

Clint Independent School District

Mountain View High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Covid Learning Loss Department Chair and Teacher Input

Covid Learning Loss Student Input

Covid Learning Loss Administration Input

Demographics

Demographics Summary

In the academic year 2024-2025, Mountain View High School is one of four high schools in Clint ISD. There is room for improvement in the area of parental involvement. Attendance rate for the 2021-2022 school year has been 92.7%. Half of the student population is transported by bus onto the campus. Student enrollment at Mountain View High School at the end of the 23-24 school year was 789 with a projected population of 785 for the upcoming 2024-25 school year.

SPED students Enrolled: 132

LEP students Enrolled: 508

GT students Enrolled: 35

McKinney Vento: 17

At Risk: 602

Teachers: 58

Additional Support Staff: 5

Demographics Strengths

Student enrollment projection is on the upswing.

Low student to teacher ratio.

Low drop out rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Open up more channels of communication for the parents and the surrounding community of MVHS in the areas of Social/Emotional Student Well-being, Attendance, Literacy, information of public assistance, and student academic success.

Root Cause: Conflict with mutual availability of community and campus scheduled events. Minimal communication and frequency of feeder pattern events .

Problem Statement 2 (Prioritized): Implement and develop a Multi Tiered Support System.

Root Cause: Loss of Credit, Credit Recovery, and grade failures.

Student Learning

Student Learning Summary

Students enrolled in 9th grade will be placed in an endorsement of their choice as is required by House Bill 5 and will be monitored on their success by their guidance counselor. Counselors are assigned by alphabet and they will be meeting with their students once a semester to review their classes, academic standing and academic goals. Students who have not successfully passed their state exams will be placed in English remediation classes to support them or tutoring interventions/after school tutoring. Student completion rates in all dual credit classes was over 90%.

Fiscally, Mountain View High School with the direction of the principal, will strategically allocate funds to best support the areas of instruction that are of the greatest need. Students are the primary beneficiaries of all initiatives regarding the fiscal support of extracurricular programs, instructional programs, and all professional and staff development. Mountain View High School will improve instruction by providing teachers with the necessary tools to better prepare students to be academically prepared to enter a post-secondary school of choice. Professional Learning Communities are in place to review data from student assessments to make informed decisions on master schedule and procedures in academics. Through Plato (credit recovery) students are able to regain credits they need for graduation. Additionally, Plato will be used for teachers to set up tutorials for students that have not mastered some of the TEKS.

For the 2024-25, school year MVHS will open its doors to the fourth cohort of the Pathways in Technology Early College High School Program under the Health Professions academy, offering students the opportunity to earn an Associates Degree in Multidisciplinary Studies with an emphasis on Nursing.

Student Learning Strengths

Most EOC approaches scores have recovered to pre-pandemic levels.

Continued enrollment in Advanced Placement and Dual Credit Courses.

Continued successful completion of Advanced Placement and Dual Credit Courses.

High levels of completion of CTE student certifications (IBC).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual and Special Education support needs to be systematically implement to support academic progress.

Root Cause: Systematic support for TIER 2 and TIER 3 interventions.

School Processes & Programs

School Processes & Programs Summary

Instructional: The Campus will continue to implement and revise the MVHS instructional framework comprised of Instructional Best Practices from Fundamental 5 and AVID WICOR as well as SIOP and other researched based strategies for EB populations.

Curricular: Teachers will continue to draw curriculum resources aligned to TEKS from but not limited to: TEKS Resource System, Closing the Gap, Nearpod, Supporting STAAR, STEMSCOPEs, and Sirius. MVHS/Clint ISD have adopted HQIM for the following Core Contents; English (Studysync), Math (Carnegie), and Science (McGraw Hill).

Personnel: Professional Development provided to retain Nearpod Certification as a School.

Supplemental Learning Spaces: The Maker space at Mountain View High School has proven to be a valuable and supportive area for students to enhance their classroom learning. This supplemental area of learning is hands-on, provides project-based learning (PBL) opportunities for all students to grow in the content areas of math, science, technology, engineering and art. In order to provide a 21st century space for students to enhance classroom learning concepts, we will continue to purchase furniture pieces, technology components, programs and other supplies to build on, year after year. Our goal is to create spaces that are designed for varying levels of application with alignment to TEK standards in order for students to excel in the taught curriculum and ultimately on state assessments.

Supplemental Programs: The district robotics program is a supplemental program that provides students in all schools, the ability to enhance their academic understanding of STEM concepts through the engineering design process, computational thinking and innovation. There are various enrichment activities and robotics competitions that enhance the program elements for students PK-12 grades. Data gathered shows an increase in the number of students interested and participating. Research connected with these programs shows improved student application of STEM concepts and better performance on state and local assessments from participants. Mountain View High School will continue to invest campus and district resources into development of this innovative program.

School Processes & Programs Strengths

Implementation of MVHS instructional plan.

Professional Development Provided in the areas of Technology.

PLC structures continued to evolve as an organic process.

Data driven decisions for curriculum, instruction, assessment and intervention.

Communication with staff via weekly newsletters to ensure smooth weekly operations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Emergent Bilingual and Special Education support needs to be systematically implement to support academic progress.

Root Cause: Systematic support for TIER 2 and TIER 3 interventions.

Perceptions

Perceptions Summary

Mountain View High School has created an environment that is drug-free and safe for students, parents, faculty and staff. Through the implementation of safety procedures, adult supervision is more visible throughout the school day. Administrators and security officers are assigned to rotating areas of the campus that they monitor before/after school, during transition and lunch time. The campus has installed and upgraded security cameras that are monitored by campus administration and security (campus and district level). Truancy's during lunch hours have been reduced by having an adult presence monitoring the front area of the school during the two lunch shifts. Teachers stand outside their doors during transition and report concerns to the office, and/or security officers in sight.

Mountain View High School is a growing community that is severely lacking in resources when compared to the rest of the city. Although, parental involvement is not strong, there are safeguards in place to assist families who may be in need or are in crisis i.e. School Nurse, Social Worker, School Counselors, etc. MVHS also has the support of the district who provides assistance through the McKinney -Vento Homeless Program and Teen Parent Services. MVHS is now offering a supper meal to students and young children after school. This has made a tremendous impact in the community, which struggles with proper nutrition given the limited number of grocery store options, lack of transportation and funds. MVHS also serves as the community library for the area.

Perceptions Strengths

Mountain View High School is a small community. Some of our professional staff live within the community and have opted to work in the community. Former graduates of Mountain View High School are teachers at the campus. Teachers at Mountain View High School are committed to providing students with a rigorous curriculum that will enable them to meet and/or exceed state standards and attend a university of their choice. Historically, students perform well in Math, Science, and History examinations. Evidence through FAFSA night demonstrates families are interested in seeking guidance for their children to attend a postsecondary school of their choice. Although we are a small community, students excel in extra-curricular activities such as Band, Choir, UIL-Speech and Debate, and athletics. Most of our athletic programs play beyond district games.

Faculty and staff at Mountain View HS are committed to making their work environment a better place for all stakeholders. Teachers are active participants in training pertaining to security and offer suggestions to improve the campus. At the beginning of each year, teachers train their students on fire drill safety, evacuations, severe weather alerts, and lock-down procedures. For campus security, additional exterior lighting and marked visitor parking area has been designated. Faculty, staff and the student body are involved/participate in district/school spirited events to include Homecoming, UTEP week, Cancer Awareness, etc. Our Student Council officers coordinate with their sponsor and campus to make school spirited initiatives a success.

Morale and school spirit has grown as evident in school community engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): MVHS will communicate all academic, athletic, and logistical information with parents through a variety of communication tools such as social media, parent letters, website and call outs...

Root Cause: Parents use a variety of communication modalities, and parent participation is low.

Priority Problem Statements

Problem Statement 3: Emergent Bilingual and Special Education support needs to be systematically implement to support academic progress.

Root Cause 3: Systematic support for TIER 2 and TIER 3 interventions.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention - Student Learning - School Processes & Programs

Problem Statement 10: Implement and develop a Multi Tiered Support System.

Root Cause 10: Loss of Credit, Credit Recovery, and grade failures.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Open up more channels of communication for the parents and the surrounding community of MVHS in the areas of Social/Emotional Student Well-being, Attendance, Literacy, information of public assistance, and student academic success.

Root Cause 11: Conflict with mutual availability of community and campus scheduled events. Minimal communication and frequency of feeder pattern events .

Problem Statement 11 Areas: Demographics

Problem Statement 12: MVHS will communicate all academic, athletic, and logistical information with parents through a variety of communication tools such as social media,parent letters, website and call outs...

Root Cause 12: Parents use a variety of communication modalities, and parent participation is low.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

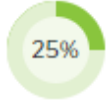
Goals




Goal 1: Mountain View High School will prepare students for academic excellence.








Performance Objective 1: By May of 2026, 90% of all students and each student group, will pass all required state assessments.

High Priority

Evaluation Data Sources: Data will be collected from CBAs, Benchmarks, and EOC Results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the campus developed Texas Accountability Intervention System (TAIS), core teachers will analyze EOC, common assessment, MAP results and benchmark results to evaluate instructional strategies. Using data, PLC Teams utilize heat maps to create new lessons for the upcoming school year. Campus will purchase reading supplies and supplemental resources from vendors for targeted interventions.</p> <p>Strategy's Expected Result/Impact: Continue growth in each of the EOC tests. To include growth in each sub-populations; including, EB, SPED, 504, At-Risk, etc.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers, curriculum coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: MVHS will provide professional development opportunities and technical assistance that will promote the professional development of teachers. NEARPOD will be our Technology inter-system for instruction. Teachers will continue to have ongoing NEARPOD training. Teachers will attend CAMT, UT OnRamps training, and AP Institute to obtain training for student courses in core content area.</p> <p>Strategy's Expected Result/Impact: Student success in all classes.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>-</p> <p>Funding Sources: PROFESSIONAL DEVELOPMENT - 211 ESEA, TI A IMP - \$3,500</p>	Formative			Summative
	Sept	Nov	Feb	May
	 40% Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development for teachers in the area of formative assessments; to include Aggressive Monitoring.</p> <p>Strategy's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 50% Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will connect academic learning to student real world experience through student field trips. The purchase of renewal license and software for programs such as Cengage for CTE classes, NEARPOD for technology instruction.</p> <p>Strategy's Expected Result/Impact: Student success in classes</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: FIELD TRIPS - 199 GENERAL FUND - \$5,726, Software Updates - 211 ESEA, TI A IMP - \$6,500</p>	Formative			Summative
	Sept	Nov	Feb	May
	 50% Moderate Progress			


Strategy 5 Details	Reviews			
<p>Strategy 5: English department Dyslexia teacher will be trained on latest pedagogy to support Dyslexia Students. Resources will be available to Dyslexia students to receive needed support in reading and writing.</p> <p>Strategy's Expected Result/Impact: Provide support for students who are identified with Dyslexia.</p> <p>Staff Responsible for Monitoring: English Department Chair, Campus administration.</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished	
<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>				


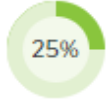
Goal 1: Mountain View High School will prepare students for academic excellence.






Performance Objective 2: Ensure that "Opportunities" course sequencing for HB5 requirements is followed in student scheduling, and course master schedule offerings.

High Priority

Evaluation Data Sources: Student Schedules
 Counselor Audit Cards
 Student Transcripts
 Students CCMR measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in cross curricular robotics curriculum to explore programming, physics and mathematical applications. CTE work-based learning in manufacturing and constructing skills for robotic national competitions . Mountain View High School Manufacturing classes will develop Robotics projects to illustrate the partial application of mathematics and programming TEKS. MVHS will compete in VEX robotics season competitions, to include aerial robotics (Drones), and pay for associated registration, fees, meals and travel. Necessary Robotics, Drones and Computer Science equipment and curriculum will be purchased to support implementation of new classes. Library will also purchase and provide innovative learning center spaces for further student exploration.</p> <p>Strategy's Expected Result/Impact: Students are successful in designing, constructing, and displaying Robotics projects. 10% increase in student enrollment in Engineering class.</p> <p>Staff Responsible for Monitoring: Campus administration, teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: ROBOTICS - 281 TITLE IV, PART A SSAEP - \$9,530.31, ROBOTICS - 211 ESEA, TI A IMP - \$8,931, ROBOTICS - 199 GENERAL FUND - \$5,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: The health professions academy will obtain necessary software to support curriculum for Billing and Coding, Pharmacy Technician, EKG course and Phlebotomy. The health professions academy will provide support in curriculum for Phlebotomy and EKG courses. HPA Lead, College Readiness Facilitator and Principal will attend planning campus workshops for P-TECH academy implementations. CTE educators will work additional duty days to run a summer bridge program for incoming Health Profession Academy students. The summer bridge program will provide instruction on CPR, health and safety protocols and TSI preparation. Will provide branding and recruitment supplies to students through the P-TECH academy.</p> <p>Strategy's Expected Result/Impact: Alignment between curriculum and industry based practices.</p> <p>Staff Responsible for Monitoring: Campus administration, teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, 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>Funding Sources: P-TECH - 199 GENERAL FUND - \$7,430, - 244 VOC ED BASIC GRANT - \$1,000, P-TECH and Branding - 493 LOCALLY FUNDED SPECIAL REVENUE FUNDS - PTECH - \$7,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	<div data-bbox="1444 207 1549 311" style="text-align: center;">  <p>50%</p> </div> <p data-bbox="1444 328 1549 393">Moderate Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional materials and supplies (including supplementary technology materials provided to students as needed) will be available to supplement classroom instruction in core content subject areas and CTE classes such as Cosmetology, Law Enforcement, Food Science, Health Science, Business Information, and Principles of Art and AV Technology. HPA students will have available to them a JTOUCH portable screen for HPA student presentations and competitions. HPA students will have the opportunity to participate and travel for HOSA competitions. BPA students will compete at the State, Regional and National level BPA competitions. E-Sports technology equipment to enhance the gaming experience of organized, multiplayer video game competitions played individually or as teams.</p> <p>Strategy's Expected Result/Impact: Increased number of students enrolled in CTE classes.</p> <p>Staff Responsible for Monitoring: Campus Administration, teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: HPA - 244 VOC ED BASIC GRANT - \$5,021, CTE: COSMETOLGY, LAW ENFORCEMENT, REG PROG - 244 VOC ED BASIC GRANT - \$14,500, BPA - 199 GENERAL FUND - \$26,443, CTE: FOOD SCIENCE - 199 GENERAL FUND - \$6,500, CTE: COSMETOLOGY - 199 GENERAL FUND - \$19,000, CTE: LAW ENFORCEMENT - 199 GENERAL FUND - \$5,000, HPA/HOSA - 199 GENERAL FUND - \$31,750, REGULAR PROGRAM - 199 GENERAL FUND - \$41,700, COMPUTER SCIENCE - 199 GENERAL FUND - \$2,500, Supplemental Supplies (core content) - 211 ESEA, TI A IMP - \$2,250, AP Computer Science UTEP Travel - 199 GENERAL FUND - \$700, E-SPORTS - 211 ESEA, TI A IMP - \$15,633</p>	Formative			Summative
	Sept	Nov	Feb	May
	<div data-bbox="1444 841 1549 945" style="text-align: center;">  <p>25%</p> </div> <p data-bbox="1444 961 1549 1026">Some Progress</p>			






Strategy 4 Details	Reviews			
<p>Strategy 4: Literature and supplies will be purchased to provide HB5 and advanced academic informational session to parents.</p> <p>Strategy's Expected Result/Impact: Increased parental participation.</p> <p>Staff Responsible for Monitoring: Administration, clerical staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and reading supplies for PFE - 211 ESEA, TI A IMP - \$6,215</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: Mountain View High School will prepare students for academic excellence.

Performance Objective 3: Continued professional development for the MVHS PLC Model to include formative assessments, Strategies for EB populations and data analysis.

High Priority


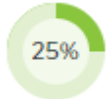
Evaluation Data Sources: Administrator Walkthroughs
 PD sign-ins
 Lesson plans

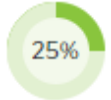
Strategy 1 Details	Reviews			
<p>Strategy 1: Routine scheduled PLC meetings occurring weekly. PLCs are scheduled two times each week, Wednesdays and Thursdays. PLC focus on formative assessment, EB strategies, and data evaluation.</p> <p>Strategy's Expected Result/Impact: Effective classroom strategies will be reflective of the PLC planning.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: By May 2026 MVHS will have a 5% reduction in referrals from the previous year to ensure a safe environment for academic learning and social/emotional development.

Evaluation Data Sources: Referrals, Office Sign In Logs, Counselor Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Mountain View High School will establish a MTSS, the Lobo Support Team (LST). Teachers will become familiar with bullying "look fors" and campus process for bullying preventative measures. Additional PLC time will be allocated for teachers to spend time looking for At-Risk behaviors and not distract form their lesson planning.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates and decreased discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus administration</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>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: The sponsoring organization is for Leadership class is student council--Texas Association of Student Councils and district 9. Classes will be modeled after the TASC guidelines. Students will work during the fall and spring semesters on campus community service project.</p> <p>Strategy's Expected Result/Impact: Student participation in community activities.</p> <p>Staff Responsible for Monitoring: Administration, StuCo sponsor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			



Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors, Stronger Connections Counselor, and teachers through the counseling plan will deliver lessons and activities to engage students in skill based learning for conflict resolution, suicidal tendencies, verbal aggression, sexual harassment, relationship skills, responsible decision making, self management, attendance, self-awareness, social awareness, physical and dating violence, and bullying. Administration will identify students who are in need of school supplies through SEL intervention and provide supplies as needed for academic success.</p> <p>Strategy's Expected Result/Impact: Development of skills for social and emotional support of students. Opened channels of communication between students and staff.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors AVID Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			







 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: By October 2025, 95% of identified students in RTI Level 2 will be involved in intervention programs specifically dedicated to their needs.

Evaluation Data Sources: Quintile Reports
 Failure Reports
 Credit Recovery Reports


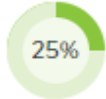
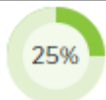
Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use a computer based credit recovery program to assist students at-risk. Strategy's Expected Result/Impact: Increased number of students passing their classes Staff Responsible for Monitoring: Administrative Team, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Plato Credit Recovery Program - 211 ESEA, TI A IMP - \$20,275</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Before-school, After-school and Saturday tutoring will be available for struggling students in core classes to include credit recovery (PLATO), EOC/TAKS remediation, acceleration and interventions specifically supporting At Risk, ELL, SPED, and ECO DIS students. Teachers will provide tutoring for I-Support HB4545 for students who need assistance with academic achievement and closing the gap in Math, Science, English and History. Resources will be purchased for curriculum, instruction and student supplies to support learning. Strategy's Expected Result/Impact: Student passing rates during progress report periods and mastery of TEKS in identified areas. Staff Responsible for Monitoring: Campus administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: EXTRA DUTY TUTORING - 189 ESSER FUND BALANCE - \$11,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			






Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance instructional activities in Science, ELA, Social Studies and through specific programs such as EB, GT, SPED by attending events, presentations, and competitions tied to TEKS and EOC. Examples are the zoo, Bodies in Motion, EP Water treatment for Science, Science Fair, Theatrical plays and motion picture shows for ELA, Holocaust Museum, Art Museum, Carlsbad Caverns and post secondary experiences for student populations. Provide opportunities for college readiness tours to all student populations including at risk, EB, SPED, and GT students. GT diagnostic exams will also be purchased to help counselors identify and serve students. Employ Support Personnel to support EB student population.</p> <p>Strategy's Expected Result/Impact: Instructional activities will enhance classroom instruction by providing real life examples for students.</p> <p>Staff Responsible for Monitoring: Campus administrators, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: TRAVEL: STUDENTS - 199 GENERAL FUND - \$15,000, TRAVEL: COLLEGE READINESS - 199 GENERAL FUND - \$300</p>	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: At Risk, Economically Disadvantaged, EB and Special Education students will participate in field trips to enhance their academic, social, and daily living skills. Resources for classroom instruction relating to student inquiry, academic, social and living skills.</p> <p>Strategy's Expected Result/Impact: Student goals will be reached by practicing living skills for independent living.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers</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: Student Travel - 199 GENERAL FUND - 199 E11 6494 00 30 - \$5,000, Teacher Travel - 199 GENERAL FUND - 199 E11 6411 00 30 - \$2,150, - 211 ESEA, TI A IMP - \$100</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 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: By May 2026, 100% of special education teachers will undergo district and campus identified training to support our special education students in the area of physical health, social, emotional, and academic learning.

Evaluation Data Sources: Special Education teachers will have their special education students' schedules readily available to monitor and adjust.



Strategy 1 Details	Reviews			
<p>Strategy 1: SPED teachers and aides will receive CPR and first aid training.</p> <p>Strategy's Expected Result/Impact: Successful training resulting in certificate.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training in functional living skills.</p> <p>Strategy's Expected Result/Impact: Teachers will complete a lesson plan and description of how these events outside the campus are related to the TEKS and IEP goals and objectives.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will attend Professional Development for best practices to include Inclusion.</p> <p>Strategy's Expected Result/Impact: Teachers implement training and instructional strategies for student success. Increased state assessment passing rates, decreased failures and increased attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			


Strategy 4 Details	Reviews			
<p>Strategy 4: Physical Education teacher, coaches, band director, JROTC Instructors and athletic coordinator will administer Fitness Gram. Campus personnel will provide parental information on the topics of Health: Physical Activity, Nutrition, Body Wellness.</p> <p>Strategy's Expected Result/Impact: Parents will be given up to date literature on Physical and Mental health.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</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 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: The campus will increase parental involvement by 5% during the 2025-26 school year by building a strong partnership with parents. All school related materials will be made available in both English and Spanish languages for community accessibility.

Evaluation Data Sources: Increasing the number of parent contacts by 5% as documented in PFE organized events and the sign-in sheets for each event.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will host parent night, DC/PTECH Night, and the Lobo Block Party to inform parents of student progress and programs available to students and parents. Offer opportunities for parents and staff to attend programs hosted by Region 19 or other parental family engagement conferences for parent or professional development.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counseling Center</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PROFESSIONAL DEVELOPMENT - 211 ESEA, TI A IMP - \$2,000, HOSPITALITY - 199 GENERAL FUND - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hosting parent FAFSA night to assist parents in completing the FAFSA documentation for post-secondary financial aid. Campus administration and counselors will discuss with students plans of accelerated learning, and provide information about high school academics and CTE pathways.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets.</p> <p>Staff Responsible for Monitoring: Campus administration, counseling center</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>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>0%</p> <p>No Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: MVHS will provide training to parents to promote parental involvement at the campus and to support student academic success in the classroom. MVHS will provide literature to help parents become more involved in their children education. Students and parents will have meetings with school personnel regarding transition from senior year to college 1st year.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement, use sign-in sheets.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: COLLEGE READINESS - 489 LOCALLY FUNDED SPECIAL REVENUE - NTN GRANT - \$8,378.36</p>	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			



No Progress



Accomplished



Continue/Modify



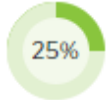
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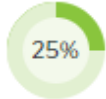
Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.




Performance Objective 5: All student groups and student sub groups (EB, SPDE, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to attend school, complete school, and be given the opportunity to be prepared for College, Career or Military Readiness. The attendance rate will increase to 96% and dropout rate will decrease to 2%.


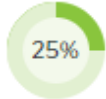




High Priority

Evaluation Data Sources: Registration Numbers
 Weekly Attendance Rates
 Credit Recovery Contracts for attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent Bilingual Students will use instructional programs such Seidlitz strategies, sheltered instruction, and Summit K12 have been introduced to help the English Department address the needs of the special population identified as 'EB' at MVHS. Teacher resources and supplies will be purchased to support classroom organization and testing for all EB population. Fall intersession language support for ELL students. Students will receive additional support for TELPAS examination.</p> <p>Strategy's Expected Result/Impact: Students will improve their grades in classes every 3 week check.</p> <p>Staff Responsible for Monitoring: Campus administration, EL teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: BILINGUAL: SUPPLIES - 199 GENERAL FUND - \$7,830</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom labs will be used to enhance instructional activities and to promote investigative science experiments. Hands-on materials, technology and literature resources will be used. Library will also purchase and provide innovative learning spaces to include, but not limited to makerspace materials for further student exploration. Teacher laptops will be refreshed to give teachers the necessary tools to implement technology based TEKS aligned lessons through, but not limited in the following applications: Nearpod, Schoology, and the TEKS Resource System. The campus will purchase student Chromebooks and calculators to provide accessibility to hardware and software which will improve student learning.</p> <p>Strategy's Expected Result/Impact: Application of TEKS in lesson plans. Staff Responsible for Monitoring: Campus administration, science teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: TECHNOLOGY: TEACHERS - 211 ESEA, TI A IMP - \$3,600, TECHNOLOGY: STUDENTS - 199 GENERAL FUND - \$32,000, LIBRARY: MAKERSPACE - 211 ESEA, TI A IMP - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Attendance will be monitored with early positive trends being awarded with certificates and prizes.</p> <p>Strategy's Expected Result/Impact: Improved weekly ADA Staff Responsible for Monitoring: Campus administration, attendance clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			






Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will promote college and military readiness by collaborating with colleges, universities and military organizations through the armed forces or ROTC.</p> <p>Participation in El Paso College Week, UTEP week, UT Austin 's 'On-Ramps' and EPCC Dual Credit Orientation where students can learn about enrollment and programs</p> <p>Strategy's Expected Result/Impact: Increased student attendance and participation.</p> <p>Staff Responsible for Monitoring: Campus administration, Counseling center</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Promote College Readiness and JROTC class and materials to develop transition skills to be a successful college and military students. Students will be afforded the opportunity to take ASVAB, AP and TSI exams.</p> <p>Strategy's Expected Result/Impact: Increased student enrollment in class.</p> <p>Staff Responsible for Monitoring: Campus administration, counseling center, teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: ROTC - 199 GENERAL FUND - \$7,620</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide SAT and ACT instructional support and strategies to all MVHS students to include the ACT and SAT testing opportunities on campus. Provide in school tutoring for College and Career Readiness.</p> <p>Strategy's Expected Result/Impact: Enrollment in class.</p> <p>Staff Responsible for Monitoring: Campus administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide Advanced Placement courses, Dual Credit courses, materials, and exams to develop transition skills to be successful in college.</p> <p>Strategy's Expected Result/Impact: Increased number of students enrolled in classes and increased number of students passing the AP exams and obtaining college credit.</p> <p>Staff Responsible for Monitoring: Campus administration, counseling center, teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: DUAL CREDIT TEXTBOOKS - 410 STATE INSTRUCTIONAL MATERIALS - IMA - \$16,000 , DUAL CREDIT SUPPLIES - 199 GENERAL FUND - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 40% Some Progress			
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide course offerings, certification testing, instructional supplies, classroom supplies, and support in CATE courses, to include but not limited to, off campus visits, on-campus presentations that provide a career pathway to students for electronic tech classes, cosmetology, law enforcement, nutrition, child development, business information, principles of technology, and Health Science classes. Student work based insurances will be purchased for training of students.</p> <p>Strategy's Expected Result/Impact: Presentation to students. Increased number of students enrolled in CATE pathways. Increased number of students eligible to take test.</p> <p>Staff Responsible for Monitoring: Campus administration, counseling center.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: CTE: Student Work Based Insurances - 199 GENERAL FUND - \$1,250, CTE: Work Based Learning Travel - 199 GENERAL FUND - \$27,500, CTE: Software/Renewal - 199 GENERAL FUND - \$23,600, CTE: Exams/Certifications - 199 GENERAL FUND - \$19,500</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% 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: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 6: Provide materials in support of GT students to supplement classroom instruction and testing of possible GT students.






Evaluation Data Sources: Materials are purchased in support of GT students. Identified students are tested for possible inclusion in GT. GT students will have opportunities for hands on learning trips.

Strategy 1 Details	Reviews			
<p>Strategy 1: GT coordinator will plan field trips to promote student cognition ability. Provide supplies and reading materials to GT students.</p> <p>Strategy's Expected Result/Impact: Increased academic performance by students.</p> <p>Staff Responsible for Monitoring: Campus Principal Budget Clerk</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: GT - 199 GENERAL FUND - \$3,200</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 3: Mountain View High School will operate efficiently, being fiscally responsible.

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

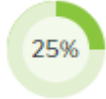
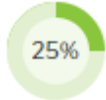

Evaluation Data Sources: Campus level programs will be funded by the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: All expenditures for CTE, 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 and 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>40%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 3: Mountain View High School will operate efficiently, being fiscally responsible.


Performance Objective 2: By Fall 2025 MVHS , 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: Mountain View HS will identify expectant mothers and provide them with Home Instruction upon delivery of their child. MVHS will provide continual support via pregnancy related services.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase, grades will meet a passing standard during the time the student is receive CEHI.</p> <p>Staff Responsible for Monitoring: Campus administration, Registrar</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Mountain View will provide expectant mothers/fathers with information to help prepare them for the transition into parenthood.</p> <p>Strategy's Expected Result/Impact: Monthly meetings for mothers and fathers that provide information to help prepare students for the transition into parenthood.</p> <p>Staff Responsible for Monitoring: Campus administration, Registrar, Teen Parent Services Itinerant Teacher</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: At Risk student subgroup will be provided opportunities to develop leadership skills.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>0%</p> <p>No Progress</p>			

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: By Spring of 2026, 100 % of staff will be trained using the best practices available to retain staff by providing professional growth opportunities.



Evaluation Data Sources: The campus will implement programs for employee professional growth and advancement recognition.

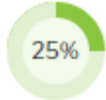




Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Administrators will receive either by the campus, district, region, and/or state professional development opportunities that will enhance the classroom learning and over all school environment. Extra duty pay will be available for teachers that are afforded the opportunity to attend professional development on days outside of the teacher's workday/contract (intersession, after school, etc.).</p> <p>Strategy's Expected Result/Impact: Teachers will use research based learning strategies that will promote learning and will result in a higher achievement rate in individual classes.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: COMPUTER SCIENCE - 199 GENERAL FUND - 413 - \$1,200, PROFESSIONAL DEVELOPMENT - 199 GENERAL FUND - \$628</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: By Spring 2026, a 10 % increase of student participation will be utilized in the areas of supplemental services (teacher assistants) and supplemental instruction (supplemental programs) to students to support and increase student achievement.

Evaluation Data Sources: Evaluation based on state assessments (EOC, TELPAS), completion rates as measured by state guidelines, final grades, and loss of credit recovery.




Strategy 1 Details	Reviews			
<p>Strategy 1: Fall and Spring intersession tutoring for all students in core classes to include credit recovery (PLATO), EOC/TAKS remediation, acceleration and interventions specifically supporting at risk, ELL, SPED in the areas of Writing and Reading to include instructional materials/booklets.</p> <p>Strategy's Expected Result/Impact: Review failure rate and implement a tutoring schedule for students at-risk. Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Intersession Enrichment/Tutoring - 189 ESSER FUND BALANCE - \$11,000, INTERSESSION: EOC BOOKLETS - 199 GENERAL FUND - PIC 30 - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>35%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Support Instructional Aides in special programs such as special education, Newcomer Program, and credit recovery.</p> <p>Strategy's Expected Result/Impact: Student success measured by state assessments. Staff Responsible for Monitoring: Campus 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>25%</p> <p>Some Progress</p>			






Strategy 3 Details	Reviews			
<p>Strategy 3: Academic support and intervention will be provided to students who need to take the TELPAS examination.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS scores and passing rates.</p> <p>Staff Responsible for Monitoring: Administrators ELL Teacher</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
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: 100% of staff employed will be highly qualified in accordance with Every Student Succeeds standards.

Evaluation Data Sources: Summative Evaluation 2: Summative Evaluation: Faculty year end survey and (OH) indicating self-reflection and evaluation of staff development and administrative support


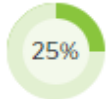




Strategy 1 Details	Reviews			
<p>Strategy 1: Preparation and development of staff. Teachers will attend necessary training needed to have skills to deliver instruction for CTE/WBL, AP, On Ramps, and Dual Credit.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and increased passing rates in specialized classes/exams.</p> <p>Staff Responsible for Monitoring: Campus administration, curriculum coach</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools -</p> <p>Funding Sources: Professional Staff Development - 199 GENERAL FUND - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Plato staff development, Plato License Renewal, and support for graduation Rates. Counselors will provide services for at risk seniors on days outside of the counselor's workday/contract (intersession, after school, etc.) Purchase of Graduation materials such as diplomas, diploma covers, cords and supplies.</p> <p>Strategy's Expected Result/Impact: Student success in completion of assigned classes</p> <p>Staff Responsible for Monitoring: Campus administration, teachers and instructional aides.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 199 GENERAL FUND - \$8,750</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that all teachers, new and experienced, hold a current and appropriate content certificate.</p> <p>Strategy's Expected Result/Impact: Updated Position Control List.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Considerable</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Create a common planning time before, during or after school , during intercession or non scheduled work days for all teachers to meet as Professional Learning Communities, to review data, plan, and develop instructional strategies for all students. Teachers will meet to calibrate.</p> <p>Strategy's Expected Result/Impact: In PLC meetings, teachers will discuss lesson plans, instructional strategies, and data that will enhance their classrooms.</p> <p>Staff Responsible for Monitoring: Campus administration, counseling center</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Extra Duty: Planning - 189 ESSER FUND BALANCE - \$3,700, - 199 GENERAL FUND - \$4,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 4: Mountain View administration will provide professional development to the staff in content areas (25%), data analysis and assessment (25%), curriculum alignment (25%), and technology integration (25%).

Evaluation Data Sources: Faculty year end survey indicating self-reflection and evaluation of staff development and administrative support

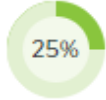




Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to all general and Special Education teachers, as well as staff to retain highly qualified personnel. In order to support technology updates and implementation for student support to include all At Risk, EB, SPED. Laptop refresher for administration.</p> <p>Strategy's Expected Result/Impact: Teacher sign-in sheet and attendance to professional development. PDAS evaluation demonstrates teacher growth.</p> <p>Staff Responsible for Monitoring: Campus administration, curriculum coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development in the areas of formative and summative assessment.</p> <p>Strategy's Expected Result/Impact: Teacher understanding of multiple assessment formats.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Mountain View High School will include parents, community and business members in the education of all students.

Performance Objective 1: By Spring 2026, Mountain View High School along with the Feeder Pattern will concentrate efforts to increase 25% parent involvement on the following Collective Commitments:

1. Attendance
2. Social/Emotional Support of all students: Topics will include suicide prevention, conflict resolution, violence prevention, dropout reduction information, sexual harassment, discipline management, dating violence, and applicable topics as revealed by data.
3. Literacy



Evaluation Data Sources: Mountain View High School will provide parents with opportunities to become involved in their child's education through parent communications and recognition; will provide parents with access to educational resources; will empower parents to be role model partners in their child's education through adult literacy and other learning opportunities; will monitor parental involvement and maintain communication with parents in the District; and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.








Strategy 1 Details	Reviews			
<p>Strategy 1: Mountain View High School will host extra-curricular activities that include parent participation and involvement such as Community Open House, Coffee with the Principal, and literacy night. Parent supplies and light snacks will be provided.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools -</p> <p>Funding Sources: 211 - 211 ESEA, TI A IMP - \$6,215</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Mountain View High School will include parents, community and business members in the education of all students.

Performance Objective 2: By Spring 2026, the campus will increase parental involvement by 10%, with events that build a partnership with the community and parents.

Evaluation Data Sources: Parents and community will increase their involvement by attending parent night in the fall and spring semesters. Parents will also be invited to participate in after school events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Invite parents and community members to participate in campus activities. MVHS will administer the Parent and Family Engagement Survey.</p> <p>Strategy's Expected Result/Impact: Extra-curricular activities attendance and/or school wide activities.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counseling Center</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: Parent And Family Engagement Activity Snacks - 211 ESEA, TI A IMP - \$6,215</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents invited to attend the Parental Engagement Conference hosted by Region 19.</p> <p>Strategy's Expected Result/Impact: Parents are more educated and involved in their child's education.</p> <p>Staff Responsible for Monitoring: Parent Involvement Coordinator</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>0%</p> <p>No Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development for Staff regarding Parental Involvement.</p> <p>Strategy's Expected Result/Impact: To have a more productive and well-rounded School-Parent Compact and active participation in Parental Involvement activities. Teachers will be available to provide informational literature and meetings to parents regarding how school activities positively influence school social and emotional development.</p> <p>Staff Responsible for Monitoring: Parental Involvement Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished	
<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: The District will improve the annual College, Career, Military Readiness rates district wide.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 97% to 100% by August 2026.

HB3 Goal

Evaluation Data Sources: SAT & ACT,






AP data

TSI data

Military Enrollment data

IBC data

Dual Credit data

Strategy 1 Details	Reviews			
Strategy 1: Mountain View High School will increase the CCMR from 97% to over 99% for this academic year. Master schedule will include College Prep Courses for all seniors who have not met CCMR prior to Senior year.	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
<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 Mountain View High School

Total SCE Funds: \$354,823.84

Total FTEs Funded by SCE: 6.75

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 High School Level, courses are also funded to support students to improve their academics. High School campuses also have 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. The District Level funding is allocated to providing resources to the campuses in technology, online learning tools and other resources. 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. High School campuses use SCE funds for dropout prevention programs, credit recovery intervention programs and support for students to ensure that they graduate from high school. 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. EPCC science lab inspections revealed needed update of equipment and supplies to comply with instructional resources needed, local and state regulations of specimens, chemicals, and apparatuses needed for labs. Monies for lab equipment refresh will be provided to meet all compliance requirements.

Personnel for Mountain View High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AYALA, SYLVIA	ELAR Support Teacher	0.75
BRADLEY, MELISSA	CAMPUS CURRICULUM COACH	1
CASTANEDA, RUBY ANN	PREPARENESS FACILITATOR	1
LARA, VALERIA	AVID TEACHER	0.75
MARTINEZ, CINTHIA	ELAR Support Teacher	0.25
MORENO, DIANA	INSTRUCTIONAL AIDE	1
VACANCY	INSTRUCTIONAL AIDE	1
VALDEZ, NANCY A	INST AIDE COMP LAB	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mario Loya	Instructional Support Teacher	Title I	1
Martin Hinski	Technology Coach	ESSER III	1