Clint Independent School District

Montana Vista Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth

Table of Contents

Comprehensive Needs Assessment 3
Needs Assessment Overview 3
Demographics 4
Student Learning 6
School Processes & Programs 11
Perceptions 13
Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 16
Goals 18
Goal 1: The District will be a model of high standards for student academic excellence. 18
Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students. 33
Goal 3: The District will operate efficiently, being fiscally responsible 37
Goal 4: The District will become the employer of choice in order to seek and retain effective personnel. 39
Goal 5: The District will include parents, community and business members in the education of all students. 41
State Compensatory 43
Budget for Montana Vista Elementary 43
Personnel for Montana Vista Elementary 43
Title I 44
Campus Funding Summary 45

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Sirius education for all students in grades 3rd- 5th

Demographics

Demographics Summary

School: Montana Vista Elementary is one of two elementary school servicing the community of Montana Vista. School attendance continues to impact MVE. The 24-25 school year ended with a yearly attendance of 94% which is 2% below the campus goal of 96%. Our student enrollment slightly decreased this school year to 477 students which is 12 less students from previous school year.

For the 2025-2026 total employees on our campus include:

- 6 Special Education Teachers (1 ASC, 1 DSC, 3 Resource, 1 Kindergarten Collaborative, 1 PRE- K Collaborative) and 10 SPED aides
- 4 Pre-K teachers and 5 aides
- 4 Kinder teachers and 1 aide
- 3 1st grade teachers
- 3 2nd grade teachers
- 3 3rd grade teachers
- 3 4th grade teachers
- 4 5th grade teachers
- 1 PE Coaches and 2 aides
- 1 music teacher
- 1 librarian
- 4 office staff (receptionist, PEIMS, secretary, LPAC)
- 5 custodians
- 4 campus monitors
- 2 security guard
- 1 diagnostician (shared with feeder pattern schools)
- 1 speech language pathologist
- 2 SLP assistant
- 1 GT teacher (shared with feeder pattern schools)
- 1 dyslexia teacher (shared with feeder pattern schools)

Our Admin Staff Includes:

- 1 Principal
- 1 Assistant Principal
- 2 Curriculum Coaches
- 1 Counselor

In 24- 25 school year we had high employee retention with only 1 teachers leaving the campus.

Montana Vista is a PK-5 school with 477 enrolled students.

- 97% Hispanic
- 27% students coded as SPED population that includes students who are in specialized classrooms and speech therapy
- 2% students coded 504

- 12% students coded as Tier 2 or 3 for interventions in RTI
- 51% students coded as Emergent Bilingual
- 54% students coded At-Risk
- 97% coded as Economically Disadvantaged
- 5% students coded as Gifted and Talented.
- 2% students coded dyslexic

Demographics Strengths

- Teacher retention was above 90%
- Attendance improved 1% from 93% to 94%
- Decrease of 2% students at risk from previous school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment continues to decline yearly.
Root Cause: Parents now have more options on schools to enroll their children. New housing developments are more closely located near a neighboring districts schools that should be students of CLINT ISD.

Problem Statement 2: Student attendance was below the campus goal of 96%.
Root Cause: Attendance systems need to be put in place to track student attendance and improved follow up.

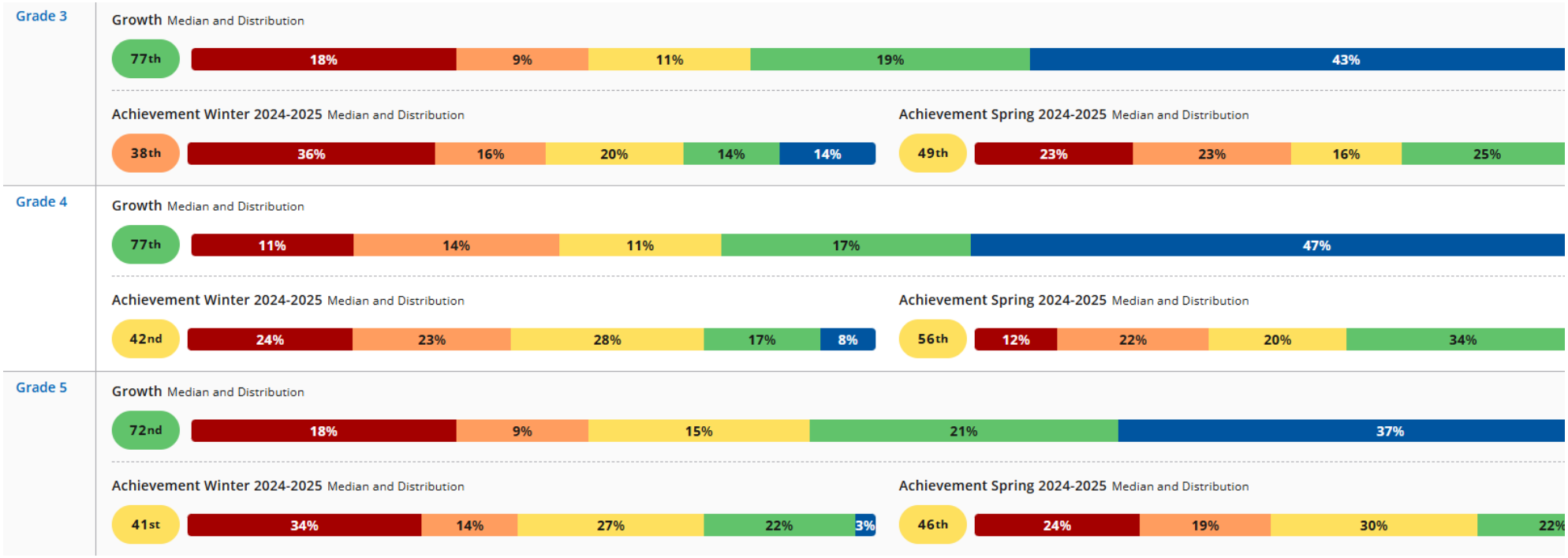
Student Learning

Student Learning Summary

STAAR 24-25 DATA

Test Type	Approaches	Meets	Masters
3rd RLA	67%	46%	23%
4th RLA	79%	45%	15%
5th RLA	75%	63%	18%
3rd Math	72%	43%	20%
4th Math	70%	32%	10%
5th Math	81%	44%	13%
Science 5th	57%	17%	4%

MAP Data (3rd - 5th Grade)



Dibels and Lectura Data Combined (mClass)

MVE					
DIBELS	TOTAL # of STUDENTS	BOY AT OR ABOVE BENCHMARK	TOTAL # of STUDENTS	EOY AT OR ABOVE BENCHMARK	Difference
Kinder	68	38%	63	74%	36%
1st Grade	51	61%	46	78%	17%
2nd Grade	55	69%	52	63%	-6%

MVE					
LECTURA	TOTAL # of STUDENTS	BOY AT OR ABOVE BENCHMARK	TOTAL # of STUDENTS	EOY AT OR ABOVE BENCHMARK	Difference
Kinder	19	80%	19	73%	-7%
1st Grade	19	85%	19	84%	-1%
2nd Grade	15	50%	15	47%	-3%

CLI Engage- PreK

	2024-25 READING Circle Progress Monitoring BOY					
		Overall				
	Total Students	On Track	Monitor	Needs Support	Out of Age Range	Testing Campus
Munoz, Myrna	10	40%	10%	50%	0%	MVE
Lopez, Alma	12	33.33%	0%	66.67%	0%	MVE
Carmona, Paola	18	27.78%	0%	72.22%	0%	MVE
Cabrera, Gabriel	13	23.08%	0%	76.92%	0%	MVE
Ortega, Sonia	4	0%	0%	100%	0%	MVE

	2024-25 READING Circle Progress Monitoring EOY					
		Overall				
	Total Students	On Track	Monitor	Needs Support	Out of Age Range	Testing Campus
Carmona, Paola	17	100%	0%	0%	0%	MVE
Lopez, Alma	9	100%	0%	0%	0%	MVE
Munoz, Myrna	10	100%	0%	0%	0%	MVE
Cabrera, Gabriel	12	91.67%	0%	8.33%	0%	MVE
Ortega, Sonia	9	55.56%	0%	0%	44.44%	MVE

	2024-25 MATH Circle Progress Monitoring BOY					
		Overall				
	Total Students	On Track	Monitor	Needs Support	Out of Age Range	Testing Campus
Carmona, Paola	18	94.44%	0%	5.56%	0%	MVE
Cabrera, Gabriel	13	76.92%	0%	23.08%	0%	MVE
Lopez, Alma	11	72.73%	0%	27.27%	0%	MVE
Munoz, Myrna	10	70%	0%	30%	0%	MVE
Ortega, Sonia	4	25%	0%	75%	0%	MVE

	2024-25 MATH Circle Progress Monitoring EOY					
		Overall				
	Total Students	On Track	Monitor	Needs Support	Out of Age Range	Testing Campus
Cabrera, Gabriel	12	100%	0%	0%	0%	MVE
Carmona, Paola	17	100%	0%	0%	0%	MVE
Lopez, Alma	9	100%	0%	0%	0%	MVE
Munoz, Myrna	10	100%	0%	0%	0%	MVE
Ortega, Sonia	9	55.56%	0%	0%	44.44%	MVE

Student Learning Strengths

- **Kinder:** Significant growth from BOY (38%) to EOY (74%), a **+36% improvement**, showing strong literacy development.
- **1st Grade:** Also shows strong growth from 61% to 78%, a **+17% gain**, indicating effective instruction and interventions.
- **1st Grade:** Maintained strong performance with only a **-1% change** (from 85% to 84%), indicating consistent student performance and support.
- **Kinder:** Although it declined from 80% to 73% (**-7%**), the overall EOY percentage is still relatively high.
- **Grade 3 & Grade 4** both show a **77th percentile** in growth.
- **Grade 5** also demonstrates strong growth at the **72nd percentile**, showing consistent effectiveness in academic progress across all three grade levels.
- All grades made gains in their achievement percentiles

- **Grade 3:** From 38th to 49th percentile

- **Grade 4:** From 42nd to 56th percentile (most significant gain)

- **Grade 5:** From 41st to 46th percentile

- **Prek** has made large gains in growth in both reading and math

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers need to internalize HQIM lessons and ensure alignment to state standards.
Root Cause: Teachers were not referring to state standards when planning lessons with HQIM to include the activities and resources.

Problem Statement 2: Student serviced through SPED with educational accommodations are still performing at lower levels of achievement.
Root Cause: No communication between general education teacher and SPED teacher. General education teachers need support in implementing student accommodations in their daily instruction and activities.

Problem Statement 3: Acceleration/intervention time is not consistently used as intended, with some teachers extending core instruction instead of providing targeted support.
Root Cause: There is a lack of clarity and accountability regarding the purpose and structure of intervention time, leading to inconsistent implementation across classrooms.

School Processes & Programs

School Processes & Programs Summary

Leadership Systems:

- Clearly defined roles and responsibilities
- Weekly building leadership and instructional leadership meetings utilizing agendas, minutes, and next steps
- All campus staff have accessibility to a landing page that houses all campus information. (calendar, systems, expectations, programs, and processes)
- Monthly campus leadership meetings which include a representative from all grade levels and programs.

Instructional Systems:

- Weekly instructional leadership team meetings utilizing agendas, minutes, and next steps
- Scheduled administrative walkthroughs with a dedicated focus
- Weekly supervised collaborative meetings utilizing agendas, minutes, and next steps
- Yearlong PD plan and training calendar
- District created pacing guides
- Use of HQIM- Frogstreet, HMH, Bluebonnet Math, Studies Weekly, iReady, mClass interventions, Siruis, Ford Ferrier, Think up
- Campus is a 1:1 technology campus
- Calendared TEKs planning academies
- Dual language bilingual offerings
- MTSS
- Afterschool tutoring
- All classrooms are equipped with Frontrow system

Campus and Climate Systems:

- PBIS ambassadors
- Cheer Team
- Sports Club
- Folkorico
- Robotics
- UIL
- Broadcasting
- makerspace
- Monthly Sunshine activities to celebrate staff
- PBIS implementation to include parent events, feeder pattern events, and daily SEL lessons
- Music club
- Counselor adheres to 80/20 plan dedicating 80% of their time to direct classroom support.

Communication Systems:

- Monthly parent calendar
- Class Dojo

- Mass communication through blackboard
- Social Media (Twitter, Facebook, Instagram)
- School Marquee

School Processes & Programs Strengths

Montana Vista Elementary is committed to strengthening instructional support systems through a focused use of acceleration and intervention time. The campus prioritizes closing academic gaps by providing targeted, data-driven support aligned to student needs. Existing structures for intervention, such as small group instruction and progress monitoring, serve as a strong foundation for improving academic outcomes. This ongoing focus ensures that all students receive the appropriate support to grow and succeed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Makerspace activities are not consistently aligned to grade-level standards, limiting their instructional impact.
Root Cause: There is no established system or clear expectation in place to ensure that makerspace activities are intentionally designed to support grade-level TEKS and learning objectives.

Problem Statement 2: Classroom teachers are not consistently using structured systems to communicate with families, leading to variability in parent engagement and awareness.
Root Cause: There is a lack of a unified framework or campus-wide expectations to guide consistent and effective teacher-family communication practices.

Perceptions

Perceptions Summary

Montana Vista Elementary fosters a culture of high expectations for both students and staff, guided by a shared vision that every student will leave equipped with the skills needed for success in school and life. The campus core values—committed, learner-centered, innovative, nurturing, and transparent—are aligned with district priorities and reflected in daily practices.

Educators strongly advocate for their students, consistently utilizing best practices and available resources to support academic and social-emotional growth. Innovative programs such as daily SEL lessons and a campus-wide Makerspace have been implemented to enrich student experiences.

This year, the campus is working to re-establish a parent organization to support student learning, SEL development, and foster stronger community partnerships.

As a PBIS campus, teachers have expressed a need for greater clarity on behavior systems. In response, the PBIS committee will develop a behavior matrix and flowchart to guide classroom discipline practices. Communication was also identified as an area for improvement. To address this, the campus will share a detailed calendar of events, meetings, and trainings with staff and families, along with monthly newsletters through social media and ClassDojo.

Student attendance continues to be an area of concern. There is a need to strengthen parent awareness of attendance expectations and establish a consistent system to monitor and address chronic absenteeism and tardiness.

Perceptions Strengths

Campus Strengths

- Teachers and staff at Montana Vista Elementary feel as if they are equal partners with administration in having a shared vision in student learning.
- Montana Vista Elementary has created a school community that values collaboration around teaching and student learning.
- Trust has been established between adminsitration and staff
- Everyone feels valued and cared for
- Campus is a positive environment in which all feel supported by one another.
- All shareholders have a strong belief in the success of all students.

-

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Minimal participation from parents for community events that focus on student learning growth.

Root Cause: Parents participate in activities where there children are involved so campus needs to create opportunities to include them during the meetings.

Priority Problem Statements

Problem Statement 1: Student enrollment continues to decline yearly.

Root Cause 1: Parents now have more options on schools to enroll their children. New housing developments are more closely located near a neighboring districts schools that should be students of CLINT ISD.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Minimal participation from parents for community events that focus on student learning growth.

Root Cause 2: Parents participate in activities where there children are involved so campus needs to create opportunities to include them during the meetings.

Problem Statement 2 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 Reading and math goals for PreK-3
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

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
- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- T-TESS data
- T-PESS data

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 1: All students will show targeted growth in reading on identified state screeners (CLI engage, mClass Dibels, mClass lectura, iReady) and STAAR assessment. All faculty and staff will be provided with needed supplies to provide high quality instruction to meet the instructional needs of the students.

High Priority

Evaluation Data Sources: State Assessment Results
Campus 4 week assessments.
District 9 week assessments
CLI engage
mClass Dibels, mClass Lectura

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Use the district academic framework and implement the use of high quality instructional materials. High quality instructional materials include :HMH, iReady, Studies Weekly, Frogstreet, Estrellita All faculty and staff will be provided with needed supplies to provide high quality instruction to meet the instructional needs of the students. **Strategy's Expected Result/Impact:** Improve student performance on 4 and 9 week checkpoints, improved performance on benchmark assessments, improved performance on STAAR. Supplies to meet the needs of students instructional need of the students to include: general supplies, instructional materials (manipulatives, paper, chart tablets, markers, laminating sheets, folders) testing materials, teachers laptops, interactive flat pannels **Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Coaches, Teachers, budget Clerk **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 199 GENERAL FUND - $18,805, - 211 ESEA, TI A IMP - $20,500	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Montana Vista will offer supplemental tutoring, intersession programs and supplemental academic enrichment activities to students PK- 5 who are in need of support to close gaps in reading and math as well as those that require acceleration. Provide the opportunity to plan in Reading/Math. **Strategy's Expected Result/Impact:** Closing of educational gaps with targeted intervention, continued student acceleration annually **Staff Responsible for Monitoring:** Administration, Curriculum Coaches, Teachers, Budget Clerk **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $7,500, - 189 ESSER FUND BALANCE - $8,600	 No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Provide instructional software and online subscriptions to all students that will support and increase technology skills and academic proficiency. **Strategy's Expected Result/Impact:** Support for differentiation with student product development, increase student technology proficiency, targeted support and acceleration **Staff Responsible for Monitoring:** Librarian, curriculum coaches, administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $8,800, - 199 GENERAL FUND - $5,125	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Supplement the school library with current selection of library books. Additionally the librarian will purchase supplies and any needed technology to operate effectively for students. **Strategy's Expected Result/Impact:** Increase in student accessibility, increased enjoyment of reading **Staff Responsible for Monitoring:** Librarian, administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND	 No Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Identify, assess, and intervene for students who are showing characteristics of dyslexia by providing appropriate support through the dyslexia teacher. Supplies and resources for classroom use as well as testing materials will be purchased to support the implementation of dyslexia strategies. **Strategy's Expected Result/Impact:** Students with characteristics of dyslexia will be identified, monitored, and provided with needed support. Growth in reading in daily work, and assessments **Staff Responsible for Monitoring:** dyslexia teacher, 504 coordinator, sped teacher, administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - 199.E.11.6339.00.104.0.37 - $500, - 199 GENERAL FUND - 199.E.11.6399.00.104.0.37 - $500	 No Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: Teachers will participate in professional development to enhance their skills in supporting students in Reading Language Arts, Math, Science, and Physical Education **Strategy's Expected Result/Impact:** Improved student achievement in Reading, Math, and Science **Staff Responsible for Monitoring:** Administration and curriculum coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - $4,000, - 211 ESEA, TI A IMP - $5,000	 Moderate Progress			

 No Progress Accomplished Continue/Modify Discontinue

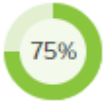
Goal 1: The District will be a model of high standards for student academic excellence.

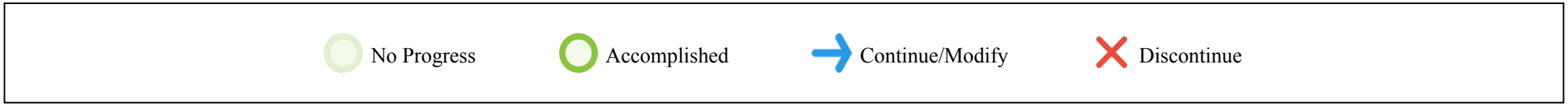
Performance Objective 2: By the end of the academic year, 75% of students will demonstrate targeted growth in mathematics, as measured by performance on state-approved screeners (CLI Engage, iReady) and the STAAR assessment.

High Priority

Evaluation Data Sources: State Assessment Results
Campus 4 week assessments.
District 9 week assessments
CLI engage
mClass Dibels, mClass Lectura

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Use the district academic framework and implement the use of high quality instructional materials. High quality instructional materials include : Frogstreet, Bluebonnet Math, iReady, and HMH **Strategy's Expected Result/Impact:** Improve student performance on 4 and 9 week checkpoints, improved performance on benchmark assessments, improved performance on STAAR. **Staff Responsible for Monitoring:** Administration, Curriculum Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	 Accomplished			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Provide instructional software and online subscriptions to all students that will support and increase technology skills and academic proficiency in Math. **Strategy's Expected Result/Impact:** Support for differentiation with student product development, increase student technology proficiency, targeted support and acceleration **Staff Responsible for Monitoring:** Administration, curriculum coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND	 Considerable			

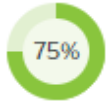

No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 3: By year's end, all grade levels will integrate writing into every content area at least twice per grading period, verified through plans, student work, and observations.

High Priority

Evaluation Data Sources: Writing portfolio
4 and 9 week assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Continue to implement writing across the curriculum in all grade levels through exit tickets, response to text, open ended questions, and quick writes. **Strategy's Expected Result/Impact:** Students will show growth over time through writing portfolio **Staff Responsible for Monitoring:** Teachers, curriculum coaches, administration **ESF Levers:** Lever 5: Effective Instruction	 Considerable			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 4: By the end of the school year, 50% of all students--including all subgroups--will score at or above the Approaches level on the Science STAAR assessment.

Evaluation Data Sources: 4 and 9 week assessments
State assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Supplement the science labs with needed materials for labs. **Strategy's Expected Result/Impact:** Continued access to hands on experimental activities Meet the 40% required hands on science TEKS **Staff Responsible for Monitoring:** Teachers Science committee Curriculum coaches Administration **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Makerspace activities will supplement the Science TEKS and promote student engagement. **Strategy's Expected Result/Impact:** Increased student engagement and learning. Increased interest in STEAM **Staff Responsible for Monitoring:** Librarian, Science and makerspace committee, curriculum coach, administration **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $15,000	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Curriculum coaches and teachers will attend professional development on Science TEKS/ STAAR redesign for alignment of classroom instruction. **Strategy's Expected Result/Impact:** Increased student achievement on Science assessments. **Staff Responsible for Monitoring:** Administration, Curriculum coaches **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $800	 Accomplished			

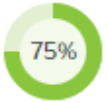
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 5: By the end of the school year, 90% of EL students will demonstrate at least one year of growth in language development on the TELPAS assessment, supported by the provision of necessary instructional supplies and resources to all bilingual teachers.

Evaluation Data Sources: TELPAS State Assessment
K12 Summit

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Students will use software programs to practice speaking and recording responses. Supplies to meet the needs of students instructional need of the students to include: general supplies, instructional materials (manipulatives, paper, chart tablets, markers, laminating sheets, folders, headsets) **Strategy's Expected Result/Impact:** Students will be familiar with this practice and perform better on listening and speaking components of TELPAS. **Staff Responsible for Monitoring:** Teachers, Curriculum coaches, LPAC administrator **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - $4,661	 Moderate Progress			

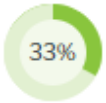
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Dual language teachers will attend professional development on how to support their emergent bilingual students through instructional best practices. **Strategy's Expected Result/Impact:** Teacher will learn new strategies and tools to support their EL students. Gain understanding in best practices for EL students and their families. **Staff Responsible for Monitoring:** Dual language teachers Curriculum coaches Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - $8,000	 Considerable			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 6: By the end of the school year, all students will engage in at least one STEAM-based problem-solving or critical thinking activity per grading period, as documented in lesson plans and student work samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Supplement student technology needs through purchase of classroom charging stations, chargers, etc. Provide teacher with needed equipment to meet the instructional needs of the students. **Strategy's Expected Result/Impact:** Less damage to student Chromebook Effective use of technology **Staff Responsible for Monitoring:** Budget clerk, librarian, technology coach **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $16,000	 No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Campus will continue to develop Makerspace and eSports and purchase needed supplies to supplement the programs and the integration of STEAM principles in these activities. **Strategy's Expected Result/Impact:** Increase critical thinking and problem solving skills **Staff Responsible for Monitoring:** Librarian, tech coach, administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $26,150	 Some Progress			

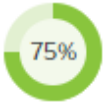
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Robotics teams will participate in robotics competitions throughout the year. Teams will be provided with registration costs, transportation to competitions, and robotics supplies to help prepare them for competition. **Strategy's Expected Result/Impact:** Successful incorporation of STEM into extracurricular activities. **Staff Responsible for Monitoring:** Technology coach, administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 281 TITLE IV, PART A SSAEP - $4,000, MATERIALS AND SUPPLIES - 211 ESEA, TI A IMP - $3,345.76	 Moderate Progress			

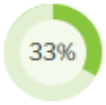
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: All students in grades PK-5th grade will take an educational field trip to enhance student learning and build schema through real life experiences. **Strategy's Expected Result/Impact:** Improved student achievement. **Staff Responsible for Monitoring:** Administration, curriculum coaches, classroom teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $10,000, - 199 GENERAL FUND - $1,000	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 7: By the end of the school year, all teachers will integrate real-world experiences and fine arts into TEKS-based instruction at least once per grading period to build students' background knowledge and schema, as evidenced by lesson plans and classroom artifacts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: GT teacher will purchase materials to test and identify students as well as materials to use during their GT sessions. Students will also participate in GT competitions. **Strategy's Expected Result/Impact:** Enhanced experiences for student participating in the GT program. **Staff Responsible for Monitoring:** GT teacher, administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - $3,100	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Music teacher will implement best practices using Quaver program to enhance fine arts in school. Equipment will be maintained along with materials for music program. **Strategy's Expected Result/Impact:** All students will get access to music program **Staff Responsible for Monitoring:** Music Teacher Administration **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - $8,000	 Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 8: By the end of the school year, 80% of students receiving special education services will meet at least one annual goal outlined in their IEP, as measured by progress monitoring and IEP reviews.

Evaluation Data Sources: 4 and 9 weeks district assessments
PLAAFS presented at ARD
STAAR and STAAR ALT
TELPAS and TELPAS ALT
mClass
iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Purchase of supplies and materials to adhere to student needs based on IEP and supplement their needs. **Strategy's Expected Result/Impact:** Provide differentiation to students **Staff Responsible for Monitoring:** SPED teacher, classroom teacher, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - 199.E.11.6399.00.104.0.23 - $4,949.91, - 199 GENERAL FUND - 199.E.6399.00.104.0.23.PCS - $1,000	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: SPED teachers will be provided the opportunity to attend professional development that support the needs of their students. **Strategy's Expected Result/Impact:** Teachers will be informed of best practices, tools, and support services that are current **Staff Responsible for Monitoring:** SPED teachers, administrators, budget clerk **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 GENERAL FUND - $2,750	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 9: By the end of the school year, 75% of students will meet their targeted growth in math, as measured by district- or state-approved assessments.

Evaluation Data Sources: iReady
9 week checkpoints
STAAR Math assessment

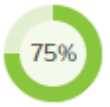
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Makerspace activities will supplement the Math TEKS and promote student engagement. **Strategy's Expected Result/Impact:** Improved student achievement in math. **Staff Responsible for Monitoring:** Administration, curriculum coaches, librarian **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

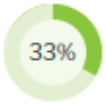
Performance Objective 1: By the end of the school year, 100% of staff will participate in the PBIS program and implement Social-Emotional Learning (SEL) strategies at least once per week, as evidenced by lesson plans and classroom observations.

Evaluation Data Sources: Discipline referrals
Counselor referrals for bullying or inappropriate behavior

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: By the end of the school year, 100% of staff will participate in the PBIS program and implement Social-Emotional Learning (SEL) strategies at least once per week, as evidenced by lesson plans and classroom observations. **Strategy's Expected Result/Impact:** Get to know and understand students needs along with building their capacity of SEL in the classroom. **Staff Responsible for Monitoring:** Administration, Counselor, Teachers. **ESF Levers:** Lever 3: Positive School Culture	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: By the end of the school year, MVE will implement the PBIS rewards system to award student points for positive behavior, with at least 90% of students actively earning points each grading period, as tracked through the PBIS system. **Strategy's Expected Result/Impact:** Students will learn expected behaviors, decrease in student referrals to office or counselor **Staff Responsible for Monitoring:** Counselor, PBIS committee, Administration **Funding Sources:** - 199 GENERAL FUND	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: By the end of the school year, students and teachers will be recognized for positive behavior through the implementation of the PBIS store, with at least 90% of students and 100% of teachers participating in the reward system each grading period. **Strategy's Expected Result/Impact:** Teachers promoting PBIS in classroom Increase positive student behavior **Staff Responsible for Monitoring:** Counselor, administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 GENERAL FUND	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Identified campus staff will participate in professional development to enhance a positive learning environment for all students and support student social emotional learning. **Strategy's Expected Result/Impact:** Campus wide implementation of systems to support social emotional learning **Staff Responsible for Monitoring:** Administrators, School Counselor **Funding Sources:** - 199 GENERAL FUND - $1,000, - 211 ESEA, TI A IMP - $1,000	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: By the start of the school year, MVE will develop and implement a comprehensive safety plan for students and staff, with regular safety drills held at least once each semester and all safety protocols reviewed quarterly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The Campus Safety Committee will meet at least once every 9 weeks to review and update safety protocols, ensuring that all stakeholders feel safe, as measured by feedback surveys conducted at the end of each semester. **Strategy's Expected Result/Impact:** A plan that all campus staff is aware of to educate all students. **Staff Responsible for Monitoring:** SRO, Campus security, Administration	 Moderate Progress			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: By the end of the school year, MVE will engage school personnel and educational partners to support student learning and increase parental involvement, with at least two school-wide events each semester that involve parents in educational activities.

Evaluation Data Sources: Campus events sign in sheets
Increase in campus volunteers

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: By the end of the school year, campus personnel will support attendance goals by following up on student absences with phone calls, home visits, and parent classes, aiming for a 10% reduction in chronic absenteeism compared to the previous year. **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Administration and PEIMS clerk	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: MVE will offer after school programs such as robotics, sports, cheerleading, student council, music, and folklorico to motivate students to improve their grades and school-wide behavior and improve parent participation. **Staff Responsible for Monitoring:** Club sponsors, administration **ESF Levers:** Lever 3: Positive School Culture	 Accomplished			

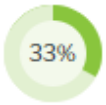
No Progress Accomplished Continue/Modify Discontinue

Goal 3: The District will operate efficiently, being fiscally responsible

Performance Objective 1: MVE will maintain a 96% attendance rate.

Evaluation Data Sources: ADA reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Attendance committee will meet once every 9 weeks to review students with attendance issues, implement attendance plans and reward system **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Administration, attendance committee, PEIMs clerk **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Develop and implement a system for students to track students who frequently arrive tardy **Strategy's Expected Result/Impact:** Improve student participation, establish communication with parents, understanding of attendance expectations. **Staff Responsible for Monitoring:** Attendance clerk, teachers, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Provide parent meetings to inform parents and guardians of attendance laws and the importance of daily attendance and student academics. **Strategy's Expected Result/Impact:** Improved understanding of attendance laws, compliance of attendance policies **Staff Responsible for Monitoring:** CIS, PEIMS clerk, counselor, classroom teacher, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning	 No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: The District will operate efficiently, being fiscally responsible

Performance Objective 2: Montana Vista will create and Campus Instructional Leadership Team (CILT) to review campus and district goals, review budget items and address campus needs. This team will also ensure funds are allocated, tracked and encumbered appropriately.

Evaluation Data Sources: All campus allocated funds will be encumbered by district stated deadlines. The CILT will meet every month to review campus needs and make adjustments as necessary.

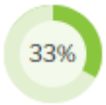
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Campus improvement team will meet once every semester to discuss campus goals and needs. **Strategy's Expected Result/Impact:** Transparency with stakeholders, participation of stakeholders in campus decisions **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

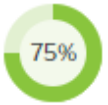
Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: All faculty and staff will be provided with needed supplies, training, and equipment to provide high quality instruction to meet the instructional needs of the students,

Evaluation Data Sources: campus budget and expenditures

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: All faculty and staff will be provided with needed supplies and equipment to meet the instructional needs of the students to include: general supplies, instructional materials (manipulatives, papers, chart tablets, markers, laminating sheets, folders) testing materials, teacher laptops, interactive flat panels **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Budget clerk, Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - 211.E.11.6399.00.104.5.30 - $20,500, - 199 GENERAL FUND - 199.E.11.6399.00.104.0.30 - $10,936, - 199 GENERAL FUND - 199.E.11.6399.00.104.0.25 - $354, - 211 ESEA, TI A IMP - 211.E.11.6390.00.104.5.30 - $16,000, - 211 ESEA, TI A IMP - 211.E.11.6383.DE.104.5.30. - $18,294	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Supplies and testing materials to identify and serve emergent bilingual students. **Strategy's Expected Result/Impact:** Identification of emergent bilingual students, academic support **Staff Responsible for Monitoring:** LPAC clerk, budget clerk, administrators	 No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Development of a yearly professional development plan for teachers and staff will be created and implemented. **Strategy's Expected Result/Impact:** Improved teacher support and coaching, positive impact on student learning **Staff Responsible for Monitoring:** Curriculum coaches, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 211 ESEA, TI A IMP - $15,628, - 199 GENERAL FUND - $3,350	 Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Teachers will provided opportunities to conduct deep dive lesson planning and ensure fidelity to TEKS and HQIM once every 9 week period. Teachers will also be provided time to plan for Tier 1 instruction and prepare needed materials for STAAR and STAAR ALT. **Strategy's Expected Result/Impact:** Improved tier 1 instruction, alignment across grade levels **Staff Responsible for Monitoring:** Teachers, curriculum coaches, administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 211 ESEA, TI A IMP - $10,040	 Moderate Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: MVE will create and implement a cycle of coaching for teachers in need of support that include classroom management, Tier 1 instruction, intervention and acceleration, and implementing data in classroom groupings and instruction. **Strategy's Expected Result/Impact:** Improved teacher support which will impact student performance. **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Moderate Progress			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The District will include parents, community and business members in the education of all students.

Performance Objective 1: Increase parental involvement through parent meetings, trainings, volunteering, and student events.

Evaluation Data Sources: Sign in sheets, PTO creation, community events

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: MVE will hold 3 parental meetings per semester on topics to support student learning and family involvement. **Strategy's Expected Result/Impact:** Increase parental involvement and participation in campus programs. **Staff Responsible for Monitoring:** Counselor, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 ESEA, TI A IMP - $4,216	33% Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: MVE will hold parental engagement events to include a literacy and STEM night with incorporation of SEL activities to support their students. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** Curriculum coaches, administration, librarian **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 282 ESSER III - $5,076	0% No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Attend professional development opportunities to increase parental involvement on campus to support student growth and improvement of student attendance. **Strategy's Expected Result/Impact:** Increase student attendance and increase parent participation at events and meetings. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 ESEA, TI A IMP - $1,800	33% Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Montana Vista Elementary

Total SCE Funds: $109,330.00
Total FTEs Funded by SCE: 6
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 Elementary 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. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. 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 Montana Vista Elementary

Name	Position	FTE
Gabriela Cabrera	Teacher	1
Idaly Galindo	Instructional Aide	1
JoAnn Rubio	Curriculum Coach	1
Lilia Soto	Curriculum Coach	1
Myrna Munoz	Teacher	1
Paola Carmona	Teacher	1

Title I

Campus Funding Summary

189 ESSER FUND BALANCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$8,600.00
				Sub-Total	$8,600.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$18,805.00
1	1	3			$5,125.00
1	1	4			$0.00
1	1	5		199.E.11.6399.00.104.0.37	$500.00
1	1	5		199.E.11.6339.00.104.0.37	$500.00
1	1	6			$4,000.00
1	2	2			$0.00
1	5	1			$4,661.00
1	5	2			$8,000.00
1	6	4			$1,000.00
1	7	1			$3,100.00
1	7	2			$8,000.00
1	8	1		199.E.6399.00.104.0.23.PCS	$1,000.00
1	8	1		199.E.11.6399.00.104.0.23	$4,949.91
1	8	2			$2,750.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$1,000.00
4	1	1		199.E.11.6399.00.104.0.25	$354.00
4	1	1		199.E.11.6399.00.104.0.30	$10,936.00
4	1	3			$3,350.00
				Sub-Total	$78,030.91

211 ESEA, TI A IMP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$20,500.00
1	1	2			$7,500.00
1	1	3			$8,800.00
1	1	6			$5,000.00
1	4	1			$0.00
1	4	2			$15,000.00
1	4	3			$800.00
1	6	1			$16,000.00
1	6	2			$26,150.00
1	6	3	MATERIALS AND SUPPLIES		$3,345.76
1	6	4			$10,000.00
1	9	1			$0.00
2	1	4			$1,000.00
4	1	1		211.E.11.6390.00.104.5.30	$16,000.00
4	1	1		211.E.11.6399.00.104.5.30	$20,500.00
4	1	1		211.E.11.6383.DE.104.5.30.	$18,294.00
4	1	3			$15,628.00
4	1	4			$10,040.00
5	1	1			$4,216.00
5	1	3			$1,800.00
				Sub-Total	$200,573.76

281 TITLE IV, PART A SSAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	3			$4,000.00
				Sub-Total	$4,000.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$5,076.00
				Sub-Total	$5,076.00