

Socorro Independent School District



Montwood High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading
, Academic Achievement in Mathematics, Academic
Achievement in Science, Academic Achievement in Social
Studies, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Board Approval Date:
August 20, 2025

Public Presentation Date:
August 20, 2025

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

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Comprehensive Needs Assessment

Demographics

Summary

Campus: Montwood High 002

Demographics: 2024-2025 End of Year

- **District, EOY 2024-2025:** ECD 71.6%; At-Risk 54.7%; EB 28.8%, SPED 15.2%, Military 14.3%
- Enrollment: 2440, Grades 9-12, 4th of 8 high schools; projected 2025-2026: 2425, -0.6%
- Economically Disadvantaged: 70.6%, 3rd of 8 high schools, 1.0% below district percentage.
- At-Risk: 49.0%, 4th of 8 high schools, 5.7% below district percentage.
- Emergent Bilingual: 21.1%, 6th of 8 high schools, 7.7% below district percentage.
- Special Education: 10.0%, 6th of 8 high schools, 5.2% below district percentage.
- Military Connected: 10.0%, 7th of 8 high schools, 4.3% below district percentage.

Strengths

- Montwood High School continues to produce high levels of academic achievement on EOC assessment tools in comparison to other SISD comprehensive high schools. MHS with a 70.6% economically disadvantaged population, ranks 1st across all SISD HS campuses in US History, 2nd in Eng I/II, 3rd in Biology, and 5th in Algebra I EOC assessments.
- Overall student population at Montwood High School continues to maintain consistent enrollment numbers despite aging surrounding neighborhoods
- Increase in Emergent Bilingual achievement on EOC assessments and TELPAS assessments with increased numbers of special education students achieving meets/masters levels on 4 out of 5 STAAR EOC assessments for 24-25 SY.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Number of special educations students that did not meet EOC standards across 4 of 5 tested areas (ENG I/II, Alg I, BIO) have marginally increased (<2%) from 23-24 to 24-25.	Although there has been an increase in SPED students moving from approaches to meets and from meets to masters, roughly 25% of students at the Eng I/II levels are still not approaching/meeting on EOC assessments.
2	Number of students passing TSI tests for both Math and English are at 7.85% for Algebra II administrations. Only 43 of 585 tested students demonstrated college level proficiency on one or both TSI assessments.	TSI preparation strategies across Algebra II PLCs and Dollars & Sense PLCs need to be aligned to increase number of students demonstrating college level proficiency.
3	Vertical alignment across campus PLCs is in need of recalibration.	PLC meeting times happen twice weekly, only in content team format. There is a demonstrated need for unified departmental PLCs to allow for cross-team planning within departments.

 = Priority

Student Learning

Summary

2025 EOC Assessment Results

All Students

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	23-24	24-25	23-24	24-25	23-24	24-25
English I	78%	74% (-4)	67%	57% (-10)	22%	14% (-8)
English II	87%	81% (-6)	73%	67% (-6)	8%	7% (-1)
Algebra I	80%	83% (+3)	51%	44% (-7)	20%	18% (-2)
Biology	92%	95% (+3)	62%	64% (+2)	16%	17% (+1)
U.S. History	99%	99% (0)	85%	88% (+3)	51%	55% (+4)

At Risk

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	23-24	24-25	23-24	24-25	23-24	24-25
English I	64%	61% (-3)	46%	37% (-9)	6%	3% (-3)
English II	76%	68% (-8)	54%	48% (-6)	2%	1% (-1)
Algebra I	75%	77% (+2)	47%	37% (-10)	18%	16% (-2)
Biology	86%	92% (+6)	40%	46% (+6)	6%	6% (0)
U.S. History	97%	99% (+2)	75%	80% (+5)	31%	39% (+5)

Economically Disadvantaged

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	23-24	24-25	23-24	24-25	23-24	24-25
English I	75%	71% (-4)	63%	53% (-10)	19%	12% (-7)
English II	86%	79% (-7)	70%	63% (-7)	6%	5% (-1)
Algebra I	78%	82% (+4)	46%	41% (-5)	21%	16% (-5)
Biology	91%	95% (+4)	57%	62% (+5)	13%	15% (+2)
U.S. History	98%	99% (+1)	80%	87% (+7)	45%	51% (+6)

Emergent Bilingual

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
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	23-24	24-25	23-24	24-25	23-24	24-25
English I	63%	57% (-6)	46%	30% (-16)	6%	2% (-4)
English II	72%	59% (-13)	45%	38% (-7)	1%	1% (0)
Algebra I	86%	89% (+3)	50%	54% (+4)	19%	21% (+2)
Biology	87%	91% (+4)	43%	45% (+2)	7%	6% (-1)
U.S. History	98%	98% (0)	67%	72% (+5)	24%	34% (+10)

Special Education

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	23-24	24-25	23-24	24-25	23-24	24-25
English I	47%	43% (-4)	35%	23% (-12)	11%	3% (-8)
English II	52%	48% (-4)	32%	15% (-17)	10%	3% (-7)
Algebra I	66%	57% (-9)	41%	21% (-20)	14%	0% (-14)
Biology	75%	81% (+6)	37%	39% (+2)	16%	3% (-13)
U.S. History	94%	95% (+1)	59%	56% (-3)	25%	8% (-17)

HB3 CCMR GOAL

Subgroup	2019 (Baseline)	2020	2021	2022	2023	2024
All Students	62%	61%	62%	67%	68%	68%
African-American	57%	70%	78%	N/A	N/A	N/A
Hispanic	62%	61%	61%	67%	68%	68%
White	74%	46%	71%	70%	63%	76%
Special Education	62%	68%	69%	93%	93%	98%
Econ. Disadvantaged	59%	59%	61%	60%	64%	65%
Emergent Bilingual	43%	36%	32%	49%	46%	56%

The percent of students that received an Approved Industry-Based Certification:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023	2024
All Students	9%	15%	24%	36%	19%
African-American	17%	33%	N/A	N/A	N/A
Hispanic	9%	14%	24%	35%	19%
White	6%	18%	40%	25%	16%
Special Education	3%	8%	15%	10%	10%
Econ. Disadvantaged	8%	17%	22%	34%	17%
Emergent Bilingual	5%	13%	20%	16%	16%

The percent of CCMR students that achieved the TSI criteria on the Math TSIA:

Yearly Target Goals	2019 (baseline)	2021	2022	2023	2024
All Students	32%	36%	30%	24%	22%
African-American	0%	56%	N/A	N/A	N/A
Hispanic	32%	35%	30%	24%	22%
White	38%	41%	30%	25%	26%
Special Education	3%	6%	0%	3%	2%

Econ. Disadvantaged	28%	33%	25%	20%	18%
Emergent Bilingual	13%	14%	6%	5%	12%

State Graduation Rate:

4-Year 2022	4-Year 2023	4-Year 2024	5-Year 2022	5-Year 2023	5-Year 2024	6-Year 2022	6-Year 2023	6-Year 2024
96.2%	94.1%	94.2%	95.1	96.4%	94.8%	96.0%	95.1%	96.4%

Federal Graduation Rate:

2020	2021	2022	2023	2024
93.8%	93.0%	96.1%	93.2%	93.5%

Strengths

- Increase in number of all students achieving Meets/Masters level of proficiency on 4 out of 5 STAAR EOC assessment tools (US History & Biology)
- Double digit increases in Mastery level EOC achievement of at-risk coded students in the area US History (5% increase)
- Increases in Mastery level EOC achievement of economically disadvantaged students in the areas of Biology (+2%) and US History (+6%)
- Increase in Masters level EOC achievement of Emergent Bilingual students in the areas of US History (+10%), and Algebra I (+2% increase)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Overall decrease across all students achieving passing scores on TSI assessment instruments.	Lack of uniform TSI preparation system across Alg II and Dollars & Sense classes.
2	Inconsistent maintenance of growth in graduation rate across last four academic years.	High mobility rate student population with increase of lease/contracted properties in the surrounding aging neighborhoods of the MHS community.
3	Decrease of special education students reaching approaches level on on EOC assessments across all 5 assessment areas.	Need for improvement of co-teaching models across all core areas of instruction.

 = Priority

School Processes & Programs

Summary

Montwood High School will continue to emphasize tier 1 interventions for students in the 24-25 school year to address continued post-pandemic learning loss. 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/spring intersession, and on Saturdays.

In addition, for the 25-26 school year, MHS will continue to 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.

Montwood HS will conduct a personnel preferences survey as directed by district personnel. Campus will be closed for lunch for grades 9 - 10. 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, once a week as content teams, and once a week as full department teams. 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/Specialty 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 and Synergi P-TECH Pathways provide 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 each respective 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 well-rounded 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.

Strengths

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

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 or via SEF waiver, 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

Root Cause

1

Broaden the use of student data disaggregation from 2024-2025 to aid in making interactive lessons that are engaging and still addressing the continued learning gaps.

Data disaggregation of 2024-2025 student performance data is our campus' opportunity to address large scale learning gaps in student's continued post pandemic academic performance.

 = Priority

Perceptions

Summary

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.

Strengths

All doors will be kept locked during school day and front door access will be monitored by campus receptionist and/or security guards at all times.

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 SKYWARD Portal.

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

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Teachers will continue to need to incorporate tier 1 interventions to continue to accommodate for learning gaps.

Professional development offered to teachers requires more emphasis on Tier 1 instruction and rigor to address continued learning loss.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data



Goals

Goal 1

Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 1

Using the 2025 End of Course STAAR Assessment Results as a baseline, for the 2025-2026 school year, English I EOC scores will increase to 20% at the masters level.

Evaluation Data Source: EOC State Assessment Data

Strategy 1

As outlined in HB1416, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.

Strategy's Expected Result/Impact: More students will pass STAAR EOC assessments

Staff Responsible for Monitoring: Campus Administration
Interventionist
SCE-I Coaches
Department Heads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Provide professional development opportunities that are data-driven, research-based and student-centered.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administrators
SCEI Coaches
Instructional Department Chair

Funding Sources: 199 - General Basic, , 211 - Title I, Part A, \$10,000

Formative Reviews

Some Progress

November

February

May

June

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. Provide time for teachers to conduct parent outreach for progress tracking.

Strategy's Expected Result/Impact: Increased assessment scores
Decrease in number of students identified as Tier III.

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chairs
EOC teachers
Tutors

Funding Sources: 211 - Title I, Part A, \$12,500, 199 - General Fund: SCE, \$19,663

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 4

Provide opportunities for SIOP training to all teachers to address subpopulations.

Strategy's Expected Result/Impact: Increased assessment scores
Increased assessment scores for subpopulations.

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chair

Funding Sources: 199 - General Basic,

Formative Reviews

No Progress

November

February

May

June

Strategy 5

Provide release time for teachers to attend professional development, and participate PLC-developed efforts.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chair

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

November

February

May

June

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.

Strategy's Expected Result/Impact: Increased assessment scores and grades

Staff Responsible for Monitoring: Administration

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

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 2

Using the 2025 End of Course STAAR Assessment Results as a baseline, for the 2025-2026 school year, English II EOC scores will increase to 15% at the Masters Level.

Evaluation Data Source: EOC State Assessment Data

Strategy 1

As outlined in HB1416, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.

Strategy's Expected Result/Impact: More students will pass STAAR EOC assessments

Staff Responsible for Monitoring: Campus Administration

Interventionist

SCE-I Coaches

Department Heads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Provide professional development opportunities that are data-driven, research-based and student-centered.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administrators

SCEI Coaches

Instructional Department Chair

Funding Sources: 211 - Title I, Part A, \$10,000, 199 - General Basic,

Formative Reviews

Some Progress

November

February

May

June

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. Provide time for teachers to conduct parent outreach for progress tracking.

Strategy's Expected Result/Impact: Increased assessment scores

Decrease in number of students identified as Tier III.

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

EOC teachers

Tutors

Funding Sources: 199 - General Fund: SCE, \$19,663, 211 - Title I, Part A, \$12,500

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

Provide opportunities for SIOP training to all teachers to address subpopulations.

Strategy's Expected Result/Impact: Administration

SCEI Coaches

Department Chair

Staff Responsible for Monitoring: None

Funding Sources: 199 - General Basic,

Formative Reviews

No Progress

November

February

May

June

Strategy 5

Provide release time for teachers to attend professional development, and participate PLC-developed efforts.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chair

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

November

February

May

June

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.

Strategy's Expected Result/Impact: Increased assessment scores and grades

Staff Responsible for Monitoring: Administration

Funding Sources: 199 - General Fund: Gifted and Talented, \$15,850, 199 - General Fund : Special Education, \$9,033, 211 - Title I, Part A, \$150,000

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 3

Using the 2025 End of Course STAAR Assessment Results as a baseline, for the 2025-2026 school year, Algebra I EOC scores will increase to 30% at the masters level.

Evaluation Data Source: EOC State Assessment Data

Strategy 1

Per HB1416, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.

Strategy's Expected Result/Impact: More students will pass STAAR EOC assessments

Staff Responsible for Monitoring: Campus Administration

Interventionist

SCE-I Coaches

Department Heads

Funding Sources: Tutors, Instructional Materials, Teacher Extra Duty for Tutoring, Supplies and snacks for students 211 - Title I, Part A, \$50,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Provide professional development opportunities that are data driven, research based and student centered

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administrators

SCEI Coaches

Department Chair

Funding Sources: 199 - General Basic, , 211 - Title I, Part A, \$10,000

Formative Reviews

Some Progress

November

February

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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. Provide time for teachers to conduct parent outreach for progress tracking.

Strategy's Expected Result/Impact: Increased assessment scores

Decrease in number of students identified as Tier III.

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 211 - Title I, Part A, \$12,500, 199 - General Fund: SCE, \$19,663

Formative Reviews

Some Progress

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February

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June

Strategy 4

Provide release time for teachers to attend professional development, an opportunity to work with the PLC's within the team.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Strategy 5

Provide opportunities for SIOP and Professional Learning Communities to all teachers to address subpopulations.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chairs

Funding Sources: 199 - General Basic,

Formative Reviews

No Progress

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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.

Strategy's Expected Result/Impact: Increase in assessment scores and grades

Staff Responsible for Monitoring: Administration

Funding Sources: Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology 199 - General Fund: Gifted and Talented, \$15,850, Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology 199 - General Fund : Special Education, \$9,033, Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology 211 - Title I, Part A, \$150,000

Formative Reviews

Some Progress

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Performance Objective 4

Using the 2025 End of Course STAAR Assessment Results as a baseline, for the 2025-2026 school year, Biology EOC scores will increase to 30% at the Masters Level.

Evaluation Data Source: EOC State Assessment Data

Strategy 1

Provide professional development opportunities that are data driven, research based and

student centered

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 211 - Title I, Part A, \$1,000

Formative Reviews

Some Progress

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June

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. Provide time for teachers to conduct parent outreach for progress tracking.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 199 - General Fund: SCE, \$19,663, 211 - Title I, Part A, \$12,500

Formative Reviews

Some Progress

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Strategy 3

Provide release time for teachers to attend professional development, and participate in learning walks

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Strategy 4

Provide opportunities for SIOP training & Professional Learning Communities to all teachers to address subpopulations.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 199 - General Basic,

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No Progress

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Strategy 5

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

Strategy's Expected Result/Impact: Increase in assessment scores

Staff Responsible for Monitoring: Administration

SCEI Coaches

Department Chairs

Funding Sources: 199 - General Fund: Gifted and Talented, , 199 - General Fund : Special Education, , 211 - Title I, Part A,

Formative Reviews

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Performance Objective 5

Using the 2025 End of Course STAAR Assessment Results as a baseline, for the 2025-2026 school year, US History EOC scores will increase to 60% at the Masters level.

Strategy 1

Provide professional development opportunities that are data driven, research based and student centered

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chairs

Funding Sources: 211 - Title I, Part A, \$18,000

Formative Reviews

Some Progress

November

February

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June

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. Provide time for teachers to conduct parent outreach for progress tracking.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chairs

Funding Sources: 199 - General Fund: SCE, \$19,663, 211 - Title I, Part A, \$12,500

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May

June

Strategy 3

Provide release time for teachers to attend professional development, and participate in learning walks

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chairs

Funding Sources: 199 - General Basic,

Formative Reviews

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Strategy 4

Provide opportunities for SIOP training and Professional Learning Communities to all teachers to address subpopulations.

Strategy's Expected Result/Impact: Increased assessment scores

Staff Responsible for Monitoring: Administration
SCEI Coaches
Department Chairs

Funding Sources: 199 - General Basic,

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Strategy 5

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

Strategy's Expected Result/Impact: Increase in assessment scores

Staff Responsible for Monitoring: Administration
SCEIs
Department Chairs

Funding Sources: 211 - Title I, Part A, , 199 - General Fund : Special Education, , 199 - General Fund: Gifted and Talented,

Formative Reviews

Some Progress

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Performance Objective 6

For the 2025-2026 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 2025-2026 year.

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

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.

Strategy's Expected Result/Impact: increase in course enrollment/master schedule

Staff Responsible for Monitoring: Administration
Counselors

Funding Sources: 199 - General Basic,

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Strategy 2

Provide information on advanced courses at Campus Career and College Fairs, middle school registration, and community meetings.

Strategy's Expected Result/Impact: Increase in course enrollment/master schedule

Staff Responsible for Monitoring: Administration
Counselors

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Performance Objective 7

By the beginning of the 2025-2026 school year, the number of students enrolled in Career and Technical Education classes will increase by 5% as compared to the 2024-2025 Beginning-Of-Year enrollment. The number of students graduating with an endorsement will increase to 90%.

Evaluation Data Source: Career and Technical Education class enrollment data

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.

Strategy's Expected Result/Impact: Increase in CTE Enrollment
Master Schedule

Staff Responsible for Monitoring: Administration
Counselors

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Strategy 2

CTE department will showcase their many programs during the middle school tours to promote awareness of the many opportunities available for students.

Strategy's Expected Result/Impact: Increase in CTE Enrollment
Master Schedule

Staff Responsible for Monitoring: Administration
Counselors
CTE facilitators

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

November

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Strategy 3

The percent of graduates that meet the criteria for CCMR will increase by 3% by May of 2025.

Strategy's Expected Result/Impact: Increase in CTE enrollment
Master Schedule

Staff Responsible for Monitoring: Administration
Counselors
CTE facilitators

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Strategy 4

The percent of students that receive an approved Industry-based Certification will increase by 5% by May of 2025.

Strategy's Expected Result/Impact: Increase in CTE enrollment
Master Schedule

Staff Responsible for Monitoring: Administration
Counselors
CTE facilitators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 5

The percent of CCMR students that achieve the TSI criteria in Math TSIA will increase by 10% by May of 2025.

Strategy's Expected Result/Impact: Improved alignment in the Algebra 2 curriculum
Increase in student performance on TSI

Staff Responsible for Monitoring: Administration
Counselors
Go Center
CTE facilitators
Algebra 2 teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 6

For the 24-25 school year, we will provide transportation services as necessary to allow for student CCMR opportunities.

Funding Sources: 199-CTE-PIC22, , 211 - Title I, Part A,

Formative Reviews

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Performance Objective 8

For the 2025-2026 school year, EB students will have an overall increase of 5% on EOC assessments.

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

Performance Objective 9

For the 2025-2026 school year, students served in special education will have an overall increase of 5% on EOC assessments.

Evaluation Data Source: State assessments and district benchmarks

Strategy 1

Students will be served in appropriate setting and will have researched based materials to support instruction.

Strategy's Expected Result/Impact: Increase assessment scores

Staff Responsible for Monitoring: Sped & gen ed teachers
administrators SCEI coaches

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Performance Objective 10

For the 2025 -2026 school year, the percentage of and EB students that meet standard on the state assessment in Reading/ELA will improve to 67% approaches grade level or higher and Special Education students that meet standard on the state assessment in Reading/ELA will improve to 50% approaches grade level or higher.

Performance Objective 11

For the 2025-2026 school year, 100% of teachers at Montwood High School will provide all students relevant and effective interventions to promote their academic growth.

Evaluation Data Source: Tutoring logs

Strategy 1

Teachers will provide tutorial sessions for their respective content areas to provide opportunity for intervention and student support.

Staff Responsible for Monitoring: Administration
SCEIs
Teachers

Formative Reviews

Some Progress

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Performance Objective 12

For the 2025-2026 school year, Montwood High School administrators will engage in data talks with teachers for the 3rd, 6th, and 9th week periods to review assessments, student progress, and student placement in TIER III intervention instruction.

Evaluation Data Source: Sign in sheets
Assessments

Strategy 1

Utilize uniform and systemic data disaggregation methods to identify performance trends across all sub populations.

Strategy's Expected Result/Impact: Increased test scores

Staff Responsible for Monitoring: Administration
SCEIs
Dean of Instruction=

Formative Reviews

Some Progress

Performance Objective 13

For the 2025-2026 school year, Montwood High School will achieve 98% attendance.

Evaluation Data Source: Decrease in LOC contracts
Increased student attendance

Strategy 1

Provide regularly scheduled incentives for students with perfect attendance.

Strategy's Expected Result/Impact: Increased attendance rates

Staff Responsible for Monitoring: Administration

Counselors

Attendance office staff

Truancy officer

Formative Reviews

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Performance Objective 14

For the 2025-2026 school year, Montwood High School will increase the number of graduates by 2%.

Evaluation Data Source: Enrollment data

Performance Objective 15

For the 2025-2026 school year, Montwood High School will be 100% compliant with safety audits and safety drills.

Evaluation Data Source: Audit Reports
EOP binder

Performance Objective 16

MHS will promote excellence in discipline and behavior for all students resulting in a 10% decrease in bullying and violence related offense referrals.

Evaluation Data Source: Discipline Reports

Strategy 1

Increase the number of character development and small group SEL learning opportunities for all students.

Strategy's Expected Result/Impact: Reduction in bullying & violent offense related referrals

Staff Responsible for Monitoring: Administration, counseling team, CIS coordinators

Formative Reviews

Some Progress

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Performance Objective 17

Provide resources to continue to upgrade/maintain campus technology infrastructure to include desktops, laptops, networking supplies, IWBs, Smart Displays, projectors, and peripheral technology items.

Evaluation Data Source: Campus technology inventory reports

Performance Objective 18

For the 2025-2026 school year, dual identified SPED/EB students will have an overall increase of 5% on EOC assessments.

Goal 2

Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.

Performance Objective 1

For the 2025-2026 school year, 90% of teachers will achieve proficient on the T-TESS instrument.

Evaluation Data Source: Walkthroughs, TTESS Evaluations

Strategy 1

Teachers will be provided opportunities to engage in professional development to address best instructional practices.

Strategy's Expected Result/Impact: TTESS walkthroughs
Coaching Visits

Staff Responsible for Monitoring: Administration
SCEIs
Department Chairs

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Strategy 2

Teachers will continue to participate in training on TTESS, Fundamental 5, AVID Strategies to improve classroom instruction.

Strategy's Expected Result/Impact: Sign in Sheets
Walkthroughs

Staff Responsible for Monitoring: Administration
SCEIS
AVID Coordinator
Department Chairs

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Performance Objective 2

For the 2025-2026 school year, the campus will maintain 100% highly effective teachers in all core academic subjects.

Evaluation Data Source: All core academic teachers meet the 100% highly effective standard.

Strategy 1

Hire only highly qualified staff.

Strategy's Expected Result/Impact: Certifications

Staff Responsible for Monitoring: Administration
SISD Human Resources

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Performance Objective 3

During the 2025-2026 school year, Montwood High School will increase the number of professional development opportunities offered to employees by 15%.

Evaluation Data Source: Professional Development opportunities
Professional Development from DSC

Strategy 1

Teachers will be provided opportunities to engage in professional development to address best instructional practices.

Strategy's Expected Result/Impact: TTESS walkthroughs
Coaching Visits

Staff Responsible for Monitoring: Administration
SCEIs
Department Chairs

Funding Sources: 211 - Title I, Part A, \$2,100

Formative Reviews

Some Progress

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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.

Strategy's Expected Result/Impact: Sign in Sheets Walkthroughs

Staff Responsible for Monitoring: Administration
SCEIS
AVID Coordinator
Department Chairs

Funding Sources: 211 - Title I, Part A, \$25,000

Formative Reviews

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Goal 3

Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.

Performance Objective 1

During the 2025-2026 school year, Montwood High School will provide at least 15 collaborative educational involvement activities and events for parents and community members in order to promote awareness, teamwork, and unity among students.

Evaluation Data Source: At least 15 events will be offered by the campus for parent and community members.

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.

Strategy's Expected Result/Impact: Increased participation in educational events as evident on sign in sheets.

Staff Responsible for Monitoring: Administration
Parent Liaison

Funding Sources: Materials, Supplies, Snacks and Refreshments 211 - Title I, Part A, \$2,500

Formative Reviews

Some Progress

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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.

Strategy's Expected Result/Impact: Increased participation in educational events
Agendas
Sign in Sheets

Staff Responsible for Monitoring: CIS

Student Activities Director

Counselors

Administration

Teachers

Parent Liaison

Funding Sources: 211 - Title I, Part A, \$1,000

Formative Reviews

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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.

Strategy's Expected Result/Impact: Increased participation in school community participation at Montwood High School.

Staff Responsible for Monitoring: Administration

Parent Liaison

Funding Sources: Payment for conferences for Parent Liaisons, community members 211 - Title I, Part A, \$1,800

Formative Reviews

Some Progress

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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.

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.

Staff Responsible for Monitoring: Administration

Parent Liaison

Funding Sources: 211 - Title I, Part A, \$1,400

Formative Reviews

Some Progress

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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.

Strategy's Expected Result/Impact: Increase the number of parents attending the scheduled meetings and have multiple hands on activities to retain parental involvement.

Staff Responsible for Monitoring: Administration
Parent Liaison

Funding Sources: 211 - Title I, Part A, \$4,000

Formative Reviews

Some Progress

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Performance Objective 2

For the 2025-2026 school year, the campus will increase the number of notifications sent via newsletters, email, all-calls, etc. to parents, businesses, and community members by 15%.

Evaluation Data Source: The number of notifications sent from Montwood High School will increase by 15%.

Strategy 1

Montwood High School will increase communication by utilizing websites, email, Living Tree, marquee, Breakfast on the Go, Call outs, fliers, and posters.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: School Messenger AP
Student Activities Director
Librarians
Administration
Parent Liasion

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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Performance Objective 3

By the end of the 2025-2026 school year, Montwood High School will offer a minimum of 12 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source: A minimum of 12 events will be offered by the campus for parent and community members.

Strategy 1

Student Activities director along with Assistant Principal will work together to increase the number of partnerships.

Strategy's Expected Result/Impact: Increase in community partnerships

Staff Responsible for Monitoring: Student Activities Director
Assistant Principal

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress

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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

Strategy's Expected Result/Impact: Increased parental participation and awareness.

Staff Responsible for Monitoring: CIS
Administration

Funding Sources: 199 - General Basic,

Formative Reviews

Some Progress
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Goal 4

Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 1

During the 2025-2026 school year, Montwood High school will allocate funding to purchase research-based programs, technology, supplies, and instructional materials that will foster increases in academic growth measures.

Evaluation Data Source: EOC results

Performance Objective 2

Montwood high school will provide resources for student travel to support opportunities for students to apply knowledge and skills in real world situations through extracurricular leadership activities, academic/athletic/fine art competitions, and career/collegiate preparatory opportunities at the local/regional/state/national level.

Evaluation Data Source: CCMR Reports

UIL Athletics Schedules

UIL Academic Schedules

UIL Fine Arts Schedules

TASC Annual Event Schedules

CTSO Event Schedules

Performance Objective 3

Montwood High School will work to responsibly allocate funds to all campus programs in accordance with TEA FASRG Standards.

Evaluation Data Source: Budget reports

Campus expenditures

Performance Objective 4

Montwood High School will work to responsibly allocate funds to upgrade/maintain capital outlay items to include but not limited to furniture, facility equipment, and campus cosmetic upgrades.

Evaluation Data Source: Capital outlay inventory reports



State Compensatory Education

State Compensatory

Budget for Montwood High School

Total SCE Funds: \$393,085.68

Total FTEs Funded by SCE: 5.57

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, two class size reduction teacher positions are present and are normally identified as intervention teachers for subject areas determined to have an academic need (ex. reading, mathematics). State compensatory education funds are allocated to high school 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

Name	Position	FTE
Andrea Ramirez	SCE Intervention Coach	1
Andres Gonzalez	Class Size Reduction Teacher	1
Carmen Maldonado	Library Aide	0.5
Christopher Laplame	Teacher	0.14
David Telas	Teacher-EOC Lab	0.43
Elena Telas	Class Size Reduction Teacher	1
Marianne Torales	SCEI Coach	1
Vanessa Tarango	Library Aide	0.5



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alexei Rubio	College Tutor	Title I	NaN
Christine Peschka	Teacher-English Intervention	Title I	1
Dianna Rios	Teacher-AVID	Title I	1
Luvia Atilano	Parent Liaison	Title I	1
Reyxavier Monsivais	College Tutor	Title I	NaN
Valeria Olivares	College Tutor	Title I	NaN



Funding Summary

Funding Summary

199 - General Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
1	1	4		--	\$0.00
1	1	5		--	\$0.00
1	2	2		--	\$0.00
1	2	4		--	\$0.00
1	2	5		--	\$0.00
1	3	2		--	\$0.00
1	3	4		--	\$0.00
1	3	5		--	\$0.00
1	4	3		--	\$0.00
1	4	4		--	\$0.00
1	5	3		--	\$0.00
1	5	4		--	\$0.00
1	6	1		--	\$0.00
1	6	2		--	\$0.00
1	7	1		--	\$0.00
1	7	2		--	\$0.00
1	9	1		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	2	1		--	\$0.00
3	2	1		--	\$0.00
3	3	1		--	\$0.00
3	3	2		--	\$0.00
Sub-Total					\$0.00

199 - General Fund: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$19,663.00
1	2	3		--	\$19,663.00
1	3	3		--	\$19,663.00
1	4	2		--	\$19,663.00
1	5	2		--	\$19,663.00
				Sub-Total	\$98,315.00

199 - General Fund : Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	instructional material, general supplies, contracts, classroom furniture and technology	--	\$9,033.00
1	2	6		--	\$9,033.00
1	3	6	Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology	--	\$9,033.00
1	4	5		--	\$0.00
1	5	5		--	\$0.00
				Sub-Total	\$27,099.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$10,000.00
1	1	3		--	\$12,500.00
1	1	6	instructional material, general supplies, contracts, classroom furniture and technology	--	\$150,000.00
1	2	2		--	\$10,000.00
1	2	3		--	\$12,500.00
1	2	6		--	\$150,000.00
1	3	1	Tutors, Instructional Materials, Teacher Extra Duty for Tutoring, Supplies and snacks for students	--	\$50,000.00
1	3	2		--	\$10,000.00
1	3	3		--	\$12,500.00
1	3	6	Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology	--	\$150,000.00
1	4	1		--	\$1,000.00
1	4	2		--	\$12,500.00
1	4	5		--	\$0.00
1	5	1		--	\$18,000.00
1	5	2		--	\$12,500.00
1	5	5		--	\$0.00
1	7	6		--	\$0.00
2	3	1		--	\$2,100.00
2	3	2		--	\$25,000.00
3	1	1	Materials, Supplies, Snacks and Refreshments	--	\$2,500.00
3	1	2		--	\$1,000.00
3	1	3	Payment for conferences for Parent Liaisons, community members	--	\$1,800.00
3	1	4		--	\$1,400.00
3	1	5		--	\$4,000.00
				Sub-Total	\$649,300.00

199 - General Fund: Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	instructional material, general supplies, contracts, classroom furniture and technology	--	\$15,850.00
1	2	6		--	\$15,850.00
1	3	6	Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology	--	\$15,850.00
1	4	5		--	\$0.00
1	5	5		--	\$0.00
				Sub-Total	\$47,550.00

199-CTE-PIC22

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	6		--	\$0.00
				Sub-Total	\$0.00