

Socorro Independent School District

Montwood High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 17, 2021
Public Presentation Date: August 17, 2021

Mission Statement

Montwood High School is dedicated to instilling excellence into our community of learners through programs that inspire integrity and success in all academic, athletic, and artistic realms.

Vision

Tomorrow's Leaders Learning Today

Board Members and Superintendent

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- Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready. 49
- Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information. 54
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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Student Data Review for 20-21 at MONTWOOD H S

County-District Number: 071909 District Name: SOCORRO ISD

Student Category	Sub Categories	Count	Percent	Student Demographics (2020 - 2021 Fall PEIMS file loaded 01/21/2020)	Count	Percent
Enrollment				Gender		
	Grade 09	714	26.58%	Female	1,290	48.03%

Student Data Review for 20-21 at MONTWOOD H S

Grade 10	664	24.72%	Male	1,396	51.97%
Grade 11	670	24.96%			
Grade 12	638	22.00%	Ethnicity		
Total Enrollment	2,686	100%	Hispanic-Latino	2,544	94.71%
Grade 12 Attendance			Black - African American	33	1.31%
			Native Hawaiian - Pacific Islander	2	0.07%
Graduates Reported of 601 in cohort			White	79	2.94%
Two or more races	1	0.02%	Two-or-More	5	0.19%
Asian	1	0.02%			
Black African American	7	1.24%			
Hispanic Latino	539	95.57%	Student by Program (2019 - 2020 Fall PEIMS file loaded 01/21/2020)	Count	Percent
Native Hawaiian Pacific Islander	3	0.53%	Bilingual	0	0.00%
White	13	2.30%	English as a Second Language (ESL)	348	12.96%
Total Graduates Reported	564	93.8%	Career and Technical Education (CTE)	2,385	89.53%
Total in Cohort	601	100.00%			
Dropouts Reported			Free Lunch Participation	1,416	52.71%
Total Dropouts Reported	39	1.43%	Reduced Lunch Participation	325	12.09%
At Risk Students	2020-2021		Other Economically Disadvantaged	0	0.00%
Total At Risk Students	1,206	44.90%	Gifted and Talented	198	7.3%
Economic Disadvantaged			Special Education (SPED)	205	7.63%
Regular	1,592	59.2%	Title I Participation	2,686	100.00%
Special Education	149	5.55%	Dyslexia	13	0.41%
Total Economic Disadvantaged	1,741	64.82%	Homeless Statuses		
LEP			Homeless Status Total	13	0.49%
LEP Population			Shelter	0	0.00%
Regular	341	12.70%	Doubled Up	13	0.49%
Special Education	49	1.82%			

Student Data Review for 20-21 at MONTWOOD H S

Enrollment By Program		Count	Percent	Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/21/2020)	
Total LEP	390	14.52%			
Special Education	205	7.63%			
Career and Technical Education	2,420	88.91%			
Bilingual Education	0	0.00%	At-Risk	1,206	44.90%
ESL Education	328	12.21%	Economically Disadvantaged	1,741	64.82%
Gifted and Talented Education	198	7.37%	Title I Homeless	0	0.00%
Title I Education	2,686	100.00%	Immigrant	140	5.21%
Total Enrollment	2,686N/A		Limited English Proficient (LEP)	390	14.52%
Student Attribution			Migrant	8	0.30%
No attribution	2,702	99.27%	Military Connected	130	4.84%
Transfer Between Districts	49	1.82%	Foster Care	6	0.22%
			CTE Single Parent/Pregnant Teen	5	0.19%
			Section 504	154	5.73%
			Intervention Indicator	18	0.67%
			IEP Continuer	16	0.60%
			Special Services (2019 - 2020 Fall PEIMS file loaded 01/21/2020)		
			Instructional Settings		
			Speech Therapy	4	1.95%
			Homebound	0	0.00%
			Hospital Class	0	0.00%
			Mainstream	110	53.66%
			Resource Room	46	22.44%
			VAC	2	.98%
			Off Home Campus	4	1.95%
			State School	0	0.00%
			Residential Care	0	0.00%
			Self Contained	39	19.02%
			Full-Time Early Childhood	0	0.00%

Student Data Review for 20-21 at MONTWOOD H S

Nonpublic Day School	0 0.00%
Primary Disabilities	
No Disability	0 0.00%
Orthopedic impairment	3 1.46%
Other health impairment	32 15.61%
Auditory impairment	5 2.44%
Visual impairment	0 0.00%
Deaf-Blind	0 0.00%
Intellectual disability	19 9.27%
Emotional disturbance	10 4.88%
Learning disability	118 57.56%
Speech impairment	4 1.95%
Autism	14 6.83%
Developmental delay	0 0.00%
Traumatic brain injury	0 0.00%
Noncategorical early childhood	0 0.00%

Ethnic groups at MHS consist of Hispanic/Latino, American Indian-Alaskan Native, Black/African American, Asian, Native Hawaiian-Pacific Islander, White and Two or more ethnic groups. Hispanic/Latino is the largest population and White is the second largest, whereas American Indian-Alaskan Native is the smallest population and Native Hawaiian-Pacific Islander is the second smallest population 0.49% of the population is homeless, 0% live in shelters, 0.49% are doubled up, and 0.0% are unsheltered 0.23% of the population consists of migrant students, 3.87% are military connected and 0.11% are in foster care. Enrollment data for the 2020-2021 school year is 2,686; enrollment data from previous school year was 2644. While enrollment fell in the previous years before 20-21, enrollment has increased this year. The Sped Population has increased. The ELL population has also gradually increase for 3 years and increased by 3.5% in the past year. There is also a 3% increase in At-Risk Population totals. There has been a slight increase in Military, Migrant and Immigrant. Transfer in students went from 20 to 49.

Preliminary Report: MHS Spring STAAR EOC 2018 to 2021 Comparison

Algebra 1

	2018			2019			2020	2021		
	Approaches	Met	Masters	Approaches	Met	Masters	DID NOT TEST	Approaches	Met	Masters
MHS	89.0%	60.0%	31.9%	93.36%	74.8%	45.9%	50.28%	13.97%	5.31%	
MHS LEP	73.7%	28.9%	11.8%	94.12%	67.06%	31.76%	32.98%	9.57%	3.19%	
MHS SPED	52.6%	7.0%	1.8%	77.36%	35.85%	16.98%	21.57%	0%	0%	

Biology

	2018			2019			2020	2021		
	Approaches	Met	Masters	Approaches	Met	Masters	DID NOT TEST	Approaches	Met	Masters
MHS	89.3%	58.3%	18.2%	92.96%	66%	22.18%	78.56%	48.61%	13.75%	
MHS LEP	57.9%	19.3%	4.4%	80.62%	29.46%	6.2%	53.23%	25.81%	1.61%	
MHS SPED	57.1%	16.1%	1.8%	68.54%	18.52%	3.7%	36.54%	5.77%	0%	

English 1

	2018			2019			2020	2021		
	Approaches	Met	Masters	Approaches	Met	Masters	DID NOT TEST	Approaches	Met	Masters
MHS	68.8%	53.6%	7.1%	78.26%	63.51%	12.78%	66.37%	47.28%	8.66%	
MHS LEP	21.1%	9.4%	0.0%	43.54%	21.77%	0.68%	31.21%	15.92%	0%	
MHS SPED	20.0%	10.7%	1.3%	30.77%	16.92%	1.54%	19.67%	8.20%	1.64%	

English 2

	2018			2019			2020	2021		
	Approaches	Met	Masters	Approaches	Met	Masters	DID NOT TEST	Approaches	Met	Masters
MHS	76.0%	55.6%	7.7%	75.2%	59.95%	6.4%	74.73%	62.79%	10.08%	
MHS LEP	36.4%	15.5%	0.0%	33.04%	19.3%	0.87%	28.97%	17.76%	0%	
MHS SPED	23.0%	6.6%	0.0%	24%	12%	2%	37.78%	13.33%	2.22%	

Preliminary Report: MHS Spring STAAR EOC 2018 to 2021 Comparison, continued

US History

	2018			2019			2020	2021		
	Approaches	Met	Masters	Approaches	Met	Masters	DID NOT TEST	Approaches	Met	Masters
MHS	97.9%	86.7%	50.7%	98.24%	86.54%	53.37%	91.30%	74.58%	49%	
MHS LEP	88.9%	60.3%	20.6%	92.65%	55.88%	29.41%	62.50%	27.78%	13.89%	
MHS SPED	83.3%	44.4%	19.4%	90.32%	38.71%	9.68%	58.82%	32.35%	8.82%	

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Below is the 2019-2024 timeline for the percent of graduates that meet the criteria for CCMR:

Yearly Target Goals	MHS 2019 (Baseline)	2020	2021	2022	2023	2024
All Students	62%	64	64	65	66	67
African-American	57%	60	61	62	63	64
Hispanic	62%	63	64	65	66	67
White	74%	75	76	77	78	79

Yearly Target Goals	MHS 2019 (Baseline)	2020	2021	2022	2023	2024
Special Education	62%	63	64	65	66	67
Econ. Disadvantaged	59%	60	61	62	63	64
English Learners	43%	45	46	47	48	50
Continuously Enrolled	66%	67	68	69	70	71
Not Continuously Enrolled	41%	43	45	47	49	50

Below is the 2019-2024 timeline for the percent of students that receive an Approved Industry-Based Certification:

Yearly Target Goals	MHS 2019 (Baseline)	2020	2021	2022	2023	2024
All Students	9%	10	10	11	12	13
African-American	17%	17	17	18	18	19
Hispanic	9%	10	11	12	12	13
White	6%	6	6	7	8	9
Special Education	3%	4	4	5	5	6
Econ. Disadvantaged	8%	9	10	11	12	13
English Learners	5%	7	8	9	11	13

Below is the 2019-2024 timeline for the percent of students that achieve the TSI criteria on the Math TSIA:

Yearly Target Goals	MHS 2019 (baseline)	2020	2021	2022	2023	2024
All Students	32%	32	33	34	35	36
African-American	0%	5	10	15	20	25
Hispanic	32%	32	33	34	35	36
White	38%	38	39	40	41	42
Special Education	3%	3	4	5	6	7
Econ. Disadvantaged	28%	29	30	31	32	33
English Learners	13%	14	16	18	20	22

March 2020 SAT, Grade 11

	Total Students	Scale Score	Date Taken	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	574	93903/04/20		467.89	471.25

March 2020 SAT, Grade 11

	Total Students	Scale Score	Date Taken	Evidence-Based Reading and Writing Section Score	Math Section Score
Economic Disadvantage	330	92403/04/20		459.33	465.12
Asian	3	90703/04/20		486.67	420
Black/African American	9	99903/04/20		503.33	495.56
Hispanic	544	93503/04/20		465.2	469.8
Native Hawaiian/Pacific Islander	1	75003/04/20		350	400
Two or More Races	1	113003/04/20		570	560
White	16	105303/04/20		536.88	515.63
Fourth Year of Monitoring	1	73003/04/20		370	360
LEP	68	79003/04/20		391.62	398.24
Special Ed Indicator	10	77803/04/20		400	378

March 2019 SAT, Grade 11

	Total Students	Scale Score	Date Taken	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	561	94103/09/19		475.53	465.88
Economic Disadvantage	375	93403/09/19		471.81	461.95
Asian	2	99003/06/19		525	465
Black/African American	7	98303/06/19		527.14	455.71
Hispanic	542	94003/09/19		474.19	465.33
Native Hawaiian/Pacific Islander	1	89003/06/19		450	440
Two or More Races	1	102003/06/19		510	510
White	8	101803/06/19		507.5	510
LEP	60	83203/06/19		418.5	413.17
Second Year of Monitoring	1	95003/06/19		500	450
Special Ed Indicator	22	80503/06/19		415.45	389.55

Demographics Strengths

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348 are served through ESL by MHS, with a total of 390 LEP, up from 292 served in ESL and 345 LEP in the previous year.

198 students are served under Gifted and Talented education. Up from 185 in the G&T program in the previous year.

205 Students receive Special Education services, up from 189 in the previous year.

Campus Graduation Rate was reported at 93.8%, up from the previous year.

Campus Attendance increased from 96.26 in 19-20 to 98.88 for 20-21.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students were under-reported for the 2020-2021 school year. **Root Cause:** Parents were less likely to complete free or reduced lunch forms due to comprehensive free meals, remote platforms for submission of forms and social distancing protocols.

Problem Statement 2: SAT scores have little or no increase from the previous 2 years. No significant gains have been made while significant losses were reported for LEP and SPED populations. **Root Cause:** Additional PLC time is required in Geometry and English 3 for curriculum planning and alignment in order to meet the needs of the eleventh grade students.

Problem Statement 3: ELL and LEP Populations have increased while performance has simultaneously decreased. **Root Cause:** Virtual instruction limited the immersion into language that could be experienced by language learners.

Student Learning

Student Learning Summary

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Montwood EOC Performance Summaries

All Students - Spring 2021

STAAR	Approaches	Meets	Masters	ECD Meets	EL Meets	Sped Meets	At Risk Meets
ELAR I/II	70%	55%	9%	50%	17%	10%	28%
Algebra I	50%	14%	5%	11%	10%	0%	10%
Biology	77%	47%	13%	40%	24%	7%	21%
U.S. History	91%	73%	47%	67%	26%	53%	51%

Spring 2020 End of Course Spring Benchmark Results: Due to Covid-19 pandemic, STAAR End of Course Assessments for the 2020 school year were waived.

EOC	Approaches	Meets	Masters	ECD-Meets	EL-Meets	SPED-Meets
English I	72	56	6	52	22	6
English II	74	57	9	50	12	16
Algebra I	80	36	11	35	27	8
Biology	88	59	12	56	28	20
U.S. History	94	76	41	72	43	37

2019 End of Course Assessment Results:

EOC	Approaches	Meets	Masters	ECD-Meets	EL-Meets	SPED-Meets
English I	80	61	12	56	32	11
English II	77	57	6	53	29	14
Algebra I	92	70	43	68	67	30
Biology	93	65	22	60	38	14
U.S. History	98	86	52	84	67	47

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Algebra 1

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MHS LEP	73.7%	28.9%	11.8%	94.12%	67.06%	31.76%	32.98%	9.57%	3.19%	
MHS SPED	52.6%	7.0%	1.8%	77.36%	35.85%	16.98%	21.57%	0%	0%	

Biology

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English 1

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MHS LEP	21.1%	9.4%	0.0%	43.54%	21.77%	0.68%	31.21%	15.92%	0%	
MHS SPED	20.0%	10.7%	1.3%	30.77%	16.92%	1.54%	19.67%	8.20%	1.64%	

English 2

	2018			2019			2020	2021		
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MHS	76.0%	55.6%	7.7%	75.2%	59.95%	6.4%	74.73%	62.79%	10.08%	
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MHS SPED	23.0%	6.6%	0.0%	24%	12%	2%	37.78%	13.33%	2.22%	

US History

	2018			2019			2020	2021		
	Approaches	Met	Masters	Approaches	Met	Masters	DID NOT TEST	Approaches	Met	Masters
MHS	97.9%	86.7%	50.7%	98.24%	86.54%	53.37%	91.30%	74.58%	49%	
MHS LEP	88.9%	60.3%	20.6%	92.65%	55.88%	29.41%	62.50%	27.78%	13.89%	
MHS SPED	83.3%	44.4%	19.4%	90.32%	38.71%	9.68%	58.82%	32.35%	8.82%	

March 2020 SAT, Grade 11

	Total Students	Scale Score	Date Taken	Evidence-Based Reading and Writing Section Score	Math Section Score
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White	16		105303/04/20	536.88	515.63
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Economic Disadvantage	375		93403/09/19	471.81	461.95
Asian	2		99003/06/19	525	465
Black/African American	7		98303/06/19	527.14	455.71
Hispanic	542		94003/09/19	474.19	465.33
Native Hawaiian/Pacific Islander	1		89003/06/19	450	440
Two or More Races	1		102003/06/19	510	510

March 2019 SAT, Grade 11

	Total Students	Scale Score	Date Taken	Evidence-Based Reading and Writing Section Score	Math Section Score
White	8	101803/06/19		507.5	510
LEP	60	83203/06/19		418.5	413.17
Second Year of Monitoring	1	95003/06/19		500	450
Special Ed Indicator	22	80503/06/19		415.45	389.55

EOC Meets Scores for the SPED and ELL populations for English I and II dropped by 69% and 48% respectively.

EOC Algebra I Scores for All Students dropped from 92% in 2019 to 50% in 2021.

EOC Scores Biology dropped across all sub-pops, with Approaches dropping 25% and Meets dropping 18% over the period between 2019 and 2021.

Only 11% of Economically disadvantaged students scored at Meets level for Algebra I, down from 68% in 2019.

SAT scores indicate that third year English and Math courses will need to increase rigor and accelerated instruction for all students, and specifically SPED and LEP students.

The 2021-2022 School year must address the challenges of the impact of the pandemic and virtual learning on both learning loss and social emotional considerations for students. Significant losses in academic achievement were experienced in all EOC subjects across sub-populations Teachers will need to work together in PLC's to address the needs of the students during this time. Student attendance will also be a factor that will need to be address during this school year to prevent further gaps in student learning.

Student Learning Strengths

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ELAR 1 and 2, the average score for Masters showed no decline since 2019. Declines were minimal in the Category of Meets for ELAR (2 percent per year from 2019-2021); For English II, the percentage of MEETS increased from 59.95 to 62.79 for all students and from 12 to 13.33 for students served under Special Education. For US History, English I and English II, Montwood HS scored well comparatively. Sixty-one students graduated with Associates Degrees through our Rams Early College Program in 2020-2021. SAT scores have remained stable for the last two years and increased slightly.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EOC Meets Scores for the SPED and ELL populations for English I and II dropped by 69% and 48% respectively. **Root Cause:** Virtual learning and virtual learning practices proved ineffective as compared to in-person learning. In-person interventions and strategies were not possible for most students during 2020-2021 due to pandemic restrictions.

Problem Statement 2 (Prioritized): EOC Algebra I Scores for All Students dropped from 92% in 2019 to 50% in 2021. **Root Cause:** In addition to the challenges of virtual learning, the teachers comprising the Algebra I team changed and struggled with implementing an effective virtual PLC. Virtual learning practices were ineffective for many students. Covid-19 and teacher health also impacted the math performance.

Problem Statement 3: EOC Scores Biology dropped across all sub-pops, with Approaches dropping 25% and Meets dropping 18% over the period between 2019 and 2021. **Root Cause:** The Biology team underwent challenges and changes during the 2020-2021 school year, leading to challenges in PLC. Virtual learning practices were ineffective for many students who needed in-person instruction and intervention.

Problem Statement 4: Only 11% of Economically disadvantaged students scored at Meets level for Algebra I, down from 68% in 2019. **Root Cause:** Economically disadvantaged students were less likely to have adequate support at home during virtual learning.

Problem Statement 5 (Prioritized): Students will need to transition to a return to in-person learning. **Root Cause:** The Covid-19 pandemic has caused the schools to enforce social distancing and remote learning.

School Processes & Programs

School Processes & Programs Summary

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Montwood High School will emphasize addressing the transition to in-person learning for the 21-22 school year. To address learning losses, MHS will incorporate interventions. We will identify students who need interventions for EOC subjects and failed courses. Students will be provided with tutoring options including but not limited to before and after school, during fall intersession and on Saturdays. Students who did not meet approaches or higher for EOC courses for 2020 were provided with 20 hours of interventions during the Summer 2020 Summer School EOC Intervention session.

In addition, for the 21-22 school year, MHS will address Social Emotional Wellness for our students to re-socialize and provide support for all students. Project VIDA will provide 10 lessons for all freshmen during the fall semester. Counselors will visit classrooms and be available for individual concerns. We will implement SEL lessons for all students throughout the school year by rotating weekly lessons throughout the campus departments. Montwood High School will promote and encourage students to participate in clubs, organizations, fine arts and athletics. Counselors will continue an support session meeting window prior to the school day at least two times a week for the fall semester and transitioning to once per week for the spring semester. Our CIS personnel will provide information for community resources for students and families that are at-risk and in need of services. Our CIS personnel will carry out home visits as needed.

For safety for the 20=1-22 school year, Montwood High School will adhere to the district and state guidelines for return to campus. Montwood HS will conduct a personal preferences survey as directed by district personnel. We will order and provide the required PPE. Campus will be closed for lunch for grades 9 - 11. Drinking fountains will be for refilling bottles only, no sipping. Montwood High School will conduct drills and meet regularly with EOP committee to ensure the best possible preparedness for disaster or emergency situations.

Montwood High school will work to increase the rigor and relevance for students at all instructional levels. Teachers are provided with a Team Planning Schedule. Professional Learning Communities (PLCs) will meet twice a week to plan and analyze student data. Common assessments will be administered every 3, 6, and 9 weeks. This data along with district benchmark data will be used to determine student needs. Prescriptive tutoring sessions to address the struggling students beginning the first week of school. During the fall, spring, and summer intersession students will be provided with opportunities for enrichment and remediation. A nine weeks planning calendar is developed and provided to teachers so that they are aware of their intervention days, faculty meetings, SIT meetings, and Magnet/Speciality Program meetings. Technology upgrades will continue and MHS will continue to be a DNA campus this school year.

Montwood High School will continue to recruit the most highly qualified staff in their designated teaching area. All teachers will receive campus staff development through PLCs twice weekly to focus on student needs, learning strategies, and best teaching practices. Staff development will also be provided during the districts monthly half day sessions. Teachers will receive additional trainings through attendance at district and other conferences (locally and out of town). In additions, teachers will continue to receive training in Pre-AP, Advanced Placement, AVID, SIOP, Co-teaching, Differentiated instruction, and PLC's.

AVID is designed to increase school wide learning and performance. The focus of AVID is to ensure that all students and especially the least served students in the middle, capable of completing a college preparatory path, will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year universities and colleges, and will become educated and responsible participants in a democratic society.

AVID is an academic, regularly scheduled elective program based on writing as a tool of learning, inquiry method, and collaborative grouping. The three main components of the program are academic instruction, tutorial support, and motivational activities. The goal of AVID is to educate the "whole student." This is achieved by unifying six important elements of education: students, curriculum, faculty, tutors, parents and community.

Rams Early College provides students with an opportunity to attend a comprehensive high school and earn an Associates Degree along with their High School Diploma. Students must apply to the program and candidates will be selected each year to participate in the program. Students are not only a student at Montwood High School, they are also students at El Paso Community College. Because of the concurrent enrollment and the program of study required to graduate with both degree's Bridge camps take place during the school year to keep student's on track with academics.

The Montwood High School SYNERGI4 program is a small learning community that utilizes a curriculum that is project based, experiential in nature and reflects real world applications. This allows students to develop 21st century skills of competency, collaboration, communication, critical and creative thinking while earning college credit and graduating on the Distinguished Plan with STEM Endorsement. Teachers, students and parents will work cooperatively to develop a community of learners in order to provide a rigorous well-rounded education in preparation for educational and career opportunities beyond high school. The SYNERGI4 Program is designed for creative students that are motivated by academic success, aspire to obtain college and career readiness skills and prepare for the professional challenges of a global community with an interest and aptitude in applied science and mathematics. Although the emphasis is on advanced science and math course-work, technology and engineering along with strong English and social studies instruction within the program will ensure a wellrounded curriculum. Students will complete four years of rigorous high school mathematics, science, English, and social studies, participate in science and math related (Robotics team, Science Extravaganza, etc) extracurricular activities and complete internships/ mentorships with local businesses.

Due to Covid-19, students will begin the school year with remote learning. Montwood High School will work diligently to ensure all students and staff have the technology necessary to meet students' needs. Additionally, new protocol will be enforced to provide students and staff members safety in all aspects and minimize health hazards.

School Processes & Programs Strengths

Fast traslate

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Tutoring programs are offered before school, after school, Saturday's, during intersession and during school via college tutors and instructional aides with specialities in Math, English and English Language Acquisition.

The Rams Advancement Center (RAC) and Math Lab are two service programs for students requiring additional assistance.

TI Inspires continue to be utilized in Math classes and on assessments.

At risk populations are offered assistance not only through tutoring and our service programs, but Library aides are another resource available for supplemental instruction and mentoring.

For a minimal cost, students are provided with the opportunity to take the TSI, AP, PLAN, ACT, PSAT, and SAT exams and perform at college ready levels. All Algebra 2 students will be given an opportunity to take the TSI in May.

In accordance with House Bill 5 students are provided with the opportunity to participate in RECHS (Rams Early College High School), Synergi4, and AVID.

Support for teachers is provided via SCEI Coaches and ICC's providing instructional support and guidance.

PLC's provide a forum in which teachers review data, identify at risk populations, collaborate the use of instructional practices and mini professional development.

Technology training was provided to familiarize teachers with various apps to implement in the classroom.

New technology will continue to be purchased to maximize student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers will need to transition to in-person teaching. **Root Cause:** Due to COVID-19, teachers delivered instruction remotely for the 2020-2021 school year.

Problem Statement 2: Broaden the use of data disaggregation to aid in making interactive lessons that are engaging. **Root Cause:** At times, the disaggregation of data is viewed negatively (a teacher's freedom to teach is taken away). The follow up that is necessary to ensure implemented interventions were effective is lacking.

Problem Statement 3 (Prioritized): Students will need to transition to a return to in-person learning. **Root Cause:** The Covid-19 pandemic has caused the schools to enforce social distancing and remote learning.

Perceptions

Perceptions Summary

Fast translate

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Montwood High School will put systems in place to address the transition to in-person learning.

Perceptions indicate that most parents are committed to transitioning to in-person learning and some parents are reluctant or apprehensive about the transition. Montwood High School will continue to work diligently to support a safe, secure and nurturing learning school environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns and keeping safety as top priority.

Montwood High School will continue to improve parental/community involvement by creating effective home-to-school communication and increasing family learning opportunities. We will continue to provide enrichment opportunities for parents by providing supplies, materials, trainings, books, and support. Montwood High School will increase participation from the community in monthly SIT committee meetings by including a parent, community, and business member. The parent liaison will continue to provide family framework twice a month and hold sessions for parents and community members to receive information regarding our Student Support Plan (School Wide Interventions), high school requirements and college and career opportunities provided throughout the school year. In addition, the parents of our new ninth graders will receive information at our Freshmen Orientation meeting that addresses: scheduling, EOC exams, counseling services, extracurricular and co-curricular activities and tutoring opportunities.

Perceptions Strengths

Fast translate

Icon translate

Visitors are required to sign in and must have proper identification in their possession so that a hall pass may be issued.

Signs are posted at entrances to communicate that masks are optional for all for the 2021-2022 school year.

Only the main entrance doors are kept unlocked throughout the day.

Classroom doors are kept locked.

Signage is posted throughout the campus redirecting visitors to the main entrance.

The Social Emotional Learning Committee is comprised of one stakeholder from each department as well as a student, and community members. This committee is designed to raise awareness against bullying and support social emotional learning goals.

Monthly fire drills take place.

The Safety Committee meets once a month to ensure that the emergency operations plan is kept up to date.

Interventions for students are documented in Eduphoria.

Attendance Committee meets on a regular basis to address student with loss of credit.

All calls are made to parents to keep them informed of campus events.

Parents and students are able to access grades, schedules and attendance through the TYLER 360 Portal.

Living tree is also utilized as another form of communication with the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students may be unprepared for the upcoming school year transition to in-person learning. **Root Cause:** Students have been engaged in primarily remote learning for the previous school year due to the Covid-19 pandemic.

Problem Statement 2: Parents are concerned about the health and safety of their students. **Root Cause:** The Covid-19 pandemic was a global health pandemic that created tangible fears about human proximity to each other and the transmission of viruses.

Problem Statement 3: Teachers will need to spiral additional interventions into Tier 1 instruction. **Root Cause:** Students experienced learning losses due to a lack of in-person instruction. Professional development offered to teachers requires more emphasis on Tier 1 instruction and rigor.

Problem Statement 4 (Prioritized): Teachers will need to transition to in-person teaching. **Root Cause:** Due to COVID-19, teachers delivered instruction remotely for the 2020-2021 school year.

Problem Statement 5 (Prioritized): Students will need to transition to a return to in-person learning. **Root Cause:** The Covid-19 pandemic has caused the schools to enforce social distancing and remote learning.

Priority Problem Statements

Problem Statement 2: Teachers will need to transition to in-person teaching.

Root Cause 2: Due to COVID-19, teachers delivered instruction remotely for the 2020-2021 school year.

Problem Statement 2 Areas: School Culture and Climate - Curriculum, Instruction, and Assessment - School Processes & Programs - Perceptions

Problem Statement 5: Economically disadvantaged students were under-reported for the 2020-2021 school year.

Root Cause 5: Parents were less likely to complete free or reduced lunch forms due to comprehensive free meals, remote platforms for submission of forms and social distancing protocols.

Problem Statement 5 Areas: Demographics

Problem Statement 1: Students will need to transition to a return to in-person learning.

Root Cause 1: The Covid-19 pandemic has caused the schools to enforce social distancing and remote learning.

Problem Statement 1 Areas: School Culture and Climate - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: EOC Algebra I Scores for All Students dropped from 92% in 2019 to 50% in 2021.

Root Cause 4: In addition to the challenges of virtual learning, the teachers comprising the Algebra I team changed and struggled with implementing an effective virtual PLC. Virtual learning practices were ineffective for many students. Covid-19 and teacher health also impacted the math performance.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals







Revised/Approved: August 17, 2021








Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2021-2022 school year, Montwood High School will continue to refine our plan of action for transition to in-person learning to ensure that students, staff, and community members feel safe at school and school events 100% of the time.

Evaluation Data Sources: Surveys
 CDC, State and District Guidelines
 Discipline Referrals

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Safety Committee will continue to meet every Wednesday to ensure that all safety concerns are identified and resolved.</p> <p>Strategy's Expected Result/Impact: Agenda Meeting Minutes Decreased number of bullying incidents reported from 2019-2020</p> <p>Staff Responsible for Monitoring: Campus Administration Sgt. Vazquez</p> <p>Funding Sources: - 211 - Title I, Part A - \$500</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Social Emotional Learning committee, made up of teacher department representatives, will meet monthly to discuss SEL concerns and to provide recommendations.</p> <p>Strategy's Expected Result/Impact: SEL Objectives met Decrease in reported bullying incidents Agenda, meeting minutes</p> <p>Staff Responsible for Monitoring: SEL Committee Chair</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MHS teachers, counselors, security team, and administration will be highly visible during morning, lunch, after school, and class transition time.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers Administration Security Officers Counselors</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2021-2022 school year, Montwood High School will be 100% compliant with safety audits and safety drills.

Evaluation Data Sources: Audit Reports
EOP binder

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MHS will post it's Safety Plan for the return to in-person instruction on the Montwood Webpage. Strategy's Expected Result/Impact: Communicate clearly safety protocols, plans for transitions and lunch periods. Staff Responsible for Monitoring: Campus Administration Security Monitors</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Montwood High School will continue to train faculty and staff in the safety procedures and drills. Strategy's Expected Result/Impact: 100% Compliance with safety drills as documented in the Safety (EOP) binder. Staff Responsible for Monitoring: EOP Committee Chair (AP) Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MHS safety committee members will participate in debriefing exercises after safety drills and determine effectiveness and recommend plans for improvement. Strategy's Expected Result/Impact: Reduced evacuation time during drills. Staff Responsible for Monitoring: EOP Committee Chair Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: MHS will promote excellence in discipline and behavior for all students.

Evaluation Data Sources: Discipline Reports

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During class meetings, students will be reminded of the expectations for behavior and the consequences for their actions.</p> <p>Strategy's Expected Result/Impact: Increased adherence to the Student Code of Conduct</p> <p>Staff Responsible for Monitoring: Administration Student Activities Director</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Staff Development, teachers will review the Behavior Management Form as part of their student discipline management plan.</p> <p>Strategy's Expected Result/Impact: Increased effective classroom and behavior management</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: Due to Covid-19 pandemic, during the 2021-2022 school year, MHS will continue to utilize the E-SWIPE system only for those students, faculty or staff experiencing symptoms of or exposure to Covid-19.

Evaluation Data Sources: Covid-19 Daily Reports

Summative Evaluation: Met Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will be trained and informed through the MHS safety plan for procedures to follow in case of symptoms or exposure to Covid-19.</p> <p>Strategy's Expected Result/Impact: Students and staff members will feel safe in their learning environment.</p> <p>Staff Responsible for Monitoring: Administration Staff</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Custodians and staff will be trained on properly following daily routines for frequently disinfecting and cleaning student and staff work areas.</p> <p>Strategy's Expected Result/Impact: Students and staff members will feel safe in their learning environment.</p> <p>Staff Responsible for Monitoring: Administration Head custodian Teachers and staff</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.








Performance Objective 1: Using the 2021 End of Course STAAR Assessment Results as a baseline, for the 2021-2022 school year, English I EOC scores will increase from 66.37% to 78% for Approaches, 47.28% to 63% for meets and Masters will increase by a minimum of 5%. LEP and sped scores for meets will increase by a minimum of 10%.

Evaluation Data Sources: EOC State Assessment scores

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: As outlined in HB4545, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.</p> <p>Strategy's Expected Result/Impact: More students will pass STAAR EOC assessments</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionist SCE-I Coaches Department Heads</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development opportunities that are data-driven, research-based and student-centered.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administrators SCEI Coaches Instructional Department Chair</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 199 - General Basic, - 211 - Title I, Part A - \$10,000</p>	Formative		
	Oct	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, Saturday Sessions, and summer. Provide snacks and drinks to students in attendance of after school, intersession, Saturday sessions.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores Decrease in number of students identified as Tier III.</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs EOC teachers Tutors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$12,500, - 199 - General Fund: SCE - \$19,663</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for SIOP training to all teachers to address subpopulations.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores Increased assessment scores for subpopulations.</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chair</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide release time for teachers to attend professional development, and participate PLC-developed efforts.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chair</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide supplemental instructional material, general supplies, snacks, incentives, contracts, classroom furniture and technology to be used in the classroom in support of student achievement in all core areas among all students, including AVID, GT, ELL and SPED students.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores and grades</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: instructional material, general supplies, contracts, classroom furniture and technology - 211 - Title I, Part A - \$150,000, instructional material, general supplies, contracts, classroom furniture and technology - 199 - General Fund : Special Education - \$9,033, instructional material, general supplies, contracts, classroom furniture and technology - 199 - General Fund: Gifted and Talented - \$15,850</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 2: EOC Algebra I Scores for All Students dropped from 92% in 2019 to 50% in 2021. Root Cause: In addition to the challenges of virtual learning, the teachers comprising the Algebra I team changed and struggled with implementing an effective virtual PLC. Virtual learning practices were ineffective for many students. Covid-19 and teacher health also impacted the math performance.</p>






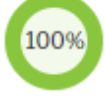


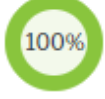




Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: Using the 2021 EOC scores as a baseline, for the 2021-2022 school year, Algebra 1 EOC scores will increase from 50% to 93% (2019 performance) in the Approaches Grade Level category, 14% to 75% in the Meets Grade Level category, and 10% to 46% in the Masters Grade Level category.

Evaluation Data Sources: Student state assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Per HB4545, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.</p> <p>Strategy's Expected Result/Impact: More students will pass STAAR EOC assessments</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionist SCE-I Coaches Department Heads</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors, Instructional Materials, Teacher Extra Duty for Tutoring, Supplies and snacks for students - 211 - Title I, Part A - \$50,000</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development opportunities that are data driven, research based and student centered</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administrators SCEI Coaches Department Chair</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$10,000</p>	Formative		
	Oct	Jan	May
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, Saturday school, and summer. Provide snacks and drinks to students in attendance of after school, intersession, Saturday sessions.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores Decrease in number of students identified as Tier III.</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$12,500, - 199 - General Fund: SCE - \$19,663</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide release time for teachers to attend professional development, an opportunity to work with the PLC's within the team.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide opportunities for SIOP and Professional Learning Communities to all teachers to address subpopulations.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: Using the 2021 STAAR EOC scores and the 2019 scores as a baseline, for the 2021-2022 school year, Biology EOC scores will increase from 79% to 93% in the Approaches Grade Level category, 48% to 66% in the Meets Grade Level category, and 14% to 23% in the Masters Grade Level category.

Evaluation Data Sources: EOC State Assessment Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development opportunities that are data driven, research based and student centered</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, Saturday Sessions, and summer. Provide snacks and drinks to students in attendance of after school, intersession, Saturday sessions.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund: SCE - \$19,663, - 211 - Title I, Part A - \$12,500</p>	Formative		
	Oct	Jan	May
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide release time for teachers to attend professional development, and participate in learning walks</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for SIOP training & Professional Learning Communities to all teachers to address subpopulations.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: Using the 2021 EOC Scores and the 2019 scores as a baseline, for the 2021-2022 school year, US History EOC scores will increase from 91% to 99% in the Approaches Grade Level category, 75% to 87% in the Meets Grade Level category, and 49% to 55% in the Masters Grade Level category.

Evaluation Data Sources: Student state assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development opportunities that are data driven, research based and student centered</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$18,000</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, Saturday Sessions, and summer sessions. Provide snacks and drinks to students in attendance of after school, intersession, Saturday sessions.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund: SCE - \$19,663, - 211 - Title I, Part A - \$12,500</p>	Formative		
	Oct	Jan	May
			











Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide release time for teachers to attend professional development, and participate in learning walks</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for SIOP training and Professional Learning Communities to all teachers to address subpopulations.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2021-2022 school year, the overall number of students enrolled in dual-credit, Pre-AP and AP courses will increase by 5% as compared to the overall enrollment for the 2020-2021 year.

Evaluation Data Sources: Enrollment in dual credit , Advanced Placement, and Pre-AP courses

Summative Evaluation: Exceeded Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MHS counselors will provide information to students through classroom presentations and parents via parent meetings, call outs, letters, and personal phone calls to inform them of various advanced academic opportunities.</p> <p>Strategy's Expected Result/Impact: increase in course enrollment/master schedule</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide information on advanced courses at Campus Career and College Fairs, middle school registration, and community meetings.</p> <p>Strategy's Expected Result/Impact: Increase in course enrollment/master schedule</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



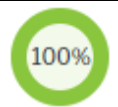




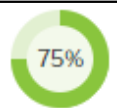





Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: By the beginning of the 2021-2022 school year, the number of students enrolled in Career and Technical Education classes will increase by 5% as compared to the 2020-2021 Beginning-Of-Year enrollment. The number of students graduating with an endorsement will increase to 80%.

Evaluation Data Sources: The number of students enrolled in Career and Technical Education classes will increase by 5%.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will provide information to students during registration and again at our parent nights. Counselors will ensure that students are following the correct sequence of CTE courses aligned with students CCRC.</p> <p>Strategy's Expected Result/Impact: Increase in CTE Enrollment Master Schedule</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CTE department will showcase their many programs during the middle school tours to promote awareness of the many opportunities available for students.</p> <p>Strategy's Expected Result/Impact: Increase in CTE Enrollment Master Schedule</p> <p>Staff Responsible for Monitoring: Administration Counselors CTE facilitators</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The percent of graduates that meet the criteria for CCMR will increase by 5% by August 2022</p> <p>Strategy's Expected Result/Impact: Increase in CTE enrollment Master Schedule</p> <p>Staff Responsible for Monitoring: Administration Counselors CTE facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The percent of students that receive an approved Industry-based Certification will increase by 5% by August 2022.</p> <p>Strategy's Expected Result/Impact: Increase in CTE enrollment Master Schedule</p> <p>Staff Responsible for Monitoring: Administration Counselors CTE facilitators</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The percent of CCMR students that achieve the TSI criteria in Math TSIA will increase by 5% by August 2022.</p> <p>Strategy's Expected Result/Impact: Improved alignment in the Algebra 2 curriculum Increase in student performance on TSI</p> <p>Staff Responsible for Monitoring: Administration Counselors Go Center CTE facilitators Algebra 2 teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 7: For the 2021-2022 school year, ELL students will have an overall increase of 5% on EOC assessments.

Evaluation Data Sources: Student state data assessments, and district benchmarks

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Interventions provided by Title III instructional aide. Monitor English SOL Placement of ELL Newcomers in English 1 and English II courses. LPAC assistant will monitor and process LPAC documents to expedite placement for ELL students.</p> <p>Strategy's Expected Result/Impact: Increase in state assessments in language proficiency</p> <p>Staff Responsible for Monitoring: LPAC coordinator ESL Teacher Principal English Dept. leads & heads</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund: Bilingual - \$10,575</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2021-2022 school year, students served in special education will have an overall increase of 5% on EOC assessments.

Evaluation Data Sources: State assessments and district benchmarks

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be served in appropriate setting and will have researched based materials to support instruction.</p> <p>Strategy's Expected Result/Impact: Increase assessment scores</p> <p>Staff Responsible for Monitoring: Sped & gen ed teachers administrators SCEI coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 9: For the 2021-2022 school year, students coded at-risk will have an overall increase of 5% on EOC assessments.

Evaluation Data Sources: State assessments and district benchmarks

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Interventions provided will take place on Saturdays, after school, during intersession, and in the summer.</p> <p>Strategy's Expected Result/Impact: Increase in state assessments & campus check points</p> <p>Staff Responsible for Monitoring: SCEI coaches Teachers Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund: SCE - \$78,655</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2021-2022 school year, 82% of teachers will achieve proficient on the T-TESS instrument.

Evaluation Data Sources: Walkthroughs, TTESS Evaluations

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be provided opportunities to engage in professional development to address best instructional practices.</p> <p>Strategy's Expected Result/Impact: TTESS walkthroughs Coaching Visits</p> <p>Staff Responsible for Monitoring: Administration SCEIs Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will continue to participate in training on TTESS, Fundamental 5, AVID Strategies to improve classroom instruction.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets Walkthroughs</p> <p>Staff Responsible for Monitoring: Administration SCEIS AVID Coordinator Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2021-2022 school year, the campus will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Sources: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hire only highly qualified staff.</p> <p>Strategy's Expected Result/Impact: Certifications</p> <p>Staff Responsible for Monitoring: Administration SISD Human Resources</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
	 100%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2021-2022 school year, Montwood High School will increase the number of professional development opportunities offered to employees by 10%.

Evaluation Data Sources: Professional Development opportunities
Professional Development from DSC

Summative Evaluation: Met Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be provided opportunities to engage in professional development to address best instructional practices.</p> <p>Strategy's Expected Result/Impact: TTESS walkthroughs Coaching Visits</p> <p>Staff Responsible for Monitoring: Administration SCEIs Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$2,100</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will continue to participate in training on TTESS, Fundamental 5, SIOP, technology training, AVID Strategies, PLCs, and Campus Advisory Council meetings to improve classroom instruction.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets Walkthroughs</p> <p>Staff Responsible for Monitoring: Administration SCEIS AVID Coordinator Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$25,000</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2021-2022 school year, Montwood High school will allocate funding to purchase research-based programs, technology, and instructional materials that will help achieve system safeguards.

Evaluation Data Sources: MHS will meet the 60% system safeguards.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will continue to receive training specific strategies such as SIOP PBL, and PLCs to enhance their teaching practices.</p> <p>Strategy's Expected Result/Impact: Increase assessment scores Higher passing rates</p> <p>Staff Responsible for Monitoring: Administration SCEI Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers, counselors and administration will continue to attend AVID Summer Institute along with training opportunities to improve instructional practices, long</p> <p>Strategy's Expected Result/Impact: Schoolwide implementation of AVID strategies Increase rigor in all courses Increase in assessment scores</p> <p>Staff Responsible for Monitoring: Administration AVID coordinator Counselors Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Technology purchases such as computers, laptops and scanners will be purchased for MHS faculty and staff to serve all student populations, to support remote learning due to COVID-19.</p> <p>Strategy's Expected Result/Impact: Provide learning for all in all types of environments to include remote or hybrid instruction.</p> <p>Staff Responsible for Monitoring: Administration, Department ICC's, Department Chairs.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology purchase such as computers, laptops and scanners. (\$24000.00) - 211 - Title I, Part A - \$27,000</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			




Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2021-2022 school year, Montwood High School will provide at least 10 collaborative educational involvement activities and events for parents and community members in order to support the transition to in-person learning and promote awareness, teamwork, and unity among students.

Evaluation Data Sources: At least 10 events will be offered by the campus for parent and community members.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Parent Liaison will provide parent sessions on a monthly basis that address parent concerns. Purchase of Snacks and Refreshments, Supplies and Materials as needed for Parent Workshops.</p> <p>Strategy's Expected Result/Impact: Increased participation in educational events as evident on sign in sheets.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: Materials, Supplies, Snacks and Refreshments - 211 - Title I, Part A - \$2,500</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To promote teamwork and unity, the Student Activities director, along with CIS, Counselors, teachers, parent liaison and administration will provide opportunities for parents to engage in Parent Teacher Conference Nights, Montwood Matters, Advanced Academic Nights, DNA nights, Intersession meetings, Breakfast on the Go, Summer School meetings, Community Meetings, TStem Advisory meetings, Booster Organization meetings, Coffee with the Principal, Title 1 Annual Meetings and STEM nights.</p> <p>Strategy's Expected Result/Impact: Increased participation in educational events</p> <p>Agendas Sign in Sheets</p> <p>Staff Responsible for Monitoring: CIS Student Activities Director Counselors Administration Teachers Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,000</p>	Formative		
	Oct	Jan	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities for Parent Liaison, SISD parents, and community members to attend conferences/sessions in order to improve and strengthen parent and family engagement.</p> <p>Strategy's Expected Result/Impact: Increased participation in school community participation at Montwood High School.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: Payment for conferences for Parent Liaisons, community members - 211 - Title I, Part A - \$1,500</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for Parent Liaison to attend professional development training's to promote an increase of parental involvement and opportunities to attend Statewide conferences and trainings.</p> <p>Strategy's Expected Result/Impact: Increased participation in school community at Montwood High School and on-going learning to implement relevant sessions to our campus.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,400</p>	Formative		
	Oct	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provided parent liaison with materials for parent workshops, purchase technology, reading materials and other print media to include: calendars, newsletters and parent handouts.</p> <p>Strategy's Expected Result/Impact: Increase the number of parents attending the scheduled meetings and have multiple hands on activities to retain parental involvement.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 211 - Title I, Part A - \$4,000</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2021-2022 school year, the campus will increase the number of notifications sent via newsletters, email, etc. to parents, businesses, and community members by 10%.

Evaluation Data Sources: The number of notifications sent from Montwood High School will increase by 10%.

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Montwood High School will increase communication by utilizing websites, email, Living Tree, marquee, Breakfast on the Go, Call outs, fliers, and posters.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: School Messenger AP Student Activities Director Librarians Administration Parent Liasion</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2021-2022 school year, Montwood High School will offer a minimum of 10 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Sources: A minimum of 10 events will be offered by the campus for parent and community members.

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Activities director along with Assistant Principal will work together to increase the number of partnerships.</p> <p>Strategy's Expected Result/Impact: Increase in community partnerships</p> <p>Staff Responsible for Monitoring: Student Activities Director Assistant Principal</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide community partners an opportunity to work in conjunction with Montwood High School to provide opportunities for events that include topics such as: Law Enforcement Presentations Driving Courses Drug and Gang Awareness Dating Violence Suicide Prevention</p> <p>Strategy's Expected Result/Impact: Increased parental participation and awareness.</p> <p>Staff Responsible for Monitoring: CIS Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2021 - 2022 school year, the percentage of Special Education and ELL students that meet standard on the state assessment in Reading/ELA will improve to 60% as reported on the Performance-Based Monitoring Analysis System.

Evaluation Data Sources: 60% of subgroups will meet accountability standards.

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutoring sessions will be provided to all subpopulations in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase in assessment scores</p> <p>Staff Responsible for Monitoring: Administration SCEIs Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutoring sessions for students and sub-pops. - 211 - Title I, Part A - \$60,000</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Saturday School and intersession programs will focus on specific strategies that will support student learning.</p> <p>Strategy's Expected Result/Impact: Increase in assessment scores</p> <p>Staff Responsible for Monitoring: Administraton SCEIs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Saturday School and intersession programs will focus on specific strategies that will support student learning. - 199 - General Fund: SCE - \$60,000</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: For the 2021-2022 school year, 100% of teachers at Montwood High School will provide all students relevant and effective interventions to promote their academic growth.

Evaluation Data Sources: Tutoring logs

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be provided with structured PLC time to discuss students needing interventions. They will develop a plan of action for each student.</p> <p>Strategy's Expected Result/Impact: Increase in assessment scores</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2021-2022 school year, Montwood High School administrators will engage in data talks with teachers for the 6 and 9 week periods to review assessments, student progress, and student placement in TIER III intervention instruction.

Evaluation Data Sources: Sign in sheets
Assessments

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and administrators will engage in data talks, instructional strategies that will address student growth and interventions.</p> <p>Strategy's Expected Result/Impact: Increase student performance in assessments, daily work and projects.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: For the 2021-2022 school year, Montwood High School will achieve 96% attendance.

Evaluation Data Sources: Decrease in LOC contracts
Increased student attendance

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop an incentive program for students to encourage students to attend school every day. Strategy's Expected Result/Impact: Increase in attendance from prior year. Staff Responsible for Monitoring: Administration Teachers Support Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Basic - \$750</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Contact parents to notify them of their child's absence after 3 absences. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Teachers Attendance Clerks</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: For the 2021-2022 school year, Montwood High School will increase the number of graduates by 3%.

Evaluation Data Sources: Enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CIS will work collaboratively with Administration, Counselors, and Department Chairs to identify students that are at risk of dropping out.</p> <p>Strategy's Expected Result/Impact: Decreased dropout rate</p> <p>Staff Responsible for Monitoring: CIS Administration Counselors Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Intervention strategies will be provided to students in danger of dropping out to support them in their academics and attendance.</p> <p>Strategy's Expected Result/Impact: Decreased dropout rate.</p> <p>Staff Responsible for Monitoring: SCEIs Department Chairs Administratiton</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 199 - General Basic</p>	Formative		
	Oct	Jan	May
No Progress Accomplished Continue/Modify Discontinue			

State Compensatory

Budget for Montwood High School

Total SCE Funds: \$417,112.84

Total FTEs Funded by SCE: 5.79

Brief Description of SCE Services and/or Programs

State Compensatory Education intervention coaches (SCE-I coaches) are present at all campuses to assist faculty and staff with instructional support that centers on at-risk student instruction. All campuses have an assigned Library Aide. At the high school level, there are two at each campus. Library aides have a schedule in which they work in the library half-day and work with selected at-risk students on supplemental instructional support for the other half of the day. In middle schools and high schools, the class size reduction teacher position is present and is normally identified as an intervention teacher for a subject area in need (ex. reading, mathematics). Additionally, some teachers teach intervention courses in core areas such as language arts and math as part of their classload in the secondary level. Communities in Schools (CIS) coordinators assist at-risk students with a variety of instructional support and social work-related services. State compensatory education funds are allocated to campuses in two installments during each school year. One installment is in the fall semester and one is in the spring semester. This funding is used for direct supplemental instruction for students at risk of dropping out of school, and is intended for extended instruction after school, on Saturdays, during intersession periods, and for summer school.

Personnel for Montwood High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carmen Maldonado	Library Aide	0.5
Cecilia Castaneda	Teacher	0.43
Christopher Laplame	Teacher	0.14
Clarisa Garcia	Library Aide	0.5
Damaris Garcia Rivas	Teacher	0.43
Elena Telas	CSR Teacher	1
Jackie Ordaz	CIS Coordinator	0.5
Jessica Polanco	Teacher	0.29
Marybelle Gonzales	SCEI Coach	1
Ricardo Faudoa	CSR Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Fanith	College Tutor	Title I	19 Hours
Alejandra Hernandez	College Tutor	Title I	19 Hours
Alexei Rubio	College Tutor	Title I	19 Hours
Alicia Galvan	Parent Liaison	Title I	1
Brianna Castrejon	CIS Coordinator	Title I	1
Caitlyn Tapia-Bindrum	College Tutor	Title I	19 Hours
Celeste Herrera	College Tutor	Title I	19 Hours
Christine Peschka	Teacher	Title I	1
Dianna Rios	Teacher	Title I	1
Jackie Ordaz	CIS Coordinator	Title I	.50
Maria Enriquez	TIA	Title I	College Tutor
Maya Gonzalez	College Tutor	Title I	19 Hours
Rebekah Kotter	College Tutor	Title I	19 Hours
Wonderful Oyebami	College Tutor	Title I	19 Hours

Campus Funding Summary

199 - General Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	8	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
4	2	1			\$0.00

199 - General Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	2			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	4	1			\$750.00
5	4	2			\$0.00
5	5	1			\$0.00
5	5	2			\$0.00
Sub-Total					\$750.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$19,663.00
2	2	3			\$19,663.00
2	3	2			\$19,663.00
2	4	2			\$19,663.00
2	9	1			\$78,655.00
5	1	2	Saturday School and intersession programs will focus on specific strategies that will support student learning.		\$60,000.00
Sub-Total					\$217,307.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	instructional material, general supplies, contracts, classroom furniture and technology		\$9,033.00
Sub-Total					\$9,033.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
2	1	2			\$10,000.00
2	1	3			\$12,500.00
2	1	6	instructional material, general supplies, contracts, classroom furniture and technology		\$150,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Tutors, Instructional Materials, Teacher Extra Duty for Tutoring, Supplies and snacks for students		\$50,000.00
2	2	2			\$10,000.00
2	2	3			\$12,500.00
2	3	2			\$12,500.00
2	4	1			\$18,000.00
2	4	2			\$12,500.00
3	3	1			\$2,100.00
3	3	2			\$25,000.00
3	4	3	Technology purchase such as computers, laptops and scanners. (\$24000.00)		\$27,000.00
4	1	1	Materials, Supplies, Snacks and Refreshments		\$2,500.00
4	1	2			\$1,000.00
4	1	3	Payment for conferences for Parent Liaisons, community members		\$1,500.00
4	1	4			\$1,400.00
4	1	5			\$4,000.00
5	1	1	Tutoring sessions for students and sub-pops.		\$60,000.00
Sub-Total					\$413,000.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1			\$10,575.00
Sub-Total					\$10,575.00
199 - General Fund: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	instructional material, general supplies, contracts, classroom furniture and technology		\$15,850.00
Sub-Total					\$15,850.00