

**Socorro Independent School District**  
**Montwood High School**  
**2023-2024 Campus Improvement Plan**



**Board Approval Date:** September 20, 2023  
**Public Presentation Date:** September 20, 2023

# 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 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. ....	23
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Data Review for 22-23 at MONTWOOD H S						
County-District Number: 071909 District Name: SOCORRO ISD						
Student Category	Sub Categories	Count	Percent	Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Enrollment				Gender		
	Grade 09	677	27.10%	Female	1,205	48.24%
	Grade 10	643	25.74%	Male	1,293	51.76%
	Grade 11	613	24.54%			
	Grade 12	565	22.62%	Ethnicity		
	Total Enrollment	2498	100%	Hispanic-Latino	2361	94.52%
				Asian	24	0.96 %
Grade 12 Attendance				Black - African American	25	1.00%
				Native Hawaiian - Pacific Islander	7	0.28%
Graduates Reported of 633 in cohort	Two or more races		%	White	69	2.76%
	Asian		%	Two-or-More	9	0.36%
	Black African American		%	American Indian-Alaskan Native	3	0.12%
	Hispanic Latino		%	Student by Program (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
	Native Hawaiian Pacific Islander		%	Bilingual	0	0.00%
	White		%	Emergent Bilngual (EB)	488	19.54%
	Total Graduates Reported		99.21%	English as a Second Language (ESL)	429	17.17%
Total in Cohort		633	100.00%	Career and Technical Education (CTE)	2,420	88.91%

Student Data Review for 22-23 at MONTWOOD H S							
Dropouts Reported				Free Lunch Participation	1534	61.41%	
	Total Dropouts Reported		%	Reduced Lunch Participation	308	12.33%	
At Risk Students	2022-2023			Other Economically Disadvantaged	0	0.00%	
	Total At Risk Students	1,160	46.44%	Gifted and Talented	223	8.93%	
Economic Disadvantaged				Special Education (SPED)	216	8.65%	
	Regular	1,842	73.74%	Title I Participation	2498	100.00%	
	Special Education			Dyslexia	17	0.68%	
	Total Economic Disadvantaged	1842	73.74%	Homeless Statuses			
Emergent Bilingual	BE Population			Homeless Status Total	21	0.84%	
	Regular	488	19.54%	Shelter	0	0.00%	
	Special Education			Doubled Up	16	0.64%	
	Total LEP						
Enrollment By Program							
	Special Education	216	8.65%				
	Career and Technical Education	2,420	88.91%	Other Student Information (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent	
	Bilingual Education	0	0.00%	At-Risk	1,160	46.44%	
	ESL Education	429	17.17%	Economically Disadvantaged	1842	73.74%	
	Gifted and Talented Education	223	8.93%	Title I Homeless	0	0.00%	
	Title I Education	2,498	100.00%	Immigrant	114	4.56%	
	Total Enrollment	2498	N/A	Emergent Bilingual (EB)	488	19.54%	
Student Attribution				Migrant	6	0.24%	
	No attribution		%	Military Connected	192	7.69%	
	Transfer Between Districts		%	Foster Care	1	0.04%	
				CTE Single Parent/Pregnant Teen	0	0.00%	
				Section 504	161	6.45%	
				Intervention Indicator	42	1.68%	
				IEP Continuer	5	0.20%	
				Transfer in Students	78	3.1225%	

Student Data Review for 22-23 at MONTWOOD H S						
				Special Services (2022 - 2023) Fall PEIMS file loaded 01/19/2023)	Count	Percent
				Instructional Settings		
				Speech Therapy	6	2.78%
				Homebound	2	0.93%
				Hospital Class	0	0.00%
				Mainstream	99	45.83%
				Resource Room	55	25.46%
				VAC	1	0.46%
				Off Home Campus	0	0.00%
				State School	0	0.00%
				Residential Care	0	0.00%
				Self Contained	53	24.54%
				Full-Time Early Childhood	0	0.00%
				Nonpublic Day School	0	0.00%
				Primary Disabilities		
				No Disability	0	0.00%
				Orthopedic impairment	2	0.93%
				Other health impairment	40	18.52%
				Auditory impairment	1	0.46%
				Visual impairment	1	0.46%
				Deaf-Blind	0	0.00%
				Intellectual disability	23	10.65%
				Emotional disturbance	104	48.15%
				Learning disability	6	2.78%
				Speech impairment	23	10.65%
				Autism	0	0.00%
				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 at 0.12% and Native Hawaiian-Pacific Islander is the second smallest population 0.28%. 0.84% of the population is homeless, 0.00% live in shelters, 0.64% are doubled up, and 0.04% are unsheltered. 0.24% of the population consists of migrant students, 7.69% are military connected and 0.04% are in foster care. Enrollment data for the 2022-2023 school year is 2,498; enrollment data from previous school year was 2569. Enrollment has decreased from the previous school year. The SPED Population has increased from 212 students the previous year, to 216 student in the coming year. The Emergent Bilingual population has also increased to 19.54% of the MHS total population, in coparison to 17.09% the previous year. At risk populations have seen a decrease from 47.18% the previous year to 46.44% in the coming year. The number of military connected students has inceased from 172 students the previous year, to 192 students in the coming year.

**Preliminary Report: MHS Spring STAAR EOC 2021 to 2023 Comparison**

**Algebra 1**

	2021			2022			
	Approaches	Met	Masters	Approaches	Met	Masters	Approaches
<b>MHS</b>	<b>50%</b>	<b>14%</b>	<b>5%</b>	<b>72%</b>	<b>36%</b>	<b>20%</b>	<b>80%</b>
MHS EB	33%	10%	3%	71%	31%	17%	78%
MHS SPED	23%	0%	0%	53%	18%	3%	57%

**Biology**

	2021			2022			
	Approaches	Met	Masters	Approaches	Met	Masters	Appro
<b>MHS</b>	<b>77%</b>	<b>47%</b>	<b>13%</b>	<b>86%</b>	<b>58%</b>	<b>16%</b>	<b>95</b>
MHS EB	51%	24%	1%	75%	30%	6%	73
MHS SPED	37%	5%	0%	51%	22%	2%	91

**English 1**

		2021			2022		
	Approaches	Met	Masters	Approaches	Met	Masters	App
<b>MHS</b>	<b>66%</b>	<b>47%</b>	<b>9%</b>	<b>75%</b>	<b>62%</b>	<b>6%</b>	<b>8</b>
MHS EB	31%	16%	0%	48%	24%	1%	6
MHS SPED	20%	8%	2%	29%	18%	0%	4

**English 2**

		2021			2022		
	Approaches	Met	Masters	Approaches	Met	Masters	App
<b>MHS</b>	<b>75%</b>	<b>63%</b>	<b>10%</b>	<b>75%</b>	<b>62%</b>	<b>6%</b>	<b>8</b>
MHS EB	29%	18%	0%	48%	24%	1%	6
MHS SPED	38%	13%	2%	29%	18%	0%	4

**Preliminary Report: MHS Spring STAAR EOC 2021 to 2023 Comparison, continued**

**US History**

		2021			2022		
	Approaches	Met	Masters	Approaches	Met	Masters	
MHS	91%	73%	47%	95%	81%	55%	
MHS EB	61%	26%	13%	80%	49%	20%	
MHS SPED	58%	33%	8%	84%	55%	26%	

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
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

### Demographics Strengths

429 students are served through ESL by MHS, with a total of 488 EB students on campus, up from 376 students served in ESL and 439 EB students on campus in the previous year.

223 students are served under Gifted and Talented education. Up from 219 in the Gifted & Talented program in the previous year.

216 Students receive Special Education services, up from 212 in the previous year.

The number of military connected students increased to 192, up from 172 military connected students the previous year.

Campus Graduation Rate was reported at 99.21%, up from 93.8 % the previous year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Academic performance across all STAAR EOC exams still has not met pre-COVID-19 pandemic performance levels. **Root Cause:** Student and teacher adjustments back to 45-minute lesson cycle.

**Problem Statement 2:** ELL and LEP Populations have increased while performance levels have decreased. **Root Cause:** Teacher needs of initial and refresher trainings of SIOP and ELPS.

**Problem Statement 3:** SAT scores have little or no increase from the previous 4 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 III for curriculum planning and alignment in order to meet the needs of the eleventh grade students.

# Student Learning

## Student Learning Summary

Campus: Montwood High 002

### 2023 STAAR Assessment Results

#### All Students

STAAR	Approaches		Meets		Masters	
	21-22	22-23	21-22	22-23	21-22	22-23
ELAR I	75%	81% (+6)	62%	63% (+1)	6%	13% (+7)
ELAR II	75%	82% (+7)	62%	64% (+2)	6%	9% (+3)
Algebra I	72%	80% (+8)	36%	35% (-1)	20%	11% (-9)
Biology	86%	95% (+9)	58%	60% (+2)	16%	12% (-4)
U.S. History	95%	99% (+4)	81%	86% (+5)	55%	48% (-7)

#### At Risk

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STAAR	Approaches		Meets		Masters	
	21-22	22-23	21-22	22-23	21-22	22-23
ELAR I	56%	68% (+12)	35%	40% (+5)	2%	1% (-1)
ELAR II	56%	69% (+13)	35%	43% (+8)	2%	1% (-1)
Algebra I	70%	68% (-2)	29%	25% (-4)	15%	8% (-7)

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	21-22	22-23	21-22	22-23	21-22	22-23
Biology	78%	89% (+11)	39%	38% (-1)	6%	12% (+6)
U.S. History	91%	98% (+7)	66%	74% (+8)	34%	27% (-7)

Economically Disadvantaged

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	21-22	22-23	21-22	22-23	21-22	22-23
ELAR I/	72%	78% (+6)	56%	59% (+3)	7%	9% (+2)
ELAR II	77%	79% (+2)	62%	59% (-3)	5%	5% (0)
Algebra I	71%	73% (+2)	33%	30% (-3)	17%	11% (-5)
Biology	85%	92% (+7)	55%	59% (+4)	12%	12% (+0)
U.S. History	96%	99% (+3)	80%	83% (+3)	51%	48% (-3)

English Learners

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	21-22	22-23	21-22	22-23	21-22	22-23
ELAR I	47%%	46% (+16)	27%	25% (+8)	0%	1% (+1)
ELAR II	52%		28%		1%	
Algebra I	74%	70% (+37)	31%%	30% (+20)	17%	17% (+14)
Biology	79%	75% (+24)	34%	30% (+6)	6%	6% (+5)
U.S. History	86%	80% (+19)	53%	49% (+23)	22%	20% (+7)

-  
-  
Special Education  
-

STAAR	Approaches	Approaches	Meets	Meets	Masters	Masters
	21-22	22-23	21-22	22-23	21-22	22-23
ELAR I	27%	42% (+15)	16%	14% (-2)	2%	4% (+2)
ELAR II	23%	41% (+18)	11%	15%(+4)	0%	1%(+1)
Algebra I	52%	57% (+5)	17%	19% (+2)	2%	0% (-2)
Biology	50%	72% (+12)	22%	16% (-6)	2%	4% (+2)
U.S. History	83%	93% (+10)	55%	43% (-12)	25%	13% (-12)

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**HB3 CCMR GOAL**

**The percent of graduates that meet the criteria for CCMR:**

Subgroup	2019 (Baseline)	2020	2021
All Students	62%	61%	62%
African-American	57%	70%	78%
Hispanic	62%	61%	61%
White	74%	46%	71%
Special Education	62%	68%	69%
Econ. Disadvantaged	59%	59%	61%
English Learners	43%	36%	32%

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

<b>Yearly Target Goals</b>	<b>2019 (Baseline)</b>	<b>2021</b>
All Students	9%	15%
African-American	17%	33%
Hispanic	9%	14%
White	6%	18%
Special Education	3%	8%
Econ. Disadvantaged	8%	17%
English Learners	5%	13%

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

<b>Yearly Target Goals</b>	<b>2019 (baseline)</b>	<b>2021</b>
All Students	32%	36%
African-American	0%	56%
Hispanic	32%	35%
White	38%	41%
Special Education	3%	6%
Econ. Disadvantaged	28%	33%
English Learners	13%	14%

**State Graduation Rate:**

4-Year	5-Year	6-Year
94.0%	96.0%	96.4%

**Federal Graduation Rate:**

2020	2021
93.8%	93.0%

**Federal School Improvement Targets (Based on “Meets” Threshold)**

**Reading**

ALL	AA	HISP	WHITE	AI	ASIAN	PAC-I	2 or MORE	ECD	EB	SPED
64%	71%	63%	78%	NA	87%	75%	100%	58%	36%	15%
62%	62%	62%	90%	NA	83%	66%	100%	59%	34%	15%

**Mathematics**

ALL	AA	HISP	WHITE	AI	ASIAN	PAC-I	2 or MORE	ECD	EB	SPED
32%	50%	31%	75%	0%	NA	NA	NA	30%	37%	19%

## Student Learning Strengths

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** EOC Meets Scores for the SPED populations for US History II dropped by 12% and Masters scores dropped 12% from 2022 to 2023 spring testing administration. **Root Cause:** The transition back to the 45-minute lesson cycle learning created a delay in return to pre-pandemic performance levels.

**Problem Statement 2 (Prioritized):** EOC Algebra I Scores for All Students are still trailing 2019 pre-pandemic performance levels by 19% **Root Cause:** The transition back to the 45-minute lesson cycle learning created a delay in return to pre-pandemic performance levels.

**Problem Statement 3:** SPED and EB subpopulations Meets and Masters level EOC scores are still trailing behind 2019 pre-pandemic achievement levels across all STAAR EOC exams. **Root Cause:** SPED/EB subpopulation student learning gaps are still being addressed from lack of opportunity to provide targeted and prescriptive instructional supports during the transition back to the 45-minute lesson cycle learning.

# School Processes & Programs

## School Processes & Programs Summary

Montwood High School will continue to emphasize to tier 1 interventions for students in the 23-24 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 intersession and on Saturdays.

In addition, for the 23-24 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.

For safety for the 2023-2024 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 continue to order and provide the required PPE. 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. 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.

### **School Processes & Programs Strengths**

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:** Broaden the use of student data disaggregation from 2022-2023 to aid in making interactive lessons that are engaging and still addressing the continued learning gaps. **Root Cause:** Data disaggregation of 2022-2023 student performance data is our campus' opportunity to address large scale learning gaps in student's post pandemic academic performance.

# Perceptions

## 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.

## Perceptions Strengths

Visitors are required to sign in and must have proper identification in their possession so that a hall pass may be issued at our newly built D building entrance for the 23-24 school year.

All doors will be kept lock 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 1:** Gaps in student learning are continuing to exist even after the return to the 45-minute lesson cycle for both teachers and students. **Root Cause:** Teachers having to address both required curriculum for current year instruction, but also having to spiral back to previous year content to address learning gaps.

**Problem Statement 2:** Teachers will continue to need to incorporate tier 1 interventions to continue to accommodate for learning gaps. **Root Cause:** Professional development offered to teachers requires more emphasis on Tier 1 instruction and rigor to address continued learning loss.

# Priority Problem Statements

**Problem Statement 1:** EOC Algebra I Scores for All Students are still trailing 2019 pre-pandemic performance levels by 19%

**Root Cause 1:** The transition back to the 45-minute lesson cycle learning created a delay in return to pre-pandemic performance levels.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Academic performance across all STAAR EOC exams still has not met pre-COVID-19 pandemic performance levels.

**Root Cause 2:** Student and teacher adjustments back to 45-minute lesson cycle.

**Problem Statement 2 Areas:** Demographics




# Goals





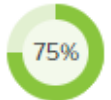




**Goal 1:** Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that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





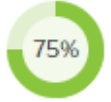





**Performance Objective 1:** Using the 2023 End of Course STAAR Assessment Results as a baseline, for the 2023-2024 school year, English I EOC scores will increase from 81% to 86% for Approaches, 62% to 67% for Meets, and Masters will increase from 13% to 18%. EB and SPED scores for meets will increase by a minimum of 10%.

**Evaluation Data Sources:** EOC State Assessment Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> As outlined in HB1416, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will pass STAAR EOC assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Interventionist SCE-I Coaches Department Heads</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development opportunities that are data-driven, research-based and student-centered.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators SCEI Coaches Instructional Department Chair</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic, - 211 - Title I, Part A - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores Decrease in number of students identified as Tier III.</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs EOC teachers Tutors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$12,500, - 199 - General Fund: SCE - \$19,663</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for SIOP training to all teachers to address subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores Increased assessment scores for subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chair</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide release time for teachers to attend professional development, and participate PLC-developed efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chair</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased assessment scores and grades</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> 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, - 282-ESSER III - \$63,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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:** 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 2:** Using the 2023 End of Course STAAR Assessment Results as a baseline, for the 2023-2024 school year, English II EOC scores will increase from 82% to 87% for Approaches, 64% to 69% for meets, and Masters will increase from 9% to 14%. EB and SPED scores for meets will increase by a minimum of 10%.

**Evaluation Data Sources:** EOC State Assessment Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> As outlined in HB1416, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will pass STAAR EOC assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Interventionist SCE-I Coaches Department Heads</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development opportunities that are data-driven, research-based and student-centered.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators SCEI Coaches Instructional Department Chair</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic, - 211 - Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores Decrease in number of students identified as Tier III.</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs EOC teachers Tutors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund: SCE - \$19,663, - 211 - Title I, Part A - \$12,500</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for SIOP training to all teachers to address subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration SCEI Coaches Department Chair</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide release time for teachers to attend professional development, and participate PLC-developed efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chair</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	Formative		
	Nov	Feb	May
			




Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased assessment scores and grades</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$150,000, - 199 - General Fund : Special Education - \$9,033, - 199 - General Fund: Gifted and Talented - \$15,850</p>	Formative		
	Nov	Feb	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>			





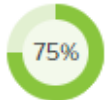

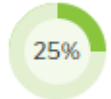


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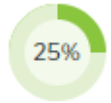
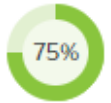





**Performance Objective 3:** Using the 2023 EOC scores as a baseline, for the 2023-2024 school year, Algebra 1 EOC scores will increase from 80% to 85% in the Approaches Grade Level category, 35% to 40% in the Meets Grade Level category, and 11% to 16% in the Masters Grade Level category. EB and SPED scores for meets will increase by a minimum of 10%.

**Evaluation Data Sources:** EOC State Assessment Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Per HB1416, Montwood High School provide accelerated instruction to students who did not pass STAAR EOC for any STAAR EOC assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will pass STAAR EOC assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Interventionist SCE-I Coaches Department Heads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors, Instructional Materials, Teacher Extra Duty for Tutoring, Supplies and snacks for students - 211 - Title I, Part A - \$50,000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development opportunities that are data driven, research based and student centered</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators SCEI Coaches Department Chair</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$10,000, - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores Decrease in number of students identified as Tier III.</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$12,500, - 199 - General Fund: SCE - \$19,663</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide release time for teachers to attend professional development, an opportunity to work with the PLC's within the team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide opportunities for SIOP and Professional Learning Communities to all teachers to address subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in assessment scores and grades</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology - 211 - Title I, Part A - \$150,000, 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 - 199 - General Fund: Gifted and Talented - \$15,850, Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology - 282-ESSER III - \$63,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


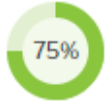




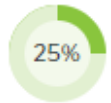
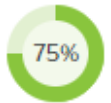





**Goal 1:** Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that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

**Performance Objective 4:** Using the 2023 STAAR EOC scores, for the 2023-2024 school year, Biology EOC scores will increase from 95% to 99% in the Approaches Grade Level category, 60% to 65% in the Meets Grade Level category, and 12% to 17% in the Masters Grade Level category. EB and SPED scores for meets will increase by a minimum of 10%.

**Evaluation Data Sources:** EOC State Assessment Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide professional development opportunities that are data driven, research based and student centered</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund: SCE - \$19,663, - 211 - Title I, Part A - \$12,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide release time for teachers to attend professional development, and participate in learning walks</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for SIOP training &amp; Professional Learning Communities to all teachers to address subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund: Gifted and Talented, - 199 - General Fund : Special Education, - 282-ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			














**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 5:** Using the 2023 EOC scores, for the 2023-2024 school year, US History EOC scores will increase to 100% in the Approaches Grade Level category, 86% to 91% in the Meets Grade Level category, and 48% to 53% in the Masters Grade Level category. EB and SPED scores for meets will increase by a minimum of 10%.

**Evaluation Data Sources:** EOC State Assessment Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide professional development opportunities that are data driven, research based and student centered</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$18,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund: SCE - \$19,663, - 211 - Title I, Part A - \$12,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			











Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide release time for teachers to attend professional development, and participate in learning walks</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for SIOP training and Professional Learning Communities to all teachers to address subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEI Coaches Department Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEIs Department Chairs</p> <p><b>Funding Sources:</b> - 199 - General Fund : Special Education, - 211 - Title I, Part A, - 199 - General Fund: Gifted and Talented, - 282-ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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**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 6:** For the 2023-2024 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 2022-2023 year.

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

**Summative Evaluation:** Met Objective







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> increase in course enrollment/master schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide information on advanced courses at Campus Career and College Fairs, middle school registration, and community meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in course enrollment/master schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










**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 7:** By the beginning of the 2023-2024 school year, the number of students enrolled in Career and Technical Education classes will increase by 5% as compared to the 2022-2023 Beginning-Of-Year enrollment. The number of students graduating with an endorsement will increase to 90%.

**Evaluation Data Sources:** Career and Technical Education class enrollment data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in CTE Enrollment Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors</p> <p><b>Title I:</b> 2.4, 4.2</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CTE department will showcase their many programs during the middle school tours to promote awareness of the many opportunities available for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CTE Enrollment Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors CTE facilitators</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The percent of graduates that meet the criteria for CCMR will increase by 5% by August 2022</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CTE enrollment Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors CTE facilitators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The percent of students that receive an approved Industry-based Certification will increase by 5% by August 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CTE enrollment Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors CTE facilitators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The percent of CCMR students that achieve the TSI criteria in Math TSIA will increase by 5% by August 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved alignment in the Algebra 2 curriculum Increase in student performance on TSI</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors Go Center CTE facilitators Algebra 2 teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> For the 22-23 school year, we will provide transportation services as necessary to allow for student CCR opportunities.</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199-CTE-PIC22</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 8:** For the 2023-2024 school year, EB 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in state assessments in language proficiency</p> <p><b>Staff Responsible for Monitoring:</b> LPAC coordinator ESL Teacher Principal English Dept. leads &amp; heads</p> <p><b>Funding Sources:</b> - 199 - General Fund: Bilingual - \$10,575</p>	Formative		
	Nov	Feb	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:** 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 9:** For the 2023-2024 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><b>Strategy 1:</b> Students will be served in appropriate setting and will have researched based materials to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Sped &amp; gen ed teachers administrators SCEI coaches</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 10:** For the 2023 - 2024 school year, the percentage of and EB students that meet standard on the state assessment in Reading/ELA will improve to 65% 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.

**Evaluation Data Sources:** EOC State Assessment Data








**Summative Evaluation:** Some progress made toward meeting Objective

**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 11:** For the 2023-2024 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:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will provide tutorial sessions for their respective content areas to provide opportunity for intervention and student support. <b>Staff Responsible for Monitoring:</b> Administration SCEIs Teachers	Formative		
	Nov	Feb	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:** 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 12:** For the 2023-2024 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 Sources:** Sign in sheets  
Assessments

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize uniform and systemic data disaggregation methods to identify performance trends across all sub populations. <b>Strategy's Expected Result/Impact:</b> Increased test scores <b>Staff Responsible for Monitoring:</b> Administration SCEIs Dean of Instruction=	Formative		
	Nov	Feb	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:** 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 13:** For the 2023-2024 school year, Montwood High School will achieve 98% attendance.

**Evaluation Data Sources:** Decrease in LOC contracts  
Increased student attendance

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide regularly scheduled incentives for students with perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors Attendance office staff Truancy officer</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 14:** For the 2023-2024 school year, Montwood High School will increase the number of graduates by 2%.

**Evaluation Data Sources:** Enrollment data

**Summative Evaluation:** Met Objective

**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 15:** For the 2023-2024 school year, Montwood High School will be 100% compliant with safety audits and safety drills.

**Evaluation Data Sources:** Audit Reports  
EOP binder

**Summative Evaluation:** Some progress made toward meeting Objective

**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 16:** MHS will promote excellence in discipline and behavior for all students.

**Evaluation Data Sources:** Discipline Reports

**Summative Evaluation:** Some progress made toward meeting Objective

**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 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 Sources:** Campus technology inventory reports











**Summative Evaluation:** Significant progress made toward meeting Objective

**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 2023-2024 school year, 90% of teachers will achieve proficient on the T-TESS instrument.

**Evaluation Data Sources:** Walkthroughs, TTESS Evaluations

**Summative Evaluation:** Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be provided opportunities to engage in professional development to address best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS walkthroughs Coaching Visits</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEIs Department Chairs</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will continue to participate in training on TTESS, Fundamental 5, AVID Strategies to improve classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in Sheets Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEIS AVID Coordinator Department Chairs</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 2:** For the 2023-2024 school year, the campus will maintain 100% highly effective teachers in all core academic subjects.

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

**Summative Evaluation:** Met Objective











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hire only highly qualified staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Certifications</p> <p><b>Staff Responsible for Monitoring:</b> Administration SISD Human Resources</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 3:** During the 2023-2024 school year, Montwood High School will increase the number of professional development opportunities offered to employees by 15%.

**Evaluation Data Sources:** Professional Development opportunities  
Professional Development from DSC

**Summative Evaluation:** Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be provided opportunities to engage in professional development to address best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS walkthroughs Coaching Visits</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEIs Department Chairs</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$2,100</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Sign in Sheets Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Administration SCEIS AVID Coordinator Department Chairs</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$25,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














**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 2023-2024 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 Sources:** At least 15 events will be offered by the campus for parent and community members.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased participation in educational events as evident on sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Materials, Supplies, Snacks and Refreshments - 211 - Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased participation in educational events</p> <p>Agendas Sign in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> CIS Student Activities Director Counselors Administration Teachers Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased participation in school community participation at Montwood High School.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Payment for conferences for Parent Liaisons, community members - 211 - Title I, Part A - \$1,800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased participation in school community at Montwood High School and on-going learning to implement relevant sessions to our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liasion</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$1,400</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase the number of parents attending the scheduled meetings and have multiple hands on activities to retain parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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 2:** For the 2023-2024 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 Sources:** The number of notifications sent from Montwood High School will increase by 15%.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Montwood High School will increase communication by utilizing websites, email, Living Tree, marquee, Breakfast on the Go, Call outs, fliers, and posters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> School Messenger AP Student Activities Director Librarians Administration Parent Liasion</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	Formative		
	Nov	Feb	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 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 3:** By the end of the 2023-2024 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 Sources:** A minimum of 12 events will be offered by the campus for parent and community members.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Activities director along with Assistant Principal will work together to increase the number of partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Student Activities Director Assistant Principal</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide community partners an opportunity to work in conjunction with Montwood High School to provide opportunities for events that include topics such as:</p> <ul style="list-style-type: none"> <li>Law Enforcement Presentations</li> <li>Driving Courses</li> <li>Drug and Gang Awareness</li> <li>Dating Violence</li> <li>Suicide Prevention</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased parental participation and awareness.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Administration</p> <p><b>Funding Sources:</b> - 199 - General Basic</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**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 2023-2024 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 Sources:** EOC results

**Summative Evaluation:** Met Objective

**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 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 Sources:** CCMR Reports

UIL Athletics Schedules

UIL Academic Schedules

UIL Fine Arts Schedules

TASC Annual Event Schedules

CTSO Event Schedules

**Summative Evaluation:** Significant progress made toward meeting Objective

**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 3:** Montwood High School will work to responsibly allocate funds to all campus programs in accordance with TEA FARSG Standards.

**Evaluation Data Sources:** Budget reports  
Campus expenditures

**Summative Evaluation:** Met Objective

**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 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 Sources:** Capital outlay inventory reports

**Summative Evaluation:** Met Objective

# State Compensatory

## Budget for Montwood High School

**Total SCE Funds:** \$349,303.00

**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, 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). 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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Hernandez	College Tutor	Title I	19 Hours
Alexei Rubio	College Tutor	Title I	19 Hours
Alondra Garcia	College Tutor	Title I	19 Hours
Christine Peschka	Teacher-English Intervention	Title I	1
Dianna Rios	Teacher-AVID	Title I	1
Reyxavier Monsivais	College Tutor	Title I	19 Hours
VACANT	Parent Liaison	Title I	1
Valeria Olivares	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	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	1			\$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
<b>Sub-Total</b>					<b>\$0.00</b>

199 - General Fund: SCE					
Goal	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
<b>Sub-Total</b>					\$98,315.00
199 - General Fund : Special Education					
Goal	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
<b>Sub-Total</b>					\$27,099.00
211 - Title I, Part A					
Goal	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

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
<b>Sub-Total</b>					\$648,300.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$10,575.00
<b>Sub-Total</b>					\$10,575.00
199 - General Fund: Gifted and Talented					
Goal	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
<b>Sub-Total</b>					\$47,550.00

199-CTE-PIC22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	6			\$0.00
<b>Sub-Total</b>					\$0.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$63,000.00
1	3	6	Instructional Materials, General Supplies, Contracts, Classroom furniture and Technology		\$63,000.00
1	4	5			\$0.00
1	5	5			\$0.00
<b>Sub-Total</b>					\$126,000.00