences in different locales and include dues/fees, shirts, and food.</p> <p>Strategy's Expected Result/Impact: Increased participation of GT students in specialized programs and local competitions. Increase in GT students achieving at Masters Level on STAAR</p> <p>Staff Responsible for Monitoring: GT Coordinator, GT Teachers, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$3,600</p>	Formative			Summative
	Sept	Nov	Feb	May
	 33% Some Progress			
<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>				

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 7: EMMS will provide Special Education students in the DSC Unit opportunities to learn necessary life skills to ensure independence and transition to adult living.

High Priority

Evaluation Data Sources: IEP Goals and objectives

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporates visuals, manipulatives, reading, writing, and math materials, purchase ink for student projects, and purchase home products to assist students with special needs to reach their optimal potential through small group life skills instruction in Math and Reading.</p> <p>Strategy's Expected Result/Impact: Ensure IEP Goals and Objectives are met.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$4,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain and update technology used by SPED students and teachers to support student achievement.</p> <p>Strategy's Expected Result/Impact: Documentation from IEPs and ARDs</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Administrators, Tech Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Materials will be purchased for hygienic use to prevent the spread of airborne illness and to provide adequate medical attention in the DSC Unit.</p> <p>Strategy's Expected Result/Impact: Minimize student and teacher illness. Effective medical attention administered in the DSC Unit.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Nurse, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 GENERAL FUND - \$4,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 33% Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide services, resources, instructional strategies, software, and accommodations as needed for students who may be eligible for Dyslexia services.</p> <p>Strategy's Expected Result/Impact: Ensure identification of students and accommodations are provided.</p> <p>Staff Responsible for Monitoring: 504 Committee Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 75% Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students opportunities to go on field trips that support instructional goals and prepare students learn necessary life skills to ensure independence and transition to adult living.</p> <p>Strategy's Expected Result/Impact: Support of a nurturing environment and high quality educational experiences.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 GENERAL FUND - \$780</p>	Formative			Summative
	Sept	Nov	Feb	May
	 33% Some Progress			
<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>				

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 8: EMMS teachers and students will receive access to technology and software to support instruction and learning in a face-to-face setting.

Evaluation Data Sources: STAAR performance, lesson plans, passing rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Hardware (Chromebooks), software, and accessories will be purchased in order to better assist students including those in Special Education, EL, 504, and economically disadvantaged during instruction in all core areas by providing student classroom access in order to support student literacy and performance on STAAR.</p> <p>Strategy's Expected Result/Impact: Student academic achievement, improvement in assessment data</p> <p>Staff Responsible for Monitoring: Teachers, Tech Coach, Administrators</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>- Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$5,500, - 211 ESEA, TI A IMP - \$32,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Technology equipment, technology accessories, surround systems, system equipment and consumable equipment will be purchased in order to better assist all students including those identified as At-Risk, Special Education, EL, 504, economically disadvantaged, and GT programs during instruction in all core and elective areas by providing student classroom and library access to technology.</p> <p>Strategy's Expected Result/Impact: Improvement in student achievement in all classes each nine weeks.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Budget Clerk, Administrators, Tech Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$32,000, - 211 ESEA, TI A IMP - \$32,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<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>				

Goal 2: East Montana Middle School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: EMMS will implement and maintain a safe and positive learning environment that encourages success, a high rate of achievement for all students, a decline in discipline referrals, a decrease in bullying incidents, and an attendance above 96 percent

High Priority

Evaluation Data Sources: Documentation to include campaign to build awareness, attendance rates, bullying incidents, referral reports, online behavior plan tracker.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer and provide individualized and group counseling for students identified as At-Risk with campus counselors and/or Project Vida LPCs.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance each nine weeks.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, Project Vida Director</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Support Transformation Fridays or Den Time Wednesdays for incomplete work until the work gets completed and the student meets passing standards in order to reduce the number of failures during each three-week period through extra-duty pay for teachers, instructional software, supplies, and high quality instructional materials.</p> <p>Strategy's Expected Result/Impact: Improved school performance each 3 weeks.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Use of dances, special spirit days, field days as well as incentives such as certificates for students with perfect attendance, Honor Roll, and good behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of student referrals. Increase in positive referrals.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, CIS, Grade-level Committees</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$10,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 20% Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide safe and drug free school presentations in a virtual and/or face-to-face setting targeting violence prevention, drug use prevention (Red Ribbon Week), conflict resolution, character building, leadership development, and social skills building (including harassment and dating violence prevention).</p> <p>Strategy's Expected Result/Impact: Decrease in the number of student discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators, CIS, SRO</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 30% Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in moderate vigorous physical activity as required by Section 28.002 (I).</p> <p>Strategy's Expected Result/Impact: Students will successfully participate in physical education activities as evidenced by good grades and the Fitness Gram.</p> <p>Staff Responsible for Monitoring: P.E. Teachers, Coaches, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 75% Considerable			

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide students with opportunities to explore post-secondary academic opportunities and career options through presentations, field trips, and career days.</p> <p>Strategy's Expected Result/Impact: Enhance and extend student learning beyond classroom walls.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$2,500, - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: Allow incoming 6th-grade students to get to know the building to facilitate the transition to middle school through an orientation called "Viva La Fiesta," to extra-duty pay for teachers, snacks, incentives, and prizes.</p> <p>Strategy's Expected Result/Impact: Improved 5th grade transition to middle school</p> <p>Staff Responsible for Monitoring: Feeder pattern elementary schools, EMMS administration, EMMS office staff, 6th-grade teachers, fine arts teachers, and paraprofessionals.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$500, - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 8 Details	Reviews			
<p>Strategy 8: Instructional supplies, materials will be purchased to support Character Education, a Zen Zone, and social-emotional presentations will emphasize good citizenship, responsibility, caring, trustworthiness, fairness, respect, perseverance, self-discipline, and bullying to help students develop good morals and ethics in small groups of students to be more effective.</p> <p>Strategy's Expected Result/Impact: Students making better decisions that lead to positive behavior.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			

Strategy 9 Details	Reviews			
<p>Strategy 9: Students will have an opportunity to participate in activities to enhance their middle school experience in the fine arts area such as Dance, Choir, Band, and Art to include travel to competitions and fees.</p> <p>Strategy's Expected Result/Impact: Enhance school experience by participation in fine arts program.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$4,500, - 211 ESEA, TI A IMP - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
Strategy 10 Details	Reviews			
<p>Strategy 10: Purchase general supplies and supplemental supplies for elective courses such as P.E, Health, Spanish, Choir, Art, Journalism, College and Careers, Computers, and Leadership classes to improve student performance and preparedness for high school/ college.</p> <p>Strategy's Expected Result/Impact: Enhance the middle school experience for students.</p> <p>Staff Responsible for Monitoring: Elective Teachers, Administrators</p> <p>Funding Sources: - 199 GENERAL FUND - \$3,500, - 211 ESEA, TI A IMP - \$5,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide supplies, furniture, technology hardware and software, and professional development for the nurse in order to ensure students are safe and healthy.</p> <p>Strategy's Expected Result/Impact: Nurse is equipped to support the health needs of our students.</p> <p>Staff Responsible for Monitoring: Nurse, Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<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>				

Goal 2: East Montana Middle School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: EMMS will monitor student behavior to ensure a safe environment for all students and staff.

Evaluation Data Sources: Discipline reports, numbers of referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: EMMS will employ 4 campus monitors to monitor "hot zones" and serve as crossing guards at designated intersections.</p> <p>Strategy's Expected Result/Impact: decrease in discipline referrals, ensure the safety of students at busy crosswalks</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
<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>				

Goal 3: East Montana Middle School will operate efficiently, being fiscally responsible.

Performance Objective 1: EMMS will meet all expenditure deadlines with 100% expenditures.

Evaluation Data Sources: Campus level programs will be funded by the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: All expenditures for General and Support education will be utilized to support academic achievement and student growth.</p> <p>Strategy's Expected Result/Impact: Student growth in the areas of academics, social/emotional leadership.</p> <p>Staff Responsible for Monitoring: Administration Department Chairs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>5%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: East Montana Middle School will operate efficiently, being fiscally responsible.

Performance Objective 2: By Fall of 2025, EMMS will support students who are identified in need of social/emotional and leadership development.

Evaluation Data Sources: The campus will increase campus awareness of the importance of at-risk student support.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students with social-emotional needs will be provided with opportunities grow emotionally and socially</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 50% Moderate Progress			
<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>				

Goal 4: East Montana Middle School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of EMMS staff employed will be highly qualified in accordance with ESSA by ensuring EMMS teachers and administrators will engage in Professional Development to enhance collegiality and teamwork

Evaluation Data Sources: Human Resources, certification records, staff records of qualifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all teachers are certified in the appropriate subject or grade level. Strategy's Expected Result/Impact: 100% of teachers are highly qualified Staff Responsible for Monitoring: Administrators District Personnel Services</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: Local, and out of town professional development opportunities that include travel and fees will be provided to build capacity of teachers, administrators, nurse, and counselors. Strategy's Expected Result/Impact: Implementation of learned strategies in all learning environments as seen through lesson plans, classroom observations, and student support services. Staff Responsible for Monitoring: Teachers, SPED Teachers, Administrators, Curriculum Coach, Librarian, Counselors, Nurse, Tech Coach, Intervention Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 199 GENERAL FUND - \$2,200, - 211 ESEA, TI A IMP - \$10,000, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$1,900</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule and conduct periodically professional development and planning days on data disaggregation for staff numbers on implementing of the TEKS at the proper depth and complexity.</p> <p>Strategy's Expected Result/Impact: Evidence of implementation through walkthroughs, sign-in sheets, agendas, lesson plan</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Curriculum Coach, Tech Coach, Intervention Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$2,000, - 189 ESSER FUND BALANCE - 5,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide first and second year teachers with the appropriate teacher mentor. Provide new teachers with a New Teacher Collaboration Program to provide support in instruction, classroom management, and curriculum.</p> <p>Strategy's Expected Result/Impact: Effective implementation of District New Teacher Center program; increase in teacher retention rates.</p> <p>Staff Responsible for Monitoring: Administrators, District Personnel Services</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher of the month, staff of the month, and student of the month will be implemented to acknowledge teachers' efforts and dedication to their students and the campus.</p> <p>Strategy's Expected Result/Impact: Improve morale by recognizing excellence in the classroom and in school</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 GENERAL FUND - \$500</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
<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>				

Goal 5: East Montana Middle School will engage parents, community and business members in the social and academic education of all students.

Performance Objective 1: East Montana Middle School will engage parents in social and academic opportunities and/or experiences so that an effective parent/school/community relationship is developed and maintained.

Evaluation Data Sources: Calendar of events and activities, meeting agendas, sign-in sheets, programs, Clint ISD Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform parents of their child's academic progress, absences, teacher messages, and upcoming events through a variety of means of parent contact to include the Information & Resource Center, newsletters, call outs, flyers, marquee.</p> <p>Strategy's Expected Result/Impact: Increase in attendance and academic performance. Evidence through phone logs, sign-in sheets, progress reports, report cards, call outs, Skyward Parent Portal</p> <p>Staff Responsible for Monitoring: Administrators, CIS, Counselors, Office Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$3,200</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents the opportunity to attend presentations on academics, post-secondary education and positive youth development on campus and at Region 19, Parental Engagement Conference/ Workshops and the state parental engagement conference.</p> <p>Strategy's Expected Result/Impact: Increase in parental engagement to support student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, CIS, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$1,500</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			

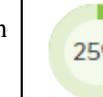
Strategy 3 Details	Reviews			
<p>Strategy 3: Host a fall and spring open house, parent/teacher nights, informational parent nights (HB5, college readiness, STAAR assessment), parenting skill activities and parenting classes, committee meeting participation, Loteria with the Principal which provide information pamphlets, motivational speakers, reading material, books, supplies and snacks.</p> <p>Strategy's Expected Result/Impact: Increase in parental engagement to support student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, CIS, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student and parent awareness of bullying behavior and interventions/preventions and David's Law. Disseminate educational information about bullying through videos, presentations, programs, newsletters, and classroom discussions, bring motivational speakers.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying incidents and student discipline referrals. Increase in awareness on the issues of bullying.</p> <p>Staff Responsible for Monitoring: Counselors, CIS, Administrators, Teachers.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 10% Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase parent awareness in student issues during parent meetings by ensuring all sessions/meetings are translated into Spanish by purchasing translating devices.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of all information pertinent to students academic, social, emotional, and athletic needs.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Parents</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 75% Considerable			
<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>				

Goal 6: East Montana Middle School will implement a Targeted Improvement Plan through the ESF Framework to improve student achievement.

Performance Objective 1: East Montanan Middle School will implement LEVER 1.3 Focused plan development and regular monitoring of implementation and outcomes.

High Priority

Evaluation Data Sources: Walkthrough and T-TESS Data, PLC documentation, Coaching logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all administration and curriculum coaches on the Texas Instructional Leadership (TIL) coaching model.</p> <p>Strategy's Expected Result/Impact: The campus administration will help align the HQIM processes through observation and coaching using the TIL model on campus.</p> <p>Staff Responsible for Monitoring: Campus administration Curriculum coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Contracted Services - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct learning walks with TSL coaches, New Teacher Center coaches, and campus staff to ensure the implementation of HQIM and RBIS. Learning walks will be scheduled during each semester.</p> <p>Strategy's Expected Result/Impact: The campus administration will help align the HQIM process through observation and coaching using the TIL model on campus. Data from the walks and observations will be used to coach teachers.</p> <p>Staff Responsible for Monitoring: Campus administration Curriculum coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: East Montana Middle School will implement a Targeted Improvement Plan through the ESF Framework to improve student achievement.

Performance Objective 2: East Montana Middle School will implement LEVER 4.1 - Daily use of high-quality instructional Materials in 100% of Math, ELAR, and Science Classrooms.

High Priority

Evaluation Data Sources: To close learning gaps, by the end of May 2026, teachers will have prepared and implemented well-developed internalization lesson plans that are aligned with the state standards and the HQIM. This will be monitored through the PLCs, lesson plan submissions in the campus Shared Drive, walkthroughs, lesson rehearsals, and an increase of 10 percent in student performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in training that can better support the understanding of the TEKS and HQIM, especially for new teachers or new content. Lesson rehearsals are implemented during the PLCs to receive and give feedback on how lessons are connected to both HQIM and state standards. Teachers will have the opportunity to implement the knowledge attained in training into our classrooms and debrief on the reinforcements and refinements.</p> <p>Strategy's Expected Result/Impact: Improved implementation of the HQIM process; increased student achievement and academic success; alignment of curriculum across grade levels.</p> <p>Staff Responsible for Monitoring: Campus Administration Department Chairs Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Extra Duty Pay - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$6,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: All HQIM Teachers will review/create/adjust lesson internalization documents during the workshop that will replace each department's lesson plan.</p> <p>Strategy's Expected Result/Impact: To close learning gaps, by the end of May 2025, teachers will have prepared and implemented well-developed internalization lesson plans that are aligned with the state standards and the HQIM. This will be monitored through the PLCs, lesson plan submissions in the campus Shared Drive, walkthroughs, lesson rehearsals, and an increase of 10 percent in student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Extra Duty Pay - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$6,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Departments will create lesson internalization exemplars for each content that is using HQIM materials.</p> <p>Strategy's Expected Result/Impact: To close learning gaps, by the end of May 2025, teachers will have prepared and implemented well-developed internalization lesson plans that are aligned with the state standards and the HQIM. This will be monitored through the PLCs, lesson plan submissions in the campus Shared Drive, walkthroughs, lesson rehearsals, and an increase of 10 percent in student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Considerable</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: The ESF Team will create a lesson internalization document that will be used to ensure teachers are internalizing the lesson and planning for rigorous instruction.</p> <p>Strategy's Expected Result/Impact: To close learning gaps, by the end of May 2025, teachers will have prepared and implemented well-developed internalization lesson plans that are aligned with the state standards and the HQIM. This will be monitored through the PLCs, lesson plan submissions in the campus Shared Drive, walkthroughs, lesson rehearsals, and an increase of 10 percent in student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: During PLC, teachers will rehearse their lesson and feedback will be focused on the state standards and HQIM alignment.</p> <p>Strategy's Expected Result/Impact: Lesson internalization will improve and HQIM resources will continue to be aligned to show a 10 percent increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Sub Costs - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$4,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<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>				

Goal 6: East Montana Middle School will implement a Targeted Improvement Plan through the ESF Framework to improve student achievement.

Performance Objective 3: East Montana Middle School will implement LEVER 5.2 - Build teacher capacity through observation and feedback cycles.

High Priority

Evaluation Data Sources: To close learning gaps, by the end of May 2026, teachers will have prepared and implemented well-developed internalization lesson plans that are aligned with the state standards and the HQIM. This will be monitored through the PLCs, lesson plan submissions in the campus Shared Drive, walkthroughs, lesson rehearsals, and an increase of 10 percent in student performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders will lead observation debrief conversations as soon as possible (within 2-3 school days of observation) and focus on the implementation of a high-leverage goal or action step.</p> <p>Strategy's Expected Result/Impact: Instructional leaders debrief with teachers so the targeted action is fresh after the observation and the actionable step is implemented sooner.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: East Montana Middle School will implement a Targeted Improvement Plan through the ESF Framework to improve student achievement.

Performance Objective 4: East Montana Middle School will implement LEVER 5.3 - Data Drives Instruction in all of the Math, ELAR, and Science classrooms.

High Priority

Evaluation Data Sources: By May 2026, students will have an improvement in their overall STAAR progress by 10 percentage points by tracking their data and reaching their academic goals. Students will see their progress and will have the motivation to perform at their best. This can be measured with students, surveys, and student data trackers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Core teachers will share class and individual class data after district assessments during the bell ringer for each class period.</p> <p>Strategy's Expected Result/Impact: Students will have multiple opportunities to evaluate data throughout the year and adjust their academic routines where applicable. This monitoring will assist them with improving their academic growth.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Coach Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Elective teachers will share their data with the students during Den Time every nine weeks.</p> <p>Strategy's Expected Result/Impact: Students will have multiple opportunities to evaluate data throughout the year and adjust their academic routines where applicable. This monitoring will assist them with improving their academic growth.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Coach Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<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>				

State Compensatory

Budget for East Montana Middle School

Total SCE Funds: \$462,556.19

Total FTEs Funded by SCE: 8.025

Brief Description of SCE Services and/or Programs

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

Personnel for East Montana Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AMADOR III, RAYMOND	ENGLISH LANGUAGE TEACHER	0.5
ARAIZA VIRAMONTES, ROSA	MATH TEACHER	0.38
BARRIOS, ADRIAN	CAMPUS CURRICULUM COACH	1
CEPEDA, LOUIS	MATH TEACHER	0.38
HERMOSILLO, CHRISTIAN	INST AIDE SPED SELF-CONTAINED	1
JAMES-AVALOS, GLORIA	AVID TEACHER	1
Jose Carbajal	Math Teacher	0.375
LOPEZ, DAVID ANTHONY	MATH TEACHER	0.13
MAY, BRIAN K	TECHNOLOGY TEACHER	1
MORENO, ARIELLE	ENGLISH LANGUAGE ARTS	0.25
MORTON, APRIL NICOLE	SCIENCE TEACHER	1
OJEDA-ALTIDOR , SANDRA	ENGLISH LANGUAGE ARTS	0.38

<u>Name</u>	<u>Position</u>	<u>FTE</u>
PINEIRA, SARAH	MATH TEACHER	0.25
SALAZAR, MAGDALENA	MATH TEACHER	0.38

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dantzler, Avril	PBIS/SEL Lead Teacher	ESSER III	1.0
Herrera, Erika	INSTRUCTIONAL AIDE SPED	TITLE 1	1.0
Marmolejo, Ivana	Intervention Teacher	ESSER III	1.0
Pineda, Omar	Technology Coach	ESSER III	1.0
Quintanilla, Adriana	21st Century Site Coordinator	21st Community Learning Centers (265)	1.0
Tarin, Sandra	Communities in Schools Coordinator	Title I	1.0

Campus Funding Summary

189 ESSER FUND BALANCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$6,000.00
4	1	3		5,000	\$0.00
Sub-Total					\$6,000.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$25,000.00
1	1	6			\$10,000.00
1	1	7			\$15,000.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	5	1			\$2,000.00
1	5	2			\$10,000.00
1	6	1			\$1,000.00
1	6	2			\$4,000.00
1	6	3			\$3,600.00
1	7	1			\$4,000.00
1	7	2			\$1,000.00
1	7	3			\$4,000.00
1	7	5			\$780.00
1	8	1			\$5,500.00
1	8	2			\$32,000.00
2	1	3			\$10,000.00
2	1	4			\$2,000.00
2	1	5			\$1,000.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$2,500.00
2	1	7			\$500.00
2	1	9			\$4,500.00
2	1	10			\$3,500.00
2	1	11			\$3,000.00
4	1	2			\$2,200.00
4	1	5			\$500.00
Sub-Total					\$147,580.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$5,000.00
1	1	6			\$50,000.00
1	1	7			\$20,000.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	3			\$10,000.00
1	8	1			\$32,000.00
1	8	2			\$32,000.00
2	1	6			\$2,000.00
2	1	7			\$2,000.00
2	1	9			\$1,000.00
2	1	10			\$5,000.00
4	1	2			\$10,000.00
4	1	3			\$2,000.00
5	1	1			\$3,200.00
5	1	2			\$1,500.00
5	1	3			\$1,000.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4			\$3,000.00
5	1	5			\$2,000.00
Sub-Total					\$186,700.00
214 TITLE I, ESF-FOCUSED SUPPORT GRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TECHNOLOGY ITEMS		\$3,000.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	3			\$9,000.00
4	1	2			\$1,900.00
6	1	1	Contracted Services		\$0.00
6	2	1	Extra Duty Pay		\$6,000.00
6	2	2	Extra Duty Pay		\$6,000.00
6	2	5	Sub Costs		\$4,000.00
Sub-Total					\$29,900.00