

Socorro Independent School District
Montwood High School
2016-2017 Campus Improvement Plan



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

Value Statement

Rosemary Menchaca, Principal

Dr. Jose Espinoza, Superintendent

Gary Gandara -- Board President

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent	Special Services (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent
Gender			Top Primary Disabilities		
Female	1,261	48.18%	Learning disability	104	56.00%
Male	1,356	51.82%	Other health impairment	29	15.00%
<hr/>			Autism	19	10.00%
Ethnicity			Intellectual Disability	15	8.00%
Hispanic-Latino	2,448	93.54%	Instructional Settings		
<hr/>			Speech Therapy code (00)	0	0.00%
Race			Homebound code (01)	0	0.00%
American Indian - Alaskan Native	3	0.11%	Hospital Class code (02)	0	0.00%
Asian	20	0.76%	Mainstream code (40)	87	47.03%
Black - African American	39	1.49%	Resource Room codes (41,42)	59	31.89%
Native Hawaiian - Pacific Islander	6	0.23%	VAC code (08)	0	0.00%
White	96	3.67%	Off Home Campus codes (91,92,93,94,95,96,97,98)	3	1.62%
Two-or-More	5	0.19%	State School code (30)	0	0.00%
			Residential Care codes (81,82,83,84,85,86,87,88,89)	1	0.54%
			Self-Contained codes (43,44)	35	18.92%
			Full-Time Early Childhood code (45)	0	0.00%

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent	Other Student Information (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent
Bilingual	0	0.00%	At-Risk	1,382	52.81%
English as a Second Language (ESL)	156	5.96%	Economically Disadvantaged	1,508	57.62%
Career and Technical Education (CTE)	2,268	86.66%	Title I Homeless(*Special Notes*)	0	0.00%
Free Lunch Participation	1,228	46.92%	Immigrant	48	1.83%
Reduced Lunch Participation	280	10.70%	Limited English Proficient (LEP)	194	7.41%
Other Economically Disadvantaged	0	0.00%	Migrant	7	0.27%
Gifted & Talented	171	6.53%	Military Connected	64	2.45%
Special Education (SPED)	185	7.07%	Foster Care	9	0.34%
Title 1 Participation	2,617	100.00%	CTE Single Parent/Pregnant Teen	5	0.19%
Dyslexia	15	0.57%	Section 504 (No Section 504 File for 2016)	0	0.00%
Homeless Statuses					
Homeless Status Total	11	0.42%			
Shelter	0	0.00%			
Doubled Up	10	0.38%			
Unsheltered	1	0.04%			
Hotel/Motel	0	0.00%			

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Version

Demographics Strengths

The average daily attendance rate for staff is 94%.

Montwood High School serves 149 English Language Learner students, 181 students in the Gifted and Talented program, 71 students identified for 504 services, 174 students served through special education services.

Demographics Needs

Increase the academic performance of LEP, SPED, and ED students.

Student Achievement

Student Achievement Summary

The focus of interventions and support for Montwood High School students is centered in Index 1 because data continues to show that the campus need is in student performance on state assessments.

Our School-wide Title I program consists of parent involvement activities, before and after school tutoring for all tested subjects, progressive professional development, and two instructional coaches. Our State Compensatory Program (SCE), consists of academic coaches training teachers in best practices for assisting at-risk students, a DAEP center, Compass Learning lab for credit recovery, one teacher to run the Compass Learning lab, a Communities in School program for pregnant students, dropout prevention professional development and CHAMPS program.

The performance index data shows to continue various programs and instructional support systems to address the needs of ALL students, parents, and teachers to ensure that school goals are met, continue the established level of rigor in all classrooms, and to continue the support for the growth of the Advanced Academics program.

Student Achievement Strengths

Strengths:

Through the implementation of team planning and lesson building, Montwood High School has set a practice of consistency in all core areas. MHS provided students with before, during and after school tutoring, as well as Saturday and intersession intervention camps to strengthen students' skills in all assessed subjects. These tutoring sessions increased rigor in all aspects of instruction and are a primary focus for student success in all tested subjects. A Rams Learning Center and Math lab will be provided with college tutors offering services before school, during lunch, and after school for students in all subgroups, particularly in SPED. TI-84 calculators were purchased to increase performance in mathematic classrooms and on assessments. Assistance will be offered for supplemental instruction and mentoring for at-risk students provided by library aides. An ELL lab will be available to further English language acquisition for at-risk students, to include ELL students and LEP coded students. MHS will provide Pre-AP and AP students with instructional materials that will promote rigor, relevance and relationships. Students will be provided opportunities to take the TSI, AP, PLAN, ACT, PSAT, and SAT tests and perform at college ready levels at a minimal cost to students. Our campus will offer advanced studies aligned to House Bill 5 and will offer students the opportunity to participate in RECHS, Synergi4 or AVID for the 2016-2017 school year.

Student Achievement Needs

Needs:

Montwood High School's needs are in the area of increasing the rigor in all instructional areas. Our teachers will continue to plan and meet to develop

common lessons and assessments. MHS will need to continue the level of instruction so as to maintain or exceed EOC scores from the previous year.

Student acceleration and interventions are another area of need at Montwood High School. Over 400 students were referred to summer school for course remediation and/or EOC remediation. There are numerous students who took the EOC exam in one of these areas who will need to retake one or more test(s). Our EOC scores indicate that our areas of need are English I & English II. Our School-wide Title I program consists of a Rams Learning Center and teacher along with tutors that help students with all content courses; two State Compensatory Education Intervention Coaches (SCEIC's) who monitor and work with at risk students by providing interventions based on student need as well as assisting our campus instructors by providing multiple trainings and instructional support; four instructional curriculum coaches (ICCs) in each of the four core areas who help teachers with all common planning and departmental needs. All Montwood teachers are reviewing their student rosters to identify students in special sub-populations. There is a need to ensure effective implementation of the RTI Model. Teachers will work with students coded at-risk, which include ELL and SPED populations. All student interventions will be documented using the Eduphoria system, so that teachers may share authentic and measurable interventions as well as emulate the most successful ones. Through technical assistance from the Research and Evaluation Department, reports will be generated to help monitor codes C, D, H, and T at-risk students to support our progress monitoring in achieving our student goals.

In addition, at-risk students will be monitored and served through Saturday tutoring sessions in all core areas; medical referral and follow-up services for pregnant students; dropout prevention; career and technical prep through our CTE courses which have alignment to House Bill 5; and an instructional/computer lab for our English Language Learners.

Finally, student and parent surveys were conducted to gather information to better understand the knowledge and participation of the MHS community as to the assistance that is available and to what extent it is being utilized in the area of remediation and support for students who have not passed state assessments. The data reflects a need for improved communication relating to the interventions that are available to students and progress monitoring to keep parents informed of the status of their children with regard to grades, credits, and EOC testing results/progress.

School Culture and Climate

School Culture and Climate Summary

Montwood High School will ensure a safe and supportive learning school environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns and keeping safety as top priority.

Montwood High School will also work toward becoming a Habits of Mind School.

School Culture and Climate Strengths

Strengths:

Montwood High School will participate in a book study covering the Habits of Mind. Implementation will span over the 2016-2017 school year during the staff development days. Montwood High School will continue to implement ID's throughout the campus. All visitors are required to sign in with our front door receptionist. Visitors are required to have proper ID to obtain their visitors badge. Campus volunteers/employees escort our visitors to the requested department. One entrance is designated as the school's main entrance. All other outer doors remain locked throughout the school day. All window doors have signs redirecting visitors to the main entrance. All staff will ensure that doors remain locked and closed at all times. Any individual not wearing a school badge is reported to security and Administration. OLWEUS committee is comprised of one stakeholder from each department which also includes students, parents and community members. One day out of the week is provided for OLWEUS lessons which address various bullying topics. A morning announcement and e-mail is used to promote OLWEUS Wednesday's and school personnel and students are encouraged to wear their anti-bullying school shirts. Monthly safety drills are practiced to address multiple emergency scenarios. Emergency operations plan is provided to all MHS teachers through e-mail and hard copy. Safety committee meets once a month to keep emergency operation plan current. Teachers are provided 45 minutes once every three weeks to document their interventions in the Eduphoria. The interventions are provided to students who fall below 70% for each marking period (3,6 and 9 week mark). Attendance committee meets once a month to address student loss of credit. Parental and student contact is made when a loss of credit contract is issued. Discipline referrals are processed in a timely manner and urgent cases are addressed immediately. Parental contact is made on all discipline referrals by the teacher prior to submitting to Administration. Teacher have adopted the behavior step form for all level 1 student code of conduct infractions. Each floor and school building has staff designated restrooms. Parking decals are provided to the faculty and students upon providing proof of documentation. Ram watch has been established at MHS and is successful in keeping additional adult supervision of students throughout the school day.

School Culture and Climate Needs

Needs:

Increase student participation in regards to student ID's where Administration, teachers and school staff promote the importance of school ID's. The campus building(s) has many doors and signs which redirect our guest(s) to the main entrance, signs must be visible at all times. Increase the number of students and

teachers conducting the weekly OLWEUS lessons. Host an additional review session for our emergency operations plan. Keep abreast of all emerging issues which affect our school safety. Increase the quantity and improve the quality of the ARMS postings for each three week marking period. Decrease the amount of students on a loss of credit contract to increase the student attendance rate that would keep students on campus and preserve a safe learning environment. Provide professional development to our teachers in classroom management to reduce the number of disciplinary incidents. Revisit staff designated restrooms to ensure student and staff safety.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Montwood High School currently has a diverse staff that consist of 3.7% African-American, 23.00% Anglo, 0% Asian, 73.3% Hispanic, 48.2% male and 51.8% female with an average of 13 years of teaching experience. 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, Habits of Mind

Staff Quality, Recruitment, and Retention Strengths

Strengths:

Montwood High School will allocate funds toward increasing passing rates for SPED and ELL students in Mathematics, English, Science, and Social Studies. Montwood High School will assist in maintaining and providing growth opportunities for highly qualified staff through staff development in the areas of classroom management, lesson planning and common assessment development, and use of the TEKS Resource System. These professional development opportunities are offered through the SISD Staff Development Website, Region XIX, and local and regional workshops and conferences. Montwood High School will utilize the curriculum coaches to provide additional staff development on campus through a TOT model. In addition teachers are afforded opportunities to attend summer training institutes for AVID, GT, PRE-AP, AP, SpringBoard, Project Lead the-Way and TI-NSpire so that our students have only the most highly qualified teachers teaching these courses. Professional Development sessions have been planned by the SCEIC's for core content teams which will focus on TEKS and lesson plans. The teams will be required to create lesson plans that are derived by the TEKS and are appropriately paced. An assessment team has been established to review common assessments for validity and alignment to the TEKS. With the high number of ELLs who are not in sheltered instructional programs, teachers have received SIOP training on classroom strategies for ELL success. In addition, the campus SCEIC's are available and actively scheduling lesson modeling for teachers who are encountering various instructional and classroom challenges. The SCEIC's are also meeting with teachers to assist in lesson planning so that the KAGAN and Fundamental Five strategies become a regular part of instruction. Professional development on co-teaching has been placed into the campus professional development calendar every nine weeks. SCEIC's model co-teaching strategies. All co-teachers have been trained in inclusive teaching models and the campus faculty has received the opportunity to attend inclusive practices training. Finally, surveys to identify needs based on Professional Development have helped facilitate on-going and follow up trainings.

Staff Quality, Recruitment, and Retention Needs

Needs:

Staff development will be provided for faculty and staff to address strategies to increase EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/ advanced scores in all core areas. We will strive to develop and increase support systems that result in higher student achievement. We will evaluate the effectiveness of all programs and modify as needed. Staff development opportunities will include, but are not limited to:

1. Fundamental 5 strategies that will enhance best teaching practices in the classroom.
2. Common planning time that is utilized to analyze TEKS through a blueprint that ties together the components of SE's and common assessment needs that drive quality lesson plans need for success on EOC.
3. SIOP and ELPS training provided by the District Service Center that address not only the needs of English Language Learners, but of all students.
4. Continued staff development workshops in Kagan Cooperative Learning to increase the level of student engagement and student centered learning provided by District Support Personnel.
5. The Standards Based Grading Committee will implement this grading system to ensure that grading practices measure mastery of the TEKS and is consistently applied to all ninth grade core and EOC assessed content. This year, Standards Based Grading will occur in grades 9 and 10.
6. Monthly trainings where the Instructional Curriculum Coaches and SCEIC's train teachers on strategies (heat maps, RTI, Power of ICU, etc.) that will lead to improvement in campus targeted areas by strong applications of interventions.
7. Enlist the support of the Career and Technical Education Department to review progress and interventions of our Limited English Proficient students.
8. Collaborate with the district Special Education Department to provide follow up training on Co-Teaching.
9. Needs assessment surveys developed to identify additional needs and quantitative analysis of staff development effectiveness.
10. The Habits of Mind

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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, fall, spring, and summer intersession will be provided for students 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.

Curriculum, Instruction, and Assessment Strengths

Strengths:

Montwood High School works collaboratively with the SCEIC's to generate data reports from Eduphoria. The data is desegregated by subject, which is shared with our ICC's and team leaders for department team meetings. The data discussions are used to improve instruction and address areas of growth for our student populations. The TAPR report is shared with the campus during professional development so that all faculty is informed of the areas of concern, safeguards and strengths. Montwood High School provides various tutoring sessions throughout the school week. Tutoring schedules are provided to the students which include morning, afterschool and Saturday sessions. The SCEIC's create individualized tutoring letters based on student need using benchmark data. These letters are distributed by department instructors once every nine weeks. Montwood High School provides meaningful professional development for all teachers which include: Fundamental 5, Writing across the curriculum, House Bill 5, classroom management and Region 19 trainings. Montwood High School will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance by a 10% increase from the prior school year. Some events included: Break-On-The Go, EOC parent meetings, Advanced Academic and Dual Credit meetings, Mother Daughter Conference, Montwood Matters, AVID, Synergi4, House Bill 5 feeder school meetings, Open House meeting, Emerald Elite Awards and Top 15 Breakfast, Graduation.

Curriculum, Instruction, and Assessment Needs

Needs:

Montwood High School's areas of need include: increase the usage and understanding of data in making data driven decisions, professional development for in-depth analysis of the standards (TEKS) in support of the Standard Based Grading Initiative, and improving best practices in teaching and learning strategies.

Family and Community Involvement

Family and Community Involvement 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 Montwood Matters (Freshmen Orientation) meeting that addresses: scheduling, EOC exams, counseling services, extracurricular and co-curricular activities and tutoring opportunities.

Family and Community Involvement Strengths

Strengths:

The campus will host two Parent Nights to provide parents an opportunity to meet with teachers and continue the partnership needed to make students successful. Advanced Academics, AVID, RECHS and Synergi4 will host meetings to provide information about our programs and to engage parents in educational discussions for student success. Our Breakfast-On-The-Go program has successfully informed our school community of events, dates and other school information once every nine weeks. Finally our campus marquee and school website has been used for informational purposes to promote school activities and celebrations.

Family and Community Involvement Needs

Needs:

Montwood High School's area of need is an effective communications plan that focuses on parental and community involvement.

We will improve our communications with our school community about campus initiatives through our all-call system, marquee, webpage, announcements and flyers.

We will continue to provide opportunities for parents to attend informational meetings regarding EOC, intervention programs to support our re-testers, and House Bill 5. We will enlist the assistance of the District Technology Department to provide translating equipment that will allow our Spanish speaking

parents to participate and provide and share input in the student achievement process. We will activate our grade level teams to provide parents and students a face-to-face opportunity to review progress and create a plan of success for our at-risk students.

There is a need to survey the Montwood High School community to better understand the utilization of support mechanisms currently in place with regard to students who have not passed the state assessments, specifically SPED and ELL students in all core classes. Data reflects a need for improved communication relating to the interventions that are available to students and progress monitoring to keep parents informed of the status of their children with regards to grades, attendance, credits, EOC testing and House Bill 5.

School Context and Organization

School Context and Organization Summary

Montwood High School is one of 48 campuses in Socorro Independent School District. Montwood High School opened its doors in 1990 and serves predominantly ethnically diverse middle class families. Montwood High School serves over 2600 students in grades 9 to 12.

Our School-wide Title I program consists of parent involvement activities, before and after school tutoring for all tested subjects, progressive professional development, and two instructional coaches. Our State Compensatory Program (SCE), consists of academic coaches training teachers in best practices for assisting at-risk students, a DAEP center, Compass Learning lab for credit recovery, one teacher to run the Compass Learning lab, a Communities in School program for pregnant students, dropout prevention professional development and CHAMPS program. In addition, Montwood serves students through a rigorous curriculum through its magnet program SYNERGI 4 T-STEM Academy, AVID, RECHS, CTE, and PLTW programs.

School Context and Organization Strengths

The only T-STEM designated program in the district, students served through the SYNERGI 4 STEM Academy magnet program that is open to all students in the district. Currently serving 185 students in grades 9, 10, and 11. Students are required to take a minimum of two Pre-AP, AP, or Dual Credit Courses.

Certified PLTW School in the area of Engineering.

AVID program serves students in the Montwood feeder pattern. Currently serving 191 students in grades 9, 10, and 11. Students are required to take a minimum of two Pre-AP classes.

Dual credit courses available to students that pass the TSI.

RECHS will open for the 2016-2017 school year serving 122 freshman in the Montwood feeder pattern.

School Context and Organization Needs

Additional STEM certified teachers for the increased growth in the program.

Additional teachers with Masters degrees in their content area so that we can offer additional Dual Credit courses to meet students needs in RECHS and the general population.

Complete PLTW certification process in Biomedical Science.

Technology

Technology Summary

Montwood High school will continue to upgrade their technology equipment and work on becoming a DNA campus.

Technology Strengths

Montwood High School purchased 40 computers to start upgrading teachers computers.

CTE has COWs for students to access computers in the area of Professional Communications.

SYNERGI 4 T-STEM Academy has a COW so that student can access computers.

Project Lab had computers purchased through CTE in order to upgrade the lab.

Technology training was provided to teachers in the area of using TI Inspire calculators, Kahoot, quizlet, poll everywhere.

Technology Needs

Montwood High is in need of upgrading computers throughout the campus. An additional 40 computers will be ordered for the 2016-2017 school year.

A Technology Committee will be formed to address the technology needs of the campus.

The Technology Committee will receive training in the area of technology by attending the TCEA and ISTE conferences held in February and June respectively.

Additional technology training will be provided to teachers in the areas of twitter, office 365, areas identified by student data needs.

Comprehensive Needs Assessment Data Documentation

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










Goals

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

Performance Objective 1: For the 2016-2017 school year, 100% of all SISD campuses will fulfill the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 1: Scheduled drills will ensure that drills are conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Montwood High School campus safety officer monitors that all drills are met on a monthly basis, feedback forms are collected, drill documentation form is completed and submitted to district safety officer, semester drills are fulfilled and feedback is provided to the campus monthly.		Campus Assistant Principal	Campus personnel will demonstrate through active participation that they are prepared to handle various safety scenarios.			
	Funding Sources: 199 - General - \$0.00					
2) Montwood High School has created and maintained a safety committee which is comprised of multiple school community stakeholders. Meetings are held monthly to obtain feedback from committee members on school's emergency operations.	1, 2	Campus Administration, Teachers, School Staff, SISD Police Services	Safe school environment with a reduction in school safety issues or incidents; Recommendations by committee members will be implemented into this year's emergency operations plan.			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: For the 2016-2017 school year, the number of bullying-related incidents reported across the district (all campuses) will decrease by 3%.

Evaluation Data Source(s) 2: The number of reported bullying-related incidents at all campuses will decrease by 3%.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Montwood High School has established an OLWEUS Anti-Bullying committee which compromises of multiple school community stakeholders. Meetings are held monthly to review and examine various anti-bullying topics.	1, 2	Administration, Police Services, Faculty, Teachers, Students	Reduction in school related bullying incidents			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: For the 2016-2017 school year, teacher intervention documentation for appropriate academic support will occur every three, six, and nine week grading period.

Evaluation Data Source(s) 3: Progress reports, reports cards, and semester grades

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Montwood High School staff will be provided intervention documentation time once every three weeks to post in Eduphoria. This time will be allotted once every third Friday in our school intervention calendar which is provided to all staff members at our campus.	1, 2	Campus Administration & Teachers	Student opportunities provided weekly, increase in student grades.			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: For the 2016-2017 school year, 100% of Montwood High School teachers will be familiar with the requirements of House Bill 5 through staff development training in order to educate students on college and career readiness requirements.

Evaluation Data Source(s) 1: 100% of Montwood High School teachers will be familiar with the requirements of House Bill 5 through staff development training in order to educate students on college and career readiness requirements.

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide school faculty and staff a presentation at the beginning of the school year about House Bill 5 data and information.	1, 2	Campus Administration, School Counselors	Sign in sheets, PowerPoint presentation notes.			
			Increase the campus understanding of House Bill 5 so they are able to educate our school community (students, parents, etc.)			
			Nine week faculty meetings			
			End of year faculty presentations			
Funding Sources: 199 - General - \$250.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: For the 2016-2017 school year, the District will continue to implement a College and Career Ready Strategic Plan at 100% of its campuses.

Evaluation Data Source(s) 2: 100% of campuses will continue to implement a College and Career Ready Strategic Plan.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Montwood High School will provide students with career pathways and endorsements which are aligned to House Bill 5 for the 2016-2017 school year.</p>	1, 2, 4, 6, 10	Campus Administration, Teachers, School Counselors	<p>Students registered for CTE courses which offer industry recognized certifications, career and technical student organizations and articulation.</p> <p>CTE course enrollment, number of industry recognized certifications, number of students obtaining college credit.</p> <p>Nine week and end of year reports from CTE</p>			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Montwood High School will provide students with opportunities to be exposed to college and career opportunities through career fair, field trips, community service, field experience, local and out of town college trips, etc.</p>	1, 9	Campus Administration, Teachers, School Counselors				
Funding Sources: 211 - Title I, Part A - \$6,000.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








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

Performance Objective 3: For the 2016-17 school year, 100% of Montwood High School students, encompassing all special and subpopulations, will be placed in the appropriate learning environments and grade levels as determined by their credits in order to ensure that they graduate with their designated cohort.

Evaluation Data Source(s) 3: 100% of Montwood High School students, encompassing all special and subpopulations, will be placed in the appropriate learning environments and grade levels as determined by their credits in order to ensure that they graduate with their designated cohort.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide supplemental instructional materials, textbooks, general supplies, contracts, classroom furniture and technology to be used in the classroom in support of student achievement in all core areas among all students, including GT, ELL, EcoD, and SPED students</p>	1, 2, 3	Special education department head, ICCs, SCEIs, Bilingual/ESL Education head, SPED teachers, and bilingual/ESL teachers,	<p>Lesson plans, walkthrough documentation</p> <p>Increase in student achievement scores among all students, to include SPED and ELL students.</p> <p>3, 6, 9 week grades, weekly failure reports, increase in common assessment and district benchmark scores.</p> <p>Increase in EOC passing rates among all populations and subgroups.</p>			
Funding Sources: 211 - Title I, Part A - \$15,000.00, 199 - General Fund : Special Education - \$5,960.00, 199 - General: Gifted and Talented - \$17,800.00, 199 - General Fund: High School Allotment - \$8,000.00						
<p>2) Provide supplemental instructional materials, general supplies, and technology to be used in the library in support of student achievement in all core areas.</p>	1, 2, 3, 9	Teachers, Librarians, Library Aides	<p>Sign In Logs</p> <p>Increase in student achievement scores among all students in state assessments.</p> <p>3, 6, 9 week grades, weekly failure reports, increase in common assessment and district benchmark scores.</p> <p>Increased state assessment scores.</p>			
Funding Sources: 211 - Title I, Part A - \$10,000.00						

3) Provide two temporary instructional aides to assist ELL's with language development in all core areas.	1, 4, 8, 9	ESL Teacher, Campus Administration	Time sheets and tutoring logs Increase in student achievement and improvement in language development for ELL's. 3,6,9 week assessments Common Assessments, State Assessments, EOC test scores, TELPAS.			
Funding Sources: 199 - General Fund: Bilingual - \$10,575.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










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

Performance Objective 4: By the end of the 2016-2017 school year, Montwood High School shall increase the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores to above 85%.

Evaluation Data Source(s) 4: Montwood High School shall increase the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores to above 85%.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Offer supplemental instruction and mentoring for at-risk students provided by library aide.</p>	1, 2, 9	Campus administration, library aide, librarian	<p>Sign-in sheets, library aide reports</p> <p>Increase in student course grades, improved common assessment scores, improved state assessment scores.</p> <p>3, 6, 9 common assessments, report card grades</p> <p>EOC Scores</p>			
Funding Sources: 199 - General - \$0.00						
<p>2) Inform students and parents through mail-outs, telephone calls, and parent meetings of the importance of academic performance (TAIS), attendance, tutorial services.</p>	1, 2, 6	Campus administration, counselors, parent liaison, teachers	<p>Documentation of communications</p> <p>Increase in attendance and grades</p> <p>Progress reports, grades, and Loss of Credit reports</p> <p>Transcripts, final grades, EOC scores, LOC reports</p>			
Funding Sources: 199 - General - \$0.00						





<p align="center">Critical Success Factors CSF 5</p> <p>3) Implement the use of a "Communities in School" worker who will ensure that all at-risk students are provided with supplemental mentoring services and that they receive the support necessary to be successful in school.</p>		<p>Campus administration, CIS worker</p>	<p>Increase in attendance as well as decrease in truancy and court referrals among at-risk students.</p> <p>Decrease in drop out rates, increase in attendance, higher grades and test scores.</p> <p>Weekly CIS logs, student sign-in sheets</p> <p>Increase in attendance and graduation rates, student success on state assessments.</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>4) Support students who have not met standard on EOC exams through interventions with SCEIC's; specifically meeting individually with students and providing test status, tutoring information, scoring details, and other pertinent information to these at-risk populations.</p>		<p>campus administration, SCEIC's, and ICCs.</p>	<p>Student meeting logs, data reports, attendance at tutoring and EOC camps.</p> <p>Increased success rate on common assessments, benchmarks, and tutoring assignments.</p> <p>Common assessment data, benchmark data, grades</p> <p>EOC results, final grades</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








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

Performance Objective 5: For the 2016-2017 school year, student state assessment scores in English I will improve from 66.9% to 71.9% and English II will improve from 68.2% to 73.2%. In addition, economically disadvantaged scores in English I from 63.7% to 68.7%, LEP scores from 32.4% to 65%, and special education scores from 20.3% to 65%; economically disadvantaged scores in English II from 62.8% to 67.8%, LEP scores from 30.9% to 40.9%, and special education scores from 13.6% to 23.6%.

Evaluation Data Source(s) 5: student state assessment scores in English I will improve from 66.9% to 71.9% and English II will improve from 68.2% to 73.2%. In addition, economically disadvantaged scores in English I from 63.7% to 68.7%, LEP scores from 32.4% to 65%, and special education scores from 20.3% to 65%; economically disadvantaged scores in English II from 62.8% to 67.8%, LEP scores from 30.9% to 40.9%, and special education scores from 13.6% to 23.6%.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide intersession, select Saturday tutorials and student testing Benchmark/EOC with snacks and drinks of nutritional value for students in all subgroups who have not met standard in EOC.</p>	1, 2, 9	Campus Administration, SCEIC's, Rams Learning Center Coordinator, Teachers	<p>Lesson plans, attendance/sign-in sheets</p> <p>Increase in course passing rates and in EOC passing rates.</p> <p>Common assessment and district benchmarks.</p> <p>EOC scores</p>			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide students who have not met standard on EOC tests the opportunity to retake all state assessments by providing all necessary resources to include staff and supplies.</p>	1, 2, 3, 8, 9	Campus Administration, SCEIC's, Teachers	<p>Testing rosters, sign-in sheets, and seating charts.</p> <p>An environment that is conducive to providing a comfortable and well monitored testing environment.</p> <p>Decrease in the number of students who have not met standard on state assessments.</p> <p>EOC tests</p>			
Funding Sources: 199 - General - \$0.00						

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide Springboard curriculum for English 1 support of students on EOC tests.</p>	<p>1, 2, 9, 10</p>	<p>Campus administration, SCEIC's</p>	<p>Increase performance on campus common assessments, district benchmarks, and EOC tests.</p> <p>Walkthroughs</p> <p>Lesson plans</p>			
<p>Funding Sources: 211 - Title I, Part A - \$13,000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 6: For the 2016-17 school year, student state assessment scores in Mathematics will improve from 80.8% to 90%. In addition, economically disadvantaged scores will improve from 80.7% to 90%, LEP scores from 58.9% to 65%, and special education scores from 12.7% to 22.7%.

Evaluation Data Source(s) 6: Student state assessment scores in mathematics will improve from 80.8% to 90%. In addition, economically disadvantaged scores will improve from 80.7% to 90%, LEP from 58.9% to 65%, and special education from 12.7% to 22.7%.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically researched based supplemental resources and materials for instruction and/or intervention in mathematics to include TI Inspire calculator and other additional materials but not limited to computers.	1, 8	Campus Administration, SCEIC's, Math ICC	Lesson Plans, Walk Through Documentation Increase in student achievement in all assessments 3, 6, 9 week grades, weekly failure reports, drop in intersession remediation attendance Increase in EOC scores and EOC pass percentage			
Funding Sources: 211 - Title I, Part A - \$30,000.00						
Critical Success Factors CSF 1 2) Provide College Central and Math Lab with college tutors offering math tutoring before school, during lunch, and after school for students for all subgroups, particularly SPED students.		Campus Administration, College Central Coordinator, SCEI's, Math ICC	Rams Learning Center sign in sheets, tutor time sheets Increase in scores on 3, 6, 9 common assessments, increase in EOC scores, decrease in quarterly/semester failure rates. Common assessments, progress reports Report cards, EOC scores			
Funding Sources: 199 - General - \$0.00						

3) Provide targeted assistance with prescriptive lessons/acceleration to students in all subgroups, including those categorized as SPED, to increase student passing rates in mathematics.	1, 3, 8, 9	Campus administration, SCEIs, ICCs, Rams Learning Center Coordinator, teachers	Lesson plans, Rams Learning Center/math lab sign in sheets Increase in scores for at-risk special population students in course work and EOC scores, decrease in quarterly/semester failure rates. Benchmark exams, 3, 6, and 9 week exams, classroom observations. Report cards, EOC scores			
Funding Sources: 199 - General - \$0.00						
4) Purchase supplemental assessment materials and question banks aligned to state assessment formatting to increase student achievement in mathematics.	1, 8, 9	Campus administration, SCEI's	Lesson plans, common assessments, walkthrough documentation, team meeting logs, data analysis meetings. Increase in district benchmarks and EOC passing/advanced performance rates. 3, 6, 9 common assessments, district benchmarks. EOC scores			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						



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






Performance Objective 7: For the 2016-2017 school year, student grades/benchmark/state assessment scores in Social Studies will improve from 93.6% to 99%. In addition, economically disadvantaged scores will improve from 92,5% to 99%, LEP scores from 83.7% to 90%, and special education scores from 44.2% to 65%.

Evaluation Data Source(s) 7: Student grades/benchmark/state assessment scores in Social Studies will improve from 93.6% to 99%. In addition, economically disadvantaged scores will improve from 92,5% to 99%, LEP scores from 83.7% to 90%, and special education scores from 44.2% to 65%.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide intersession and select Saturday tutorials along with snacks and drinks of nutritional value for students in all subgroups who have not met standard in EOC.	1, 2, 9, 10	Campus Administration, SCEIC's, Rams Learning Center Coordinator, Teachers	Lesson plans, attendance/sign-in sheets Increase in course passing rates and in EOC passing rates. Common assessment and district benchmarks EOC scores			
				Funding Sources: 199 - General - \$0.00		
2) Provide students who have not met standard on EOC tests the opportunity to retake all state assessments by providing all necessary resources to include staff and supplies.	1, 2, 9	Campus Administration, SCEIC's, Teachers	Testing rosters, sign-in sheets, and seating charts An environment that is conducive to providing a comfortable and well monitored testing environment. Decrease in the number of students who have not met standard on state assessments. EOC tests			
				Funding Sources: 199 - General - \$0.00		

<p>3) Add to the current campus technology infrastructure by acquiring additional equipment available for student use.</p>	<p>1, 2, 3, 4, 5, 9, 10</p>	<p>Administration</p>	<p>Sign in sheets, class rosters, purchase orders, classroom observations.</p> <p>Student performance as measured by state testing, class room performance, etc.</p> <p>By mid-year there will be an increase in student performance as indicated by state testing exam.</p> <p>By end-of-year there will be an increase in student performance.</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



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

Performance Objective 8: For the 2016-2017 school year, student state assessment scores in Science will improve from 88.3% to 93%. In addition, economically disadvantaged scores from 86.5% to 93%, LEP scores from 64.6% to 65%, and special education scores from 38.0% to 65%.

Evaluation Data Source(s) 8: Student state assessment scores in Science will improve from 88.3% to 93%. In addition, economically disadvantaged scores from 86.5% to 93%, LEP scores from 64.6% to 65%, and special education scores from 38.0% to 65%.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide intersession and select Saturday tutorials along with snacks and drinks of nutritional value for students in all subgroups who have not met standard in EOC.	1, 2, 9, 10	Campus Administration, SCEIC's, Rams Learning Center Coordinator, Teachers	Lesson plans, attendance/sign-in sheets Increase in course passing rates and in EoC passing rates. Common assessment and district benchmarks EOC scores			
				Funding Sources: 199 - General - \$0.00		
2) Provide students who have not met standard on EOC tests the opportunity to retake all state assessments by providing all necessary resources to include staff and supplies.	1, 2, 9	Campus Administration, SCEIC's, Teachers	Testing rosters, sign-in sheets, and seating charts. An environment that is conducive to providing a comfortable and well monitored testing environment Decrease in the number of students who have not met standard on state assessments. EOC tests			
				Funding Sources: 199 - General - \$0.00		

<p>3) Add to the current campus technology infrastructure by acquiring additional equipment available for student use.</p>	<p>1, 2, 3, 4, 5, 9, 10</p>	<p>Add to the current campus technology infrastructure by acquiring additional equipment available for student use.</p>	<p>Sign in sheets, class rosters, purchase orders, classroom observations.</p> <p>Student performance as measured by state testing, class room performance, etc.</p> <p>By mid-year there will be an increase in student performance as indicated by state testing exam.</p> <p>By end-of-year there will be an increase in student performance.</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 9: For the 2016-2017 school year, the overall number of students enrolled in pre-advanced/advanced placement courses and pre-international/international baccalaureate courses will increase by 4% as compared to the overall enrollment for the 2015-2016 year.

Evaluation Data Source(s) 9: The overall number of students enrolled in pre-advanced/advanced placement courses and pre-international/international baccalaureate courses will increase by 4%.

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide PreAP and AP students with instructional materials that will promote rigor, relevance and relationships.	1, 8	Campus administration, GT coordinator, teachers	Increased enrollment in all advanced courses Lesson plans, higher AP scores Ongoing assessments, 3, 6, 9 week assessments EOC, PSAT, SAT, ACT, AP results and Destination Imagination projects			
				Funding Sources: 199 - General - \$0.00		
2) Ensure that teachers use College and Career Readiness Standards in conjunction with TEKS in order to prepare students for College level coursework.	1, 2, 3, 4, 8, 9	Campus Administration, ICC's, SCEIC's, Teachers, GT Coordinator	Lesson Plans Student performance, increase on scores of AP exams, Awarding of College credits Nine week exams, Practice AP exams End of year data reports			
				Funding Sources: 199 - General - \$0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 10: For the 2016-2017 school year, the overall number of students participating in ACT/SAT college admissions test administrations will increase by 5%/25% as compared to the 2015-2016 school year, in preparation for post-secondary education.

Evaluation Data Source(s) 10: The overall number of students participating in ACT/SAT college admissions test administrations will increase by 5%/25% in preparation for post-secondary education.

Summative Evaluation 10:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities to ensure all students can take the TSI, AP, PLAN, ACT, PSAT, and SAT tests and perform at college ready levels at a minimal cost to students.	1, 2, 8	Campus administration, Counselors, teachers	Registration documentation and test results			
			Increase enrollment in Dual Credit courses, decrease enrollment in remedial classes at colleges and universities.			
TSI, AP, PLAN, ACT, PSAT, and SAT test results						
Funding Sources: 199 - General - \$0.00						
2) Provide college, technical, and military academy awareness opportunities through Collegiate Forums, College Fairs, Financial Aid Nights, Student Guides, Guidance Lessons, SAT, ACT, AP, and TSI study sessions.	1, 2, 8	campus administration, counselors, parent liaison, CIS worker, teachers	Sign in sheets			
			Increase in national standardized scores			
Attendance rosters, increase in scholarship application and college applications.						
Scholarship award letters and college acceptance letters						
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 11: By the beginning of the 2016-2017 school year, the numbers of students enrolled in Career and Technical Education classes will increase by 3% as compared to the 2015-2016 Beginning-Of-Year enrollment.

Evaluation Data Source(s) 11: The number of students enrolled in Career and Technical Education classes will increase by 3%.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students at Montwood High School will be provided multiple opportunities throughout the school year to connect their career pathway with the CTE courses provided at our campus.	1, 2, 10	Campus Counselors, CTE Teachers, CTE DSC Staff	Accountable talks with students career choices The number of students enrolled in CTE programs at MHS. Semester student participation in CTE programs End of year data reports which include but are not limited to student CTE enrollment.			
Funding Sources: 199 - General - \$0.00						
2) Students in the 9th and 10th grade will be provided various presentations throughout the school year to discuss the coherent sequence of courses, CTSO's and certifications available.	1, 2, 10	Campus Counselors, CTE Teachers, CTE DSC Staff	Accountable talks with students career choices, sign in sheets The number of students enrolled in CTE programs at MHS. Semester student participation in CTE programs End of year data reports which include but are not limited to student CTE enrollment.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 12: For the 2016-2017 school year, economically disadvantaged students state assessment scores in

Evaluation Data Source(s) 12:



Summative Evaluation 12:










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

Performance Objective 1: For the 2016-2017 school year, 95% of Montwood High School teachers will demonstrate instructional effectiveness (as measured by T-TESS, walk-throughs, etc.) at the proficient level or above.

Evaluation Data Source(s) 1: 95% of Montwood High School teachers will be proficient or above on the T-TESS.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide increased responsiveness to the needs of all teachers, interns, and staff with the use of Microsoft Surface Tablets, computers that are linked to Eduphoria T-TESS and email/website access.	1, 2, 3, 4, 5	Campus Administration, SCEIC's	Lesson plans, Goal-setting document, walkthroughs, and T-TESS observations. Increase in academic success for all students as well as interventions for students and teachers who are in need of assistance. Walkthroughs, observation, and accountable talks.			
Funding Sources: 199 - General - \$0.00						








<p>2) Provide release time and substitutes for teachers to attend professional development, conduct walkthroughs of master teachers, and to meet with mentor teachers.</p>	<p>1, 2, 3, 4, 5</p>	<p>Campus Administration</p>	<p>School business forms, walkthroughs, professional development attendance records.</p> <p>Teacher improvement, growth opportunities</p> <p>T-TESS, walkthrough feedback</p> <p>T-TESS summative evaluation</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>3) Provide release time and substitutes for teachers of state assessment courses to attend professional development, conduct walkthroughs of master teachers, and to meet with mentor instructors.</p>	<p>1, 2, 3, 4, 5</p>	<p>Campus Administrators, SCEIC's, ICC's</p>	<p>School business forms, walkthroughs, professional development records.</p> <p>Teacher improvement in areas noted as developing and improvement needed, walkthrough/observation feedback</p> <p>T-TESS, increased student performance</p> <p>T-TESS summative evaluation</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2016-2017 school year, the District will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Montwood High School and SISD will ensure that teachers in all core areas meet the following requirements: -Hold at least a bachelor's degree; -Be fully certified to teach in Texas; and -Demonstrate competency in their core academic subject area.	5	SISD Human Resources, Campus Administration	Employee screening sheets/documents Alignment of documented paperwork submitted to SISD Human Resources. Rigorous instructional standards in the classroom every 3,6 and 9 weeks. Highly qualified instructors in all core areas which will result in student success in all assessments.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						














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

Performance Objective 3: During the 2016-2017 school year, the number of professional development opportunities offered to District employees will increase by 5% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3: District employees were offered a 5% increase of professional development from prior school year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide training opportunities and support for SpringBoard for English Language Arts and Mathematic teachers.	4, 8	Campus Administration, SCEIC's, ICC's, and District Personnel	Training agendas, attendance rosters Increase in student grades, passing rates on tests, and on college readiness standards. Walk throughs, lesson plans Student performance increase on state assessment scores and AP testing scores.			
				Funding Sources: 199 - General - \$0.00		
2) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers such as Region 19, Kagan, Marsha Tate, co-teaching, Lead4Ward, Summer Institute (UTEP), RECHS, AVID & Synergi4.	3, 4, 5	Campus Administration, SCEIC's, ICC's, Presenters	Lesson plans, walkthroughs, observations Student centered lesson delivery, data-driven decisions made during lesson planning, increase in student achievement. Walkthroughs, increase in student achievement to include grades and test scores. Final grades, EOC scores			
				Funding Sources: 199 - General - \$0.00		

3) Provide opportunities for teachers to engage in SCE staff development interventions for at-risk students.	1, 4, 5, 10	Campus Administration, SCEIC's, ICC's	Sign in sheets Copies of agendas, common assessments Extra duty pay sheets. Increase student achievement in all core areas. Common assessment data, 3 week reports Increase scores in daily grades, common assessments, and EOC scores.			
Funding Sources: 199 - General - \$0.00						
4) Provide EOC training opportunities to all content area teachers.	1, 4	Campus Administration, SCEIC's, ICC's	Training agendas, sign in sheets, professional development attendance records. Increase in student performance scores, course passing rates Lesson plans, walkthroughs, accountable talks increase in EOC scores			
Funding Sources: 199 - General - \$0.00						
5) Provide professional development opportunities for our library and temporary instructional aides such as: data analysis and intervention student support systems.	1, 4, 5	Campus Administration, SCEIC's, ICC's	Sign in sheets, training materials Increased student performance on common assessments, benchmarks, course grades & state assessments Walk throughs, accountable talks Benchmark, common assessment, and EOC scores			
Funding Sources: 199 - General - \$0.00						
6) Provide professional development opportunities to library aides and temporary instructional aides in the area of data analysis.	1, 4, 5	Campus Administration, SCEIC's, ICC's	Sign in sheets, training materials Increased student performance on common assessments, benchmarks, course grades & state assessments. Walk throughs & accountable talks Benchmark, common assessment, and EOC scores.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: During the 2016-2017 school year, the District will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease the number of schools that did not meet system safeguard indicators by 5, as compared to the 2015-2016 school year.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase educational resources for teacher staff development to include technology (microphone system, speakers, cables, projection screen and projector), books, and supplies/materials.	1, 4	Campus Administration, SCEIC's	Lesson plans, walkthroughs, observations			
			Stronger classroom management, increased use of data in planning, improved student performance.			
			Lesson planning, walkthroughs, observations			
			Increase in state assessment and AP scores			
Funding Sources: 211 - Title I, Part A - \$15,000.00						
2) Purchase educational resources for book studies.	1, 4, 5	Campus Administration, SCEIC's, ICC's	Meeting sign in sheets, book study questions/assignments, reading calendars.			
			Increase in academic success in students, less interventions for teachers in need of assistance.			
			Walkthroughs, quality of answers to book study questions, lesson plans.			
			Increase in student performance on state assessments, benchmarks, and common assessments.			
Funding Sources: 199 - General - \$0.00						










3) Provide extra duty pay for teachers to attend afterschool and Saturday data analysis trainings.	1, 3, 4, 5	Campus Administration, SCEIC's, ICC's, Teachers	Sign in sheets, substitute logs, lesson plans Increased student performance on common assessments, benchmarks, course grades, and state assessments Walk throughs, observations & accountable talks Benchmark, common assessment, and EOC scores			
Funding Sources: 211 - Title I, Part A - \$60,000.00						
4) Provide staff (teachers, counselors and administration) with training for the RECHS, AVID & Synergi4 program.		Campus Administration, RECHS team, AVID Team, Synergi4 Team	Sign in sheets & training materials Student enrollment in the AVID RECHS, & Synergi4 program with program yearly progression. Walk throughs & accountable talks Program enrollment, benchmark & common assessment data, and EOC scores.			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 5: During the 2016-2017 school year, Montwood High School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 65% of system safeguard indicators.

Evaluation Data Source(s) 5: Montwood High School will meet 65% of system safeguard indicators.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for AVID, SIOP and ELPS training that will support all ELL learners in all core content areas.	1, 3, 4, 5, 9, 10	Campus Administration, SCEIC's, ICC's	Lesson plans, walkthroughs, observations			
			Increased performance in scores of ELL students, increased percentage rate of ELL graduates.			
			Classroom walkthroughs, observations			
			Student performance increase on state assessments			
Funding Sources: 199 - General - \$0.00						
2) Invest in the following programs to help with our special populations: Read 180, Differentiated instruction, Co-teaching, Eduphoria, Olweus, and Project Based Learning	1, 2, 3, 4, 5, 9, 10	Campus Administration	Lesson plans, walkthroughs, observations			
			Increased performance in scores of economically disadvantaged and special education students, increased percentage rate of special education graduates			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












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

Performance Objective 1: During the 2016-2017 school year, the District will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: The number of parents participating in campus level activities will increase by 3% from last year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hold informational meetings for parents concerning EOC testing, and its implications. Meetings will be held multiple times over school year. Parents will have an opportunity to ask questions and take home additional print materials detailing meeting and contact information	1, 6	Campus Administration, SCEIC's, ICC's	Sign-in sheets, call logs Increased attendance at EOC tutoring session, higher success rate on EOC scores. Increased parent attendance, greater number of students registered for EOC camps/tutorials Increase in EOC scores and percentage of students who have meet the standard.			
				Funding Sources: 199 - General - \$0.00		
2) Hold meetings for students and parents concerning summer school program for students who did not meet standard on EOC. Parents will have an opportunity to receive details about the program, scheduling, transportation, etc. as well as well as ask questions and obtain assistance registering students.	1, 6	Campus Administration, SCEIC's	Sign-in sheets & call logs Increased attendance at EOC summer school sessions, higher success rate on EOC retest scores, smaller number of retesters on subsequent EOC administrations. Greater number of students registered for EOC summer school Improved EOC retake scores			
				Funding Sources: 199 - General - \$0.00		










<p>3) Regularly schedule meetings with the Principal (admin team), to provide parents/community the opportunity to speak with school leaders and ask questions about campus/district policy, initiatives, procedures, and events.</p>	<p>1, 6</p>	<p>Campus Administration, Parent Liason</p>	<p>Schedule of meetings, sign-in sheets</p> <p>Informed school community, greater parent and community involvement</p> <p>Increased number of calls, emails and visits to the campus</p> <p>Increase attendance at all campus meetings</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>4) Become knowledgeable partners playing an active role in communicating and fulfilling student needs between home and school through parent education to include opportunities to attend conferences, training, seminars, and workshops.</p>	<p>1, 6</p>	<p>Campus Administration, Parent Liason, CIS</p>	<p>Sign in sheets from parent meetings, increase in parents volunteering.</p> <p>Overall school improvement, increased student achievement, increased graduation rates, increased attendance rates, and greater parent/teacher communication</p> <p>Communication between home and school which leads to shared decision making.</p> <p>Engaged knowledgeable parents working with the school to set goals, uphold standards, as well as reinforcing and continuously striving for improvement.</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>5) Support and promote parental involvement trainings, workshops, classes, and seminars through the use of technology, office furniture, supplies & materials. Parents will be provide refreshments and handouts. Technology needs will be updated.</p>	<p>1, 6</p>	<p>Campus Administration, CIS caseworker, Parent Liason</p>	<p>Sign-n sheets, agendas</p> <p>Increased parental involvement</p> <p>Increased parent attendance, increased parental involvement</p> <p>Parent communication-verbal, email, telephone, parent survey</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2016-2017 school year, the District and campuses will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 4%.

Evaluation Data Source(s) 2: The number of notifications sent from the district and the campuses will increase by 4% in efforts of bolstering communication between parents and schools.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) As a supplement to the district all-call system, a parent contact team will inform parents of upcoming meetings, deadlines, and tutorial services at Montwood High School.	1, 6	Campus Administration, SCEIC's, Parent Liason, Teachers	Phone logs, phone scripts, sign-in sheets Action plans, improved student performance/parent and community perceptions Improved student performance/parent and community perceptions Improved EOC scores, increased attendance at meetings			
				Funding Sources: 199 - General - \$0.00		
2) In conjunction with more detailed and timely electronic marquee postings, MHS will increase communications with the community by sending home print material directed at specific target audiences to increase attendance at informational meetings.	1, 6	Campus Administration, Campus Counselors, SCEIC's, ICC's, Teachers	Sign-in sheets, agendas, planning documentation, student rosters, performance data, brochures, pamphlets, website information, electronic marquee information, campus announcements Improved academic performance, increase in parent attendance at informational meetings. Parent calls, emails to campus administration and teachers Improved attendance at meetings			
				Funding Sources: 199 - General - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: By the end of the 2016-2017 school year, the District will increase, by 3% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Increase the percentage of partnerships from the previous year by at least 3%

Summative Evaluation 3:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Montwood High School will provide opportunities for stakeholders to be part of our campus School Improvement Team. Our campus Parent Liaison and Communities in School employee will assist in recruiting assistance from outside agencies, higher education institutions and business partners.	2, 6, 9, 10	Campus Administration, Parent Liaison, CIS worker	Sign In Sheets, Monthly SIT meeting agendas			
			Increased participation and input from all stakeholders for positive decision making for student success.			
			Monthly SIT meetings input and information			
			End of school year SIT evaluation			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: For the 2016-2017 school year, the District will increase the number of customer service training sessions by 2% to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service training increased by 2% from the 2015-16 to 2016-17 school year.

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide customer service training to all campus staff at the beginning of the school year during school professional development sessions.	1, 4	Campus Administration	Sign in sheets			
			Increase campus customer service levels			
			Monthly stakeholder input			
			End of year customer service survey			
Funding Sources: 199 - General - \$0.00						
2) Provide follow up customer service training to all campus staff and personnel.	1, 4	Campus Administration	Sign in sheets			
			Increase campus customer service levels			
			Monthly stakeholder input			
			End of year customer service survey			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: For the 2016-2017 school year, 93% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase training opportunities and resources for instructors to work with ALL student populations.	1, 4, 5	Campus Administration, SCEIC's, ICC's, Teachers	Common Assessment Scores, 3,6 & 9 week grade reports EOC results Gradebook and Common Assessment data End of year data reports (EOC results)			
				Funding Sources: 199 - General - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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

Performance Objective 2: During the 2016-2017 school year, SISD will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Support personnel will notify students of EOC status and appropriate intervention/acceleration opportunities through presentations and use of additional resources.	1, 9	campus administration, SCEIC's, ICC's, Library Aides	Phone logs, phone scripts, informational flyers, sign in sheets, extra duty pay sheets Attendance at EOC camps and informational meeting, increase in student performance Observations, walkthroughs Student performance data among at-risk students			
				Funding Sources: 199 - General - \$0.00		
2) Provide intervention/acceleration programs, such as intersessions and summer school, aimed at TAIS that will provide students materials, resources, and TIA's to support all students.	1, 9	Campus administration, Intersession/Summer School coordinator, counselors, teachers	Class rosters, extra duty pay Increased performance on state assessment scores Diagnostic test, grade books, observations Increase in scores on state assessment			
				Funding Sources: 199 - General - \$0.00		
3) Provide tutoring sessions in all tested subject content areas throughout the school week during the morning, afterschool and Saturday sessions. Tutoring schedules will be provided to students and be posted on the school webpage. Individualized tutoring letters will be provided to students based on student benchmark data. These letters will be distributed by department instructors every nine weeks.	1, 9	Campus Administration, SCEIC's, ICC's, Teachers	Sign in sheets, lesson plans Increase in student scores. 3,6 & 9 week grade reports, Common Assessments Increase in students EOC scores			
				Funding Sources: 199 - General - \$0.00		








 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 3: For the 2016-2017 school year, SISD campus leaders will increase, by 4%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide school staff and teachers professional development which includes but is not limited to: AVID, Synergi4, Data Analysis, Kilgo, Kagan, Lead4ward, SIOP, ELPS, EOC, At-Risk, Co-teaching, Marcia Tate, Springboard and various Region 19 sessions.	1, 4, 5	Campus Administration, SCEIC's, ICC's, Presenters	Lesson plans, walkthroughs, observations Student centered lesson delivery, data-driven decisions made during lesson planning, increase in student achievement. Walkthroughs, increase in student achievement to include grades and test scores. Final grades, EOC scores			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: During the 2016-2017 school year, Curriculum and Instruction personnel will increase the number of data feedback sessions for each campus by 2, to provide further support and resources.

Evaluation Data Source(s) 4:

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) SCEIC's will generate data reports from Eduphoria desegregated by subject which will be shared with our campus ICC's and team leaders to be shared in department and faculty meetings. Data discussions will be used to improve instruction and address areas of growth for our student populations	1, 2, 4, 5, 8, 9	Campus Administration, SCEIC's, ICC's, Department Team Leaders	Department meeting sign in sheets, Faculty meeting sign in sheets. Increased knowledge of school data by faculty and staff			
			3 and 6 week grade increase in student scores. 9 weeks and semester grade increase in student scores			
Funding Sources: 199 - General - \$0.00						
2) TAPR report will be reviewed and shared with campus during in service days both in fall and spring. Areas of weakness and strength will be discussed and reviewed for student academic gains.	1, 2, 4, 8, 9	Campus Administration, SCEIC's	Sign in sheets			
			Student academic gains in state assessments 3,6 and 9 week grade reports State assessment results			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 5: During the 2016-2017 school year, school personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 4% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide engagement opportunities to include but not limited to: Breakfast-On-The-Go, EOC Parent Meetings, Advanced Academic and Dual Credit Meetings, Mother Daughter Conference, Montwood Matters, AVID, Synergi4, RECHS, House Bill 5 school meetings, Emerald Elite Awards and Top 15 dinner.	1, 6	Campus Administration, Student Activities, Counselors, Teachers	<p>Sign-in sheets, agendas</p> <p>Overall school improvement, increased student achievement, increased graduation rates, increased attendance rates, and greater parent/teacher communication</p> <p>Communication between home and school which leads to shared decision making.</p> <p>Engaged knowledgeable parents working with the school to set goals, uphold standards, as well as reinforcing and continuously striving for improvement.</p>			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for Montwood High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabriel Lopez	SCEI Coach		
Vacant	SCEI Coach		

Title I

Schoolwide Program Plan

Our School-wide Title I program consists of parent involvement activities, before and after school tutoring for all tested subjects, progressive professional development, and two instructional coaches. Our State Compensatory Program (SCE), consists of academic coaches training teachers in best practices for assisting at-risk students, a DAEP center, Compass Learning lab for credit recovery, one teacher to run the Compass Learning lab, a Communities in School program for pregnant students, dropout prevention professional development and CHAMPS program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. **Comprehensive Needs Assessment** | A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1

2: Schoolwide Reform Strategies

2. **School Wide Reform Strategies** | Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

3. **Instruction by Highly Qualified Teachers** | Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

4. **High Quality and Ongoing Professional Development** | In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5: Strategies to attract highly qualified teachers

5. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

6: Strategies to increase parental involvement

6. Strategies to Increase Parental Involvement Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

7. Ensure Smooth Transition for Students Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

9. Effective, Timely Additional Assistance Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

10. Coordination and Integration of Federal, State, and Local Services and Programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Hernandez	Parent Liasion		
Dianna Rios	Coordinator	AVID	
Guadalupe Montoya	Teacher	RAM Learning Center	

Campus Improvement Team

Committee Role	Name	Position
Administrator	Rosemary Menchaca	Principal
Administrator	Diane Duncan	Assistant Principal
Administrator	Antoinette Howard	Assistant Principal
Administrator	Moises Loya	Assistant Principal
Administrator	Yvette Ramos	Assistant Principal
Administrator	Manuel Rios	Assistant Principal
Administrator	Yvonne Vallejo	Assistant Principal
Business Representative	Maribel Parra	Business
Classroom Teacher	Jennifer Bueno	SYNERGI 4 Lead Teacher
Classroom Teacher	Lucia Compean	Math Teacher
Classroom Teacher	Sonia Duffy	Social Studies Teacher
Classroom Teacher	Naomi Encina	CTE Teacher
Classroom Teacher	Leslie Lopez	Fine Arts Teacher
Classroom Teacher	Carolina Maldonado	Special Education Teacher
Classroom Teacher	Pedro Perez	Foreign Language Teacher
Classroom Teacher	Andrea Ramirez	English Teacher
Classroom Teacher	Dianna Rios	AVID Coordinator
Classroom Teacher	Willie Romo	PE Teacher
Classroom Teacher	Marianne Torales	Science Teacher
Community Representative	Jesus Rodriguez	Community Member
Counselor	Annette Monsivais	Head Counselor
Curriculum Coach	Gabriel Lopez	SCEI Coach
Librarian	Don Macon	Librarian
Nurse	Judy Priego	Nurse
Parent	Angela Hernandez	Parent Liasion

Parent	John Kotter	Parent
Parent	Tracey Montelongo	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
2	1	1			\$250.00
2	2	1			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	6	2			\$0.00
2	6	3			\$0.00
2	6	4			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	8	3			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00
2	10	1			\$0.00

2	10	2			\$0.00
2	11	1			\$0.00
2	11	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	4	2			\$0.00
3	4	4			\$0.00
3	5	1			\$0.00
3	5	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
5	1	1			\$0.00

5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	3	1			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	5	1			\$0.00

Sub-Total \$250.00

199 - General Fund: High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$8,000.00

Sub-Total \$8,000.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,960.00

Sub-Total \$5,960.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$6,000.00
2	3	1			\$15,000.00
2	3	2			\$10,000.00
2	5	3			\$13,000.00
2	6	1			\$30,000.00
3	4	1			\$15,000.00
3	4	3			\$60,000.00

Sub-Total \$149,000.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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2	3	3			\$10,575.00
Sub-Total					\$10,575.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$17,800.00
Sub-Total					\$17,800.00
Grand Total					\$191,585.00