

# Socorro Independent School District

## Montwood High School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** August 21, 2018  
**Public Presentation Date:** August 21, 2018

# Mission Statement

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

## Vision

Tomorrow's Leaders Learning Today

## Board Members and Superintendent

### Board of Trustees

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José Espinoza, Ed.D.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School	School Year	YTD	School Population (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Montwood High School	1617	94.98	Student Total	<a href="#">2,529</a>	100%
Montwood High School	1516	95.4	9th Grade	<a href="#">644</a>	25.46%
			10th Grade	<a href="#">670</a>	26.49%
			11th Grade	<a href="#">623</a>	24.63%
			12th Grade	<a href="#">592</a>	23.41%
			Late Enrollments (*Notes*)	<a href="#">16</a>	0.63%
Student Demographics (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent	Special Services (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Gender			Top Primary Disabilities		
Female	<a href="#">1,212</a>	47.92%	Learning disability	<a href="#">100</a>	56.00%
Male	<a href="#">1,317</a>	52.08%	Other health impairment	<a href="#">22</a>	12.00%
			Autism	<a href="#">22</a>	12.00%
Ethnicity			Intellectual Disability	<a href="#">15</a>	8.00%
Hispanic-Latino	<a href="#">2,406</a>	95.14%	Instructional Settings		
			Speech Therapy code (00)	0	0.00%
Race			Homebound code (01)	0	0.00%

American Indian - Alaskan Native	<a href="#">1</a>	0.04%	Hospital Class code (02)	0	0.00%	
Asian	<a href="#">18</a>	0.71%	Mainstream code (40)	<a href="#">86</a>	48.86%	
Black - African American	<a href="#">24</a>	0.95%	Resource Room codes (41,42)	<a href="#">45</a>	25.57%	
Native Hawaiian - Pacific Islander	<a href="#">6</a>	0.24%	VAC code (08)	<a href="#">1</a>	0.57%	
White	<a href="#">67</a>	2.65%	Off Home Campus codes (91,92,93,94,95,96,97,98)	<a href="#">3</a>	1.70%	
Two-or-More	<a href="#">7</a>	0.28%	State School code (30)	0	0.00%	
			Residential Care codes (81,82,83,84,85,86,87,88,89)	<a href="#">1</a>	0.57%	
			Self-Contained codes (43,44)	<a href="#">40</a>	22.73%	
			Full-Time Early Childhood code (45)	0	0.00%	
Student by Program (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent	Other Student Information (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent	
Bilingual	0	0.00%	At-Risk	<a href="#">1,117</a>	44.17%	
English as a Second Language (ESL)	<a href="#">167</a>	6.60%	Economically Disadvantaged	<a href="#">1,446</a>	57.18%	
Career and Technical Education (CTE)	<a href="#">2,203</a>	87.11%	<a href="#">Title I Homeless(*Special Notes*)</a>	0	0.00%	
Free Lunch Participation	<a href="#">1,213</a>	47.96%	Immigrant	<a href="#">45</a>	1.78%	
Reduced Lunch Participation	<a href="#">233</a>	9.21%	Limited English Proficient (LEP)	<a href="#">201</a>	7.95%	
Other Economically Disadvantaged	0	0.00%	Migrant	<a href="#">3</a>	0.12%	

Gifted & Talented	<a href="#">152</a>	6.01%	Military Connected	<a href="#">51</a>	2.02%	
Special Education (SPED)	<a href="#">176</a>	6.96%	Foster Care	<a href="#">2</a>	0.08%	
Title 1 Participation	<a href="#">2,529</a>	100.00%	CTE Single Parent/Pregnant Teen	<a href="#">5</a>	0.20%	
Dyslexia	<a href="#">15</a>	0.59%	Section 504 (No Section 504 File for 2017)	0	0.00%	
Homeless Statuses						
Homeless Status Total	<a href="#">24</a>	0.95%				
Shelter	<a href="#">2</a>	0.08%				
Doubled Up	<a href="#">21</a>	0.83%				
Unsheltered	<a href="#">1</a>	0.04%				
Hotel/Motel	0	0.00%				



Ethnic groups at MHS consist of Hispanic/Latino, American Indian-Alaskan Native, Black/African American, Asian, Native Hawaiian-Pacific Islander, White and Two or more ethnic groups. Hispanic/Latino is the largest population and White is the second largest, whereas American Indian-Alaskan Native is the smallest population and Native Hawaiian-Pacific Islander is the second smallest population 0



.95% of the population is homeless, 0.08% live in shelters, 0.83% are doubled up, and 0.04% are unsheltered 0

.12% of the population consists of migrant students, 2.02% are military connected and 0.08% are in foster care.

No enrollment data for the 2017/2018 school year is available at this time; however, enrollment data from previous school years (2014/2015, 2015/2016, and 2016/2017) show that enrollment has been dropping for the past three school years. Ethnicities for Multiracial populations have slightly increased each year.



	Spring 2017 STAAR EOC, Algebra I							Spring 2016 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	564	33.31	4025.83	61.69%	89.36%	53.19%	20.74%	601	34.63	4097.5	64.12%	91.68%	56.91%	25.29%
Economic Disadvantage	379	32.55	3993.02	60.26%	89.45%	48.55%	19%	370	33.62	4048.9	62.25%	90.54%	52.7%	21.89%
American Indian/Alaskan Native	1	24	3653	44%	100%	0%	0%	-	-	-	-	-	-	-
Asian	2	31	4045	57.50%	50%	50%	50%	5	40.64	362.4	75.20%	100%	80%	40%
Black/African American	3	31	3937.67	57.33%	100%	33.33%	33.33%	5	26.23	3734.6	48.60%	80%	20%	0%
Hispanic	539	33.51	4033.89	62.06%	89.61%	54.17%	20.96%	576	34.57	4093.5	64.01%	91.67%	56.6%	24.83%
Native Hawaiian/Pacific Islander	3	31.33	3954	58%	66.67%	33.33%	33.33%	-	-	-	-	-	-	-
Two or More Races	2	24	3632	44.50%	50%	50%	0%	3	35.33	4095.3	65.33%	100%	66.67%	66.67%
White	14	28.86	3830.07	53.57%	92.86%	28.57%	7.14%	12	38.54	332.1	71.42%	91.67%	75%	41.67%
Female	254	34.6	4077.4	64.05%	92.91%	60.24%	22.83%	271	35.29	4120	65.37%	92.25%	63.1%	25.09%
Male	310	32.25	3983.58	59.75%	86.45%	47.42%	19.03%	330	34.08	4079	63.10%	91.21%	51.82%	25.45%
First Year of Monitoring	18	36.17	4131.22	67%	100%	61.11%	16.67%	5	39.42	19.2	72.20%	100%	100%	40%
LEP	72	25.94	3738.25	48.06%	76.39%	20.83%	5.56%	20	21.55	3560.1	39.95%	50%	5%	5%
Second Year of Monitoring	10	33.4	3989.6	62%	100%	60%	0%	16	29.75	3903.9	55.06%	87.5%	31.25%	18.75%
Special Ed Indicator	60	20.93	534.12	38.67%	41.67%	8.33%	5%	10	25.23	695.2	46.50%	70%	20%	0%
	Spring 2017 STAAR EOC, Biology							Spring 2016 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL

002 Montwood HS	635	33.9	4082.66	62.78%	88.03%	59.21%	13.86%	591	34.02	4060.3	63.03%	94.59%	61.59%	8.97%
Economic Disadvantage	421	32.56	4022.94	60.29%	85.04%	54.39%	10.93%	348	32.67	4003.8	60.52%	93.68%	54.89%	7.47%
Asian	3	37.67	4371.67	69.67%	66.67%	66.67%	66.67%	6	42.5	4496	78.83%	100%	83.33%	66.67%
Black/African American	5	32.4	4005.6	60.20%	80%	60%	20%	5	27.2	3773.2	50.40%	80%	20%	0%
Hispanic	606	33.91	4082.79	62.79%	88.12%	58.91%	13.53%	565	33.93	4055.7	62.87%	94.69%	61.42%	8.14%
Native Hawaiian/Pacific Islander	2	29	3859.5	54%	100%	50%	0%	-	-	-	-	-	-	-
Two or More Races	2	27.5	3804.5	51%	50%	50%	0%	2	45	4576	83%	100%	100%	100%
White	17	34.76	4108.76	64.41%	94.12%	70.59%	17.65%	13	34.85	4093.7	64.62%	92.31%	69.23%	7.69%
Female	301	33.66	4070.64	62.34%	87.71%	58.14%	12.29%	265	34.02	4057.7	63.03%	95.85%	60.38%	7.92%
Male	334	34.12	4093.5	63.19%	88.32%	60.18%	15.27%	326	34.02	4062.5	63.02%	93.56%	62.58%	9.82%
First Year of Monitoring	20	31.75	3977.7	58.75%	90%	40%	10%	4	27.5	3788.8	51%	100%	25%	0%
LEP	84	23.21	3636.62	42.96%	57.14%	14.29%	2.38%	22	23.59	3636.6	43.73%	72.73%	9.09%	0%
Second Year of Monitoring	11	34.45	4117.82	64%	90.91%	54.55%	18.18%	14	29.07	3843.7	53.86%	92.86%	35.71%	0%
Special Ed Indicator	40	19.35	3476.93	35.80%	35%	5%	0%	10	25.3	3705.8	46.90%	80%	20%	0%
	<b>Spring 2017 STAAR EOC, English I</b>							<b>Spring 2016 STAAR EOC, English I</b>						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	727	42.06	3911.21	61.85%	62.04%	42.37%	4.4%	673	54.75	4005.1	59.53%	73.25%	50.37%	4.75%
Economic Disadvantage	488	40.85	3864.96	60.08%	57.79%	38.93%	3.48%	410	52.34	3926.7	56.92%	67.8%	40.98%	3.17%
Asian	3	30	3510.33	44%	33.33%	33.33%	0%	6	68.5	4578.7	74.50%	100%	100%	16.67%
Black/African American	5	35.6	3693.2	52.40%	60%	40%	0%	5	49.2	3812.8	53.20%	80%	20%	0%

Hispanic	695	42.21	3916.87	62.08%	62.3%	42.59%	4.6%	648	54.56	3998.3	59.32%	72.53%	49.85%	4.78%
Native Hawaiian/Pacific Islander	3	34.33	3602.33	50.67%	0%	0%	0%	-	-	-	-	-	-	-
Two or More Races	2	36.5	3730	53.50%	50%	50%	0%	2	64.5	4296.5	70%	100%	100%	0%
White	19	41.74	3892.84	61.42%	68.42%	42.11%	0%	12	58.83	4121.3	64.08%	91.67%	58.33%	0%
Female	330	44.02	3993.83	64.75%	67.58%	50.91%	6.97%	293	58.47	4129.7	63.57%	81.23%	64.16%	8.19%
Male	397	40.43	3842.53	59.44%	57.43%	35.26%	2.27%	380	51.87	3909.1	56.41%	67.11%	39.74%	2.11%
First Year of Monitoring	19	41.26	3846.58	60.79%	63.16%	36.84%	0%	5	54.6	3959.4	59.20%	100%	40%	0%
LEP	103	28.93	3432.92	42.50%	13.59%	3.88%	0.97%	63	39.3	3543.7	42.76%	26.98%	9.52%	0%
Second Year of Monitoring	14	41.71	3875.43	61.43%	57.14%	42.86%	0%	14	47.5	3767.4	51.71%	42.86%	21.43%	0%
Special Ed Indicator	67	27.27	3378.82	40.04%	13.43%	1.49%	0%	14	44.86	3695.1	48.86%	42.86%	14.29%	0%
	<b>Spring 2017 STAAR EOC, English II</b>							<b>Spring 2016 STAAR EOC, English II</b>						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	743	43.68	3922.89	64.24%	64.33%	46.7%	2.56%	625	58.37	4047.9	63.44%	76.32%	52.32%	6.24%
Economic Disadvantage	447	42.02	3855.45	61.80%	59.06%	40.49%	2.24%	355	55.77	3955.9	60.63%	69.58%	44.79%	3.94%
American Indian/Alaskan Native	1	39	3703	57%	0%	0%	0%	-	-	-	-	-	-	-
Asian	8	48.75	4193.75	71.75%	62.5%	62.5%	25%	3	76.67	4740.3	83.67%	100%	100%	33.33%
Black/African American	8	35.13	3576	51.63%	37.5%	12.5%	0%	4	66.75	4320.3	72.50%	100%	75%	0%
Hispanic	704	43.67	3920.91	64.22%	64.49%	46.73%	2.27%	599	58.02	4035.3	63.06%	75.46%	51.59%	5.84%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	1	75	4643	82%	100%	100%	0%
Two or More Races	3	46.33	4077	68.33%	66.67%	66.67%	0%	-	-	-	-	-	-	-

White	19	45.63	4015.53	67.05%	73.68%	52.63%	5.26%	18	64.28	4259.9	69.83%	94.44%	61.11%	16.67%
Female	326	45.86	4018.63	67.45%	70.86%	54.6%	3.68%	329	60.54	4122.4	65.80%	80.55%	59.57%	8.21%
Male	417	41.98	3848.04	61.74%	59.23%	40.53%	1.68%	296	55.97	3965.2	60.82%	71.62%	44.26%	4.05%
First Year of Monitoring	4	46	3980	67.75%	75%	75%	0%	8	57.88	3995.1	63%	100%	37.5%	0%
LEP	89	30.29	3403.47	44.57%	8.99%	2.25%	0%	54	37.61	3391.8	40.83%	14.81%	5.56%	0%
Second Year of Monitoring	14	40.36	3766.79	59.36%	50%	28.57%	0%	2	54	3869	58.50%	100%	0%	0%
Special Ed Indicator	61	29.11	3365.64	42.82%	14.75%	4.92%	0%	8	41	3483.3	44.50%	12.5%	0%	0%
	Spring 2017 STAAR EOC, US History							Spring 2016 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	606	49	4296.97	72.05%	94.72%	75.25%	40.92%	531	49.27	4255.7	72.46%	98.68%	77.4%	30.13%
Economic Disadvantage	333	47.38	4220.11	69.67%	93.69%	71.47%	34.23%	275	48.28	4212.1	71.01%	98.91%	73.82%	25.45%
Asian	3	60	4815.67	88.33%	100%	100%	100%	2	54	4426.5	79.50%	100%	100%	50%
Black/African American	5	49.8	4369	73.20%	80%	80%	60%	6	52	4347.8	76.33%	100%	83.33%	50%
Hispanic	578	48.71	4280.05	71.63%	94.64%	74.57%	39.79%	507	49.16	4251.5	72.30%	98.62%	77.32%	29.19%
Native Hawaiian/Pacific Islander	1	52	4337	76%	100%	100%	0%	2	50	4316	73.50%	100%	50%	50%
Two or More Races	-	-	-	-	-	-	-	3	53.33	4373.7	78.33%	100%	100%	33.33%
White	19	55.68	4708.74	81.89%	100%	89.47%	63.16%	11	50.82	4327.6	74.73%	100%	72.73%	54.55%
Female	311	47.92	4243.97	70.46%	93.89%	72.99%	35.05%	260	47.35	4172.8	69.64%	99.23%	70.38%	20%
Male	295	50.13	4352.85	73.73%	95.59%	77.63%	47.12%	271	51.11	4335.2	75.17%	98.16%	84.13%	39.85%
First Year of Monitoring	9	45.67	4122.56	67.11%	100%	55.56%	22.22%	4	46.75	4144.3	68.75%	100%	75%	25%
LEP	43	34.4	3728.26	50.65%	65.12%	25.58%	4.65%	19	41.58	3948.3	61.11%	89.47%	52.63%	5.26%
Second Year of Monitoring	2	39.5	3884	58%	100%	0%	0%	2	49.5	4243	72.50%	100%	50%	50%



Special Ed Indicator	35	36.23	784.37	53.26%	80%	34.29%	8.57%	952.44	4408	77.11%	100%	77.78%	44.44%
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There were increases in the number of students who took Algebra I, Biology, English I and US History.

Increases in overall students passing for EOC English I and English II took place for the Spring Administration.

Gains for Algebra I for percent score took place: Approaches Grade Level (AGL) for Black/African American, White, Female, LEP and Second Year Monitoring, Meets Grade Level (MeGL) for Black/African American, LEP and Second Year Monitoring, and Masters Grade Level (MaGL) for Asian, Black/African American and LEP.

Biology had gains in the MaGL from the previous school year in the following areas: MeGL for Black/African American, White, First Year Monitoring, LEP and Second Year Monitoring. ELL student's academic needs are steadily being met on account of the increase in MeGL and MaGL.

Increases in English I for AGL occurred with Second Year Monitoring, MeGL Black/African American and Second Year Monitoring, and MaGL Economic Disadvantage, Male, and LEP.

English II EOC had gains for the SPED population for the AGL and MeGL. There were also gains for first and second year monitoring students for MeGL.

US History had gains for the MeGL category for Native Hawaiian/Pacific Islander, White, and Female. For the MaGL gains occurred in the overall population, Economic Disadvantage, Asian, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, White, Female, and Male.

**0317 TELPAS Grade 9**

Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating			
				Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
60	41.02	724.3	65.13%	3.33%	30%	30%	33.33%	6.67%	30%	28.33%	31.67%	5%	28.33%	31.67%	31.67%
49	41.37	728.43	65.69%	2.04%	30.61%	30.61%	34.69%	6.12%	30.61%	28.57%	32.65%	6.12%	28.57%	30.61%	32.65%
59	41.71	730.42	66.24%	1.69%	30.51%	30.51%	33.9%	5.08%	30.51%	28.81%	32.2%	3.39%	28.81%	32.2%	32.2%
1	0	363	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%
23	37.74	709.61	59.96%	8.7%	34.78%	17.39%	34.78%	8.7%	43.48%	17.39%	26.09%	8.7%	30.43%	34.78%	21.74%
37	43.05	733.43	68.35%	0%	27.03%	37.84%	32.43%	5.41%	21.62%	35.14%	35.14%	2.7%	27.03%	29.73%	37.84%
60	41.02	724.3	65.13%	3.33%	30%	30%	33.33%	6.67%	30%	28.33%	31.67%	5%	28.33%	31.67%	31.67%
4	37	705.75	58.75%	0%	0%	75%	25%	0%	0%	75%	25%	0%	25%	50%	25%

**0317 TELPAS Grade 10**

Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating			
				Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%	6.9%	15.52%	50%	27.59%
42	39.02	738.38	60.93%	11.9%	23.81%	45.24%	19.05%	14.29%	45.24%	23.81%	16.67%	7.14%	19.05%	50%	23.81%
58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%	6.9%	15.52%	50%	27.59%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	37.63	733.81	58.78%	14.81%	22.22%	44.44%	18.52%	18.52%	40.74%	22.22%	18.52%	11.11%	18.52%	51.85%	18.52%
31	43.13	762.32	67.39%	6.45%	16.13%	48.39%	29.03%	6.45%	35.48%	32.26%	25.81%	3.23%	12.9%	48.39%	35.48%
58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%	6.9%	15.52%	50%	27.59%
7	41.71	758.14	65.29%	0%	28.57%	42.86%	28.57%	0%	42.86%	28.57%	28.57%	0%	14.29%	71.43%	14.29%

**0317 TELPAS Grade 11**

Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating			
				Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%	0%	29.73%	43.24%	27.0%
31	43.84	768.1	68.58%	0%	35.48%	32.26%	32.26%	6.45%	32.26%	32.26%	29.03%	0%	29.03%	48.39%	22.5%
37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%	0%	29.73%	43.24%	27.0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	41	754.37	64.16%	0%	36.84%	36.84%	26.32%	5.26%	31.58%	36.84%	26.32%	0%	15.79%	63.16%	21.0%
18	45.28	775.72	70.78%	0%	22.22%	38.89%	38.89%	5.56%	27.78%	33.33%	33.33%	0%	44.44%	22.22%	33.3%
37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%	0%	29.73%	43.24%	27.0%
1	36	730	56%	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	0%	0%

**0317 TELPAS Grade 12**

Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating			
				Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%	2.22%	15.56%	33.33%	48.8%
31	46.48	780.35	72.61%	0%	3.23%	25.81%	70.97%	0%	22.58%	16.13%	61.29%	0%	12.9%	41.94%	45.1%
45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%	2.22%	15.56%	33.33%	48.8%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	48.06	789.29	75.12%	0%	0%	41.18%	58.82%	0%	29.41%	17.65%	52.94%	0%	0%	47.06%	52.9%
28	44.89	772.86	70.21%	3.57%	10.71%	17.86%	67.86%	3.57%	21.43%	14.29%	60.71%	3.57%	25%	25%	46.4%
45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%	2.22%	15.56%	33.33%	48.8%
5	39.2	747.6	61.40%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	40%	60%

Gains for Intermediates were made in 9th grade for Listening, Speaking and Writing. 9th graders also had gains for Advanced High in Listening, Speaking,

Reading and Writing.

10th graders had gains in Listening, Speaking, Reading, and Writing for both Beginners and Advanced High. Gains in Listening and Speaking were made for Intermediate students. Gains in Listening and Writing were made for Advanced students.

In 11th Grade Beginning students made gains in Speaking. Intermediate students made gains in Listening, Speaking, Reading, and Writing. Advanced students made gains in Listening, Speaking and Writing.

12th Grade Intermediate students made gains in Listening, Writing and Reading. Advanced students had increases in Listening and Reading. Advanced High Student had gains in Listening, Speaking and Writing.

	October 2016 SAT, Grade 11							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS		10%	610	0	29	31	610	0
Economic Disadvantage		10%	610	0	29	31	610	0
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic		10%	610	0	29	31	610	0
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-
Male		10%	610	0	29	31	610	0
First Year of Monitoring	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-	-	-	-

	December 2016 SAT, Grade 11							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS		20%	495	0	24	27	505	0
Economic Disadvantage		20%	495	0	24	27	505	0
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic		20%	495	0	24	27	505	0
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Female		10%	450	0	22	24	470	0
Male		10%	540	0	26	27	540	0
First Year of Monitoring	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-	-	-	-

	January 2017 SAT, Grade 11							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS		20%	600	0	31	24	605	0
Economic Disadvantage		10%	530	0	28	24	480	0
Asian		10%	670	0	34	37	730	0
Black/African American	-	-	-	-	-	-	-	-
Hispanic		10%	530	0	28	24	480	0
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Female		20%	600	0	31	24	605	0
Male	-	-	-	-	-	-	-	-
First Year of Monitoring	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-	-	-	-

	March 2017 SAT, Grade 11							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	582	0%	461.27	0	22.8	23	459.14	0
Economic Disadvantage	324	0%	445.46	0	21.98	23	445.86	0
Asian	4	0%	610	0	31.5	32	670	0
Black/African American	4	0%	520	0	25.5	27	485	0
Hispanic	555	0%	458.09	0	22.64	23	455.96	0
Native Hawaiian/Pacific Islander	1	0%	430	0	20	21	420	0
White	18	0%	515	0	25.33	27	506.67	0
Female	305	0%	470.49	0	23.5	25	456.16	0
Male	277	0%	451.12	0	22.02	23	462.42	0
First Year of Monitoring	9	0%	435.56	0	21.11	26	452.22	0
LEP	36	0%	401.39	0	19.5	24	403.61	0
Second Year of Monitoring	2	0%	405	0	19	22	460	0
Special Ed Indicator	31	0%	380.97	0	18.45	20	390.97	0

The March Administration had the largest population of tested students. Based on the results, students are not at the college readiness level for both English



and Math.

October 2016 SAT, Grade 12								
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	190%		572.63	0	28.89	28	547.89	0
Economic Disadvantage	60%		535	0	27	27	530	0
Hispanic	180%		572.78	0	28.94	28	550.56	0
White	-	-	-	-	-	-	-	-
Female	130%		553.08	0	28.08	25	516.92	0
Male	60%		615	0	30.67	28	615	0
LEP	-	-	-	-	-	-	-	-
November 2016 SAT, Grade 12								
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	140%		488.57	0	24.43	26	485	0
Economic Disadvantage	100%		500	0	25.2	26	492	0
Hispanic	140%		488.57	0	24.43	26	485	0
White	-	-	-	-	-	-	-	-
Female	120%		495	0	24.92	26	490	0
Male	20%		450	0	21.5	21	455	0

LEP	-	-	-	-	-	-	-	-
December 2016 SAT, Grade 12								
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	100%		478	0	23.8	26	501	0
Economic Disadvantage	60%		486.67	0	24	22	491.67	0
Hispanic	100%		478	0	23.8	26	501	0
White	-	-	-	-	-	-	-	-
Female	80%		480	0	24	26	498.75	0
Male	20%		470	0	23	22	510	0
LEP	30%		436.67	0	21.33	22	476.67	0
January 2017 SAT, Grade 12								
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	120%		468.33	0	23.17	25	490.83	0
Economic Disadvantage	90%		462.22	0	22.78	25	482.22	0
Hispanic	110%		474.55	0	23.55	25	497.27	0
White	10%		400	0	19	21	420	0
Female	80%		462.5	0	22.88	25	466.25	0

Male	40%	480	0	23.75	30	540	0	
LEP	10%	430	0	21	23	460	0	
March 2017 SAT, Grade 12								
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	80%	517.5	0	26.25	30	523.75	0	
Economic Disadvantage	10%	550	0	24	30	590	0	
Hispanic	80%	517.5	0	26.25	30	523.75	0	
White	-	-	-	-	-	-	-	
Female	30%	533.33	0	28	30	566.67	0	
Male	50%	508	0	25.2	30	498	0	
LEP	10%	450	0	24	22	440	0	

The March administration had the largest number of students test. Based on the data, students are college ready for both English and Math.

	October 2016 PSAT 8/9, Grade 9				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	1	0	610	300	310
Economic Disadvantage	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-
Asian	-	-	-	-	-
Black/African American	-	-	-	-	-
Hispanic	1	0	610	300	310
Native Hawaiian/Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
Female	-	-	-	-	-
Male	1	0	610	300	310
First Year of Monitoring	-	-	-	-	-
LEP	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-

	October 2016 PSAT 10, Grade 10				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	610	0	846.93	410.26	436.67
Economic Disadvantage	349	0	832.72	402.26	430.46
American Indian/Alaskan Native	1	0	610	320	290
Asian	7	0	940	454.29	485.71
Black/African American	6	0	713.33	360	353.33
Hispanic	579	0	846.23	409.64	436.6
Native Hawaiian/Pacific Islander	-	-	-	-	-
Two or More Races	3	0	883.33	460	423.33
White	14	0	895.71	431.43	464.29
Female	272	0	851.91	417.17	434.74
Male	338	0	842.93	404.7	438.22
First Year of Monitoring	4	0	887.5	437.5	450
LEP	55	0	748.18	359.09	389.09
Second Year of Monitoring	11	0	783.64	386.36	397.27
Special Ed Indicator	37	0	702.16	340	362.16

	October 2016 PSAT 10, Grade 11				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	172		1039.07	523.49	515.58
Economic Disadvantage	68		1031.47	517.94	513.53
American Indian/Alaskan Native	-	-	-	-	-
Asian	3		1276.67	630	646.67
Black/African American	2		980	530	450
Hispanic	157		1033.5	519.49	514.01
Native Hawaiian/Pacific Islander	1		920	440	480
Two or More Races	-	-	-	-	-
White	9		1083.33	565.56	517.78
Female	116		1023.97	519.66	504.31
Male	56		1070.36	531.43	538.93
First Year of Monitoring	-	-	-	-	-
LEP	2		915	450	465
Second Year of Monitoring	-	-	-	-	-
Special Ed Indicator	1		800	410	390

Score for 11th graders in English and Math indicate that students college ready for English and Math; however, 9th and 10th graders or not.

### **Demographics Strengths**

265 ELL's are served by MHS, up from last year's population of 167.

162 students are in the G&T program.

189 students receive special education services.

Campus Attendance for the 2017-18 school year was 94.5

Campus Graduation percentage for the 2017-18 school year was 92.8 up from last year's of 92.1

There were increases for the SPED population for all of the five EOC exams (Algebra I, Biology, English I, English II, U.S. History) for "Percent Approaches Grade Level," "Percent Meets Grade Level," and "Percent Masters Grade Level."

The LEP population had increases for English I, English II, and Biology and U.S. History in the "Approaches Grade Level" category for all of the five EOC exams (Algebra I, Biology, English I, English II, U.S. History for "Percent Approaches Grade Level," "Percent Meets Grade Level," and "Percent Masters Grade Level."

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** EOC Scores for Algebra I stayed the same from the previous school year. Percent approaches grade level decreased 0.6% **Root Cause:** The layout for the Algebra I team changed for school year there was an increase in MHS population by over 100 students, to include the ELL Population we need to adjust to the changes in demographics.



# Student Academic Achievement

## Student Academic Achievement Summary

### Spring 2018 STAAR EOC, English I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	868	44.66	3986.66	65.66%	67.51%	52.76%	6.80%	05/01/18
Economic Disadvantage	632	43.36	3928.76	63.76%	64.40%	47.31%	4.43%	05/01/18
American Indian/Alaskan Native	1	48	4056	71%	100%	100%	0%	05/01/18
Asian	5	46.6	4129.8	68.60%	80%	60%	20%	05/01/18
Black/African American	12	48.5	4178.42	71.33%	83.33%	75%	16.67%	05/01/18
Hispanic	826	44.39	3974.61	65.26%	66.46%	51.57%	6.30%	05/01/18
Native Hawaiian/Pacific Islander	1	43	3863	63%	100%	0%	0%	05/01/18
White	23	52	4290.61	76.35%	91.30%	82.61%	17.39%	05/01/18
Female	391	46.62	4066.4	68.55%	74.94%	59.59%	8.18%	05/01/18
Male	477	43.05	3921.29	63.29%	61.43%	47.17%	5.66%	05/01/18
First Year of Monitoring LEP	18	39.06	3735	57.44%	50%	27.78%	0%	05/01/18
Second Year of Monitoring	21	44.05	3922.29	64.81%	76.19%	38.10%	0%	05/01/18
Special Ed Indicator	81	32.37	3517.54	47.58%	18.52%	9.88%	1.23%	05/01/18

### Spring 2018 STAAR EOC, Biology

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	772	34.41	4109.02	63.72%	89.12%	57.90%	17.62%	05/01/18
Economic Disadvantage	559	33.11	4050.55	61.31%	86.76%	51.88%	13.95%	05/01/18
American Indian/Alaskan Native	1	47	4695	87%	100%	100%	100%	05/01/18
Asian	4	39.5	4316.5	73%	100%	75%	25%	05/01/18
Black/African American	13	36.38	4285.69	67.23%	84.62%	61.54%	23.08%	05/01/18
Hispanic	734	34.14	4093.52	63.22%	88.83%	57.08%	16.89%	05/01/18
Two or More Races	1	36	4115	67%	100%	100%	0%	05/01/18

White	19	41.79	4512.32	77.37%	100%	78.95%	36.84%	05/01/18
Female	371	33.96	4086.47	62.88%	89.76%	55.26%	15.09%	05/01/18
Male	401	34.84	4129.89	64.50%	88.53%	60.35%	19.95%	05/01/18
First Year of Monitoring	18	32.72	4003.17	60.50%	100%	44.44%	0%	05/01/18
LEP	118	24.55	3683.64	45.47%	57.63%	19.49%	4.24%	05/01/18
Second Year of Monitoring	16	35.5	4143.25	65.75%	93.75%	56.25%	31.25%	05/01/18
Special Ed Indicator	61	23.43	3652.82	43.36%	57.38%	14.75%	1.64%	05/01/18

#### Spring 2018 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	621	34.36	4104.35	63.64%	88.41%	58.94%	30.92%	05/01/18
Economic Disadvantage	460	33.74	4073.23	62.48%	87.17%	56.74%	28.91%	05/01/18
American Indian/Alaskan Native	1	31	3914	57%	100%	0%	0%	05/01/18
Asian	5	30.6	3942.8	56.60%	60%	40%	20%	05/01/18
Black/African American	9	29.78	3873.33	55.22%	77.78%	44.44%	0%	05/01/18
Hispanic	591	34.41	4107.53	63.73%	88.83%	58.88%	31.30%	05/01/18
White	15	36.73	4183.93	67.87%	86.67%	80%	40%	05/01/18
Female	294	35	4132.89	64.84%	91.50%	59.52%	33.33%	05/01/18
Male	327	33.79	4078.68	62.56%	85.63%	58.41%	28.75%	05/01/18
First Year of Monitoring	16	35.25	4099.69	65.31%	100%	62.50%	25%	05/01/18
LEP	78	27.31	3793.59	50.55%	73.08%	28.21%	11.54%	05/01/18
Second Year of Monitoring	11	34.91	4116.55	64.64%	90.91%	63.64%	9.09%	05/01/18
Special Ed Indicator	62	21.94	3578.55	40.58%	50%	6.45%	1.61%	05/01/18

#### Spring 2018 STAAR EOC, US History

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	635	52.23	4444.78	76.80%	97.80%	85.83%	50.71%	05/01/18
Economic Disadvantage	380	50.86	4383.37	74.78%	97.11%	81.84%	45.79%	05/01/18
American Indian/Alaskan Native	1	53	4386	78%	100%	100%	0%	05/01/18
Asian	6	57.17	4977.17	84.17%	100%	83.33%	66.67%	05/01/18
Black/African American	7	50.29	4370.71	74%	85.71%	85.71%	42.86%	05/01/18
Hispanic	603	52.1	4434.31	76.61%	97.84%	85.90%	50.08%	05/01/18
Two or More Races	3	55.67	4768.33	82%	100%	66.67%	66.67%	05/01/18

White	15	55.6	4626.73	81.80%	100%	86.67%	73.33%	05/01/18
Female	292	50.86	4379.55	74.79%	97.26%	80.82%	45.55%	05/01/18
Male	343	53.39	4500.31	78.51%	98.25%	90.09%	55.10%	05/01/18
First Year of Monitoring	1	62	4932	91%	100%	100%	100%	05/01/18
LEP	65	44.09	4092.95	64.80%	89.23%	58.46%	20%	05/01/18
Second Year of Monitoring	3	54.33	4518.33	80%	100%	100%	33.33%	05/01/18
Special Ed Indicator	37	39.86	3933.46	58.68%	83.78%	43.24%	18.92%	05/01/18

Spring 2018 STAAR EOC, English II

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	755	46.94	4052.28	69.02%	75.76%	55.36%	7.81%	05/01/18
Economic Disadvantage	513	45.88	4007.46	67.45%	72.51%	50.49%	7.02%	05/01/18
Asian	4	43.5	4053.5	64%	50%	50%	25%	05/01/18
Black/African American	6	49.5	4163	72.83%	83.33%	66.67%	16.67%	05/01/18
Hispanic	729	46.89	4049.7	68.95%	75.72%	54.87%	7.68%	05/01/18
Native Hawaiian/Pacific Islander	2	46	3948	68%	100%	50%	0%	05/01/18
Two or More Races	1	58	4547	85%	100%	100%	0%	05/01/18
White	13	48.77	4123.31	71.69%	76.92%	76.92%	7.69%	05/01/18
Female	354	48.47	4124.59	71.26%	78.25%	61.02%	9.60%	05/01/18
Male	401	45.59	3988.44	67.04%	73.57%	50.37%	6.23%	05/01/18
First Year of Monitoring	5	47	4063.6	69%	60%	60%	20%	05/01/18
LEP	110	36.89	3630.71	54.25%	36.36%	15.45%	0%	05/01/18
Second Year of Monitoring	22	44.86	3914.68	65.95%	77.27%	31.82%	0%	05/01/18
Special Ed Indicator	60	31.5	3442.1	46.35%	21.67%	5%	0%	05/01/18

**Student Academic Achievement Strengths**

English II EOC, LEP scores went up from 8.82% in 2017 to 36.36% in 2018. For SPED in English II we scores went up from 11.54% to 21.67% in 2018.

Increases in Biology, English I, English II, and U.S. History for all performance categories ("Percent Approaches Grade Level", "Percent Meets Grade Level" and "Percent Masters Level")

ELL had an increase of 26.39% on the "Percent Approaches Grade Level" for Algebra I. There were also increases in Algebra I for "Percent Meets Grade Level" and "Percent Masters Level" performance categories.

There were increases for the SPED population for all of the five EOC exams (Algebra I, Biology, English I, English II, and U.S. History) for "Percent

Approaches Grade Level," "Percent Meets Grade Level," and "Percent Masters Grade Level."

The LEP population had increases for English I, English II, and Biology and U.S. History in the "Approaches Grade Level" category for all of the five EOC exams (Algebra I, Biology, English I, English II, U.S. History for "Percent Approaches Grade Level," "Percent Meets Grade Level," and "Percent Masters Grade Level."

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** EOC Scores for Algebra I stayed the same from the previous school year. Percent approaches grade level decreased by 0.6% **Root Cause:** The layout for the Algebra I team changed for the school year, we had an increase in MHS population by over 100 students, to include the ELL Population.

**Problem Statement 2:** EOC Scores for the SPED population for English I and II were below 25% passing at the approaches level for the 2018-19 **Root Cause:** Need closer collaboration from the special education teachers in the co-teaching setting with the regular English I team during planning and development of lessons.

**Problem Statement 3:** EOC Scores for Biology for SPED and LEP are below 60% at the approaches level **Root Cause:** Teachers need specific training to address the individual needs of students that are SPED and LEP

**Problem Statement 4:** EOC Scores for the LEP population for English I and English II were below 50% passing at the approaches level for the 2018-19 school year. **Root Cause:** There was an increase in population of 1st and 2nd year LEP students.

# School Processes & Programs

## School Processes & Programs 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. Technology upgrades will continue and MHS will be a DNA campus this school year.

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

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

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

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

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

instruction within the program will ensure a wellrounded curriculum. Students will complete four years of rigorous high school mathematics, science, English, and social studies, participate in science and math related (Robotics team, Science Extravaganza, etc) extracurricular activities and complete internships/ mentorships with local businesses.

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

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

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

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

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

For a minimal cost, students are provided with the opportunity to take the TSI, AP, PLAN, ACT, PSAT, and SAT exams and perform at college ready levels.

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

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

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

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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers are still reluctant in incorporating technology in lessons. **Root Cause:** At times technology is not up to date, there is not enough technology for all students, teachers need additional time to practice the use and implementation of the programs and additional training in content specific technology, specifically for 9th grade teachers.

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

were effective is lacking.

# Perceptions

## Perceptions 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 incorporated the Habits of Mind concept.

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

## Perceptions Strengths

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

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

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

OLWEUS is a committee comprised of one stakeholder from each department as well as a student, and community members. This committee is designed to raise awareness against bullying.

Monthly fire drills take place.

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

Interventions for students are documented in Eduphoria.

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



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

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

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent communication is not as effective despite efforts to reach parents. **Root Cause:** Parents change phone numbers and do not update information with the campus. The same is true for an email address.

**Problem Statement 2:** Parents are not getting information that is specific to their child. **Root Cause:** All calls are sent out to all parents, some of the number provided were incorrect and many parents either hang up or do not answer when they see the campus' number.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

Revised/Approved: August 21, 2018

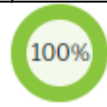
**Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** For the 2018-2019 school year, Montwood High School will continue to refine our plan of action to ensure that feel safe at school and school events 100% of the time.

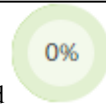
**Evaluation Data Source(s) 1:** Climate Survey  
Discipline Referrals

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Safety Committee will continue to meet every Wednesday to ensure that all safety concerns are identified and resolved.		Campus Administration Sgt. Vazquez	Agenda Meeting Minutes Decreased number of bullying incidents reported from 2017-2018			
	<b>Funding Sources:</b> 211 - Title I, Part A - 500.00					
2) Olweus committee, made up of teacher department representatives, wil meet monthly to discuss safety/bullying concerns and to provide recommendations.		Olweus Committee Chair	Safety drills Decrease in reported bullying incidents Agenda, meeting minutes			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) MHS teachers, counselors, security team, and administration will be highly visible during morning, lunch, after school, and class transition time.		Teachers Administration Security Officers Counselors	Decreased discipline referrals			
	<b>Funding Sources:</b> 199 - General - 0.00					



= Accomplished



= No Progress




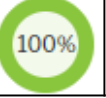

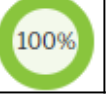
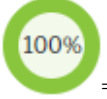


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**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 2:** For the 2018-2019 school year, Montwood High School will be 100% compliant with safety audits and safety drills.

**Evaluation Data Source(s) 2:** Audit Reports  
EOP binder

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Montwood High School will continue to train faculty and staff in the safety procedures and drills.		EOP Committee Chair (AP)	100% Compliance with safety drills as documented in the Safety (EOP) binder.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) MHS safety committee members will participate in debriefing exercises after safety drills and determine effectiveness and recommend plans for improvement.		EOP Committee Chair	Reduced evacuation time during drills.			
	<b>Funding Sources:</b> 199 - General - 0.00					
 = Accomplished  = 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 2018-2019 school year, the total number of disciplinary referrals at Montwood High School will decrease by 5%.

**Evaluation Data Source(s) 3:** Discipline Reports  
Decreased discipline referrals

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) During class meetings, students will be reminded of the expectations for behavior and the consequences for their actions.		Administration Student Activities Director	Decreased Discipline Referrals			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) During Staff Development, teachers will review the Behavior Management Form as part of their student discipline management plan.		Administration Teachers	Decreased Discipline Referrals			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                 = 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 2018 - 2019 school year, English I EOC scores will increase to 75% in the Approaches Grade Level category, 58% in the Meets Grade Level category, and 12% in the Masters Grade Level category. For the 2018 - 2019 school year, English II EOC scores will increase to 80% for the Approaches Grade Level category, 60% for the Meets Grade Level category, and to 13% for the Masters Grade Level category.

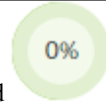
**Evaluation Data Source(s) 1:** EOC State Assessment scores

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Provide professional development opportunities that are data-driven, research-based and student-centered.	2.4, 2.5, 2.6	Administrators SCEI Coaches Instructional Department Chair	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 10000.00					
<b>Critical Success Factors</b> CSF 1 CSF 2  2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores Decrease in number of students identified as Tier III.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 500.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) Provide opportunities for SIOP training to all teachers to address subpopulations.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chair	Increased assessment scores Increased assessment scores for subpopulations.			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  4) Provide release time for teachers to attend professional development, and participate PLC-developed efforts.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chair	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  5) Provide supplemental instructional material, 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 AVID, GT, ELL and SPED students.	2.4, 2.5, 2.6	Administration	Increased assessment scores and grades			
	<b>Funding Sources:</b> 211 - Title I, Part A - 45000.00, 199 - General Fund : Special Education - 9033.00, 199 - General: Gifted and Talented - 15850.00					



= Accomplished



= 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 2018-2019 school year, Algebra I scores will improve from 89 to 94% in Approaches Grade Level, 65% Meets Grade Level, and 45% Masters Grade Level.

**Evaluation Data Source(s) 2:** Student state assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  1) Provide professional development opportunities that are data driven, research based and student centered	2.5, 2.6	Administrators SCEI Coaches Department Chair	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions. Provide snacks and drinks to students in attendance of after school, intersession and Saturday sessions.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores Decrease in number of students identified as Tier III.			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  3) Provide release time for teachers to attend professional development, an opportunity to work with the PLC's withing the team.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  4) Provide opportunities for SIOP and Professional Learning Communities to all teachers to address subpopulations.		Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished               = 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 3:** For the 2018-2019 school year, Biology EOC scores will increase from 89% to 94% in Approaches Grade Level, 65% Meets Grade Level, and 23.2% Masters Grade Level.

**Evaluation Data Source(s) 3:** EOC State Assessment Data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 1) Provide professional development opportunities that are data driven, research based and student centered	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Provide release time for teachers to attend professional development, and participate in learning walks		Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) Provide opportunities for SIOP training & Professional Learning Communities to all teachers to address subpopulations.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = 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:** For the 2018-2019 school year, US History scores will improve from 97% to 99% in Approaches Grade Level, 90% Meets Grade Level, and 55% Masters Grade Level.

**Evaluation Data Source(s) 4:** Student state assessment data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Provide professional development opportunities that are data driven, research based and student centered	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  3) Provide release time for teachers to attend professional development, and participate in learning walks	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  4) Provide opportunities for SIOP training and Professional Learning Communities to all teachers to address subpopulations.	2.4, 2.5, 2.6	Administration SCEI Coaches Department Chairs	Increased assessment scores			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                          = 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 5:** For the 2018-2019 school year, the overall number of students enrolled in dual-credit, Pre-AP and AP courses will increase by 5% as compared to the overall enrollment for the 2018-2019 year.

**Evaluation Data Source(s) 5:** The overall number of students enrolled in dual credit courses will increase by 5% as evident in course rosters.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 2 CSF 5 CSF 6  1) MHS counselors will provide information to students through classroom presentations and parents via parent meetings, call outs, letters, and personal phone calls to inform them of various advanced academic opportunities.	2.5, 3.2	Administration Counselors	increase in course enrollment/master schedule			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Provide information on advanced courses at Campus Career and College Fairs, middle school registration, and community meetings.		Administration Counselors	Increase in course enrollment/master schedule			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = 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 6:** By the beginning of the 2018-2019 school year, the numbers of students enrolled in Career and Technical Education classes will increase by 5% as compared to the 2017-2018 Beginning-Of-Year enrollment. The number of students graduating with an endorsement will increase to 80% compared to last school year.

**Evaluation Data Source(s) 6:** The number of students enrolled in Career and Technical Education classes will increase by 5%.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Counselors will provide information to students during registration and again at our parent nights. Counselors will ensure that students are following the correct sequence of CTE courses aligned with students CCRC</p>	2.5, 3.2	Administration Counselors	Increase in CTE Enrollment Master Schedule			
<b>Funding Sources:</b> 199 - General - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) CTE department will showcase their many programs during the middle school tours to promote awareness of the many opportunities available for students.</p>		Administration Counselors CTE facilitators	Increase in CTE Enrollment Master Schedule			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                = 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 2018-2019 school year, ELL students will have an overall increase of 5% on EOC assessments.

**Evaluation Data Source(s) 7:** Student state data assessments

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Interventions provided by Title III instructional aide. Monitor English SOL Placement of ELL Newcommers in English 1 and English II courses. LPAC assistant will monitor and process LPAC documents to expedite placement for ELL students.</p>	2.4, 2.5, 2.6	LPAC coordinator ESL Teacher Principal English Dept. leads & heads	Increase in state assessments in language proficiency			
<b>Funding Sources:</b> 199 - General Fund: Bilingual - 10575.00						
= Accomplished                 = 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 2018-2019 school year, students served in special education will have an overall increase of 5% on EOC assessments.

**Evaluation Data Source(s) 8:** State assessments

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Students will be served in appropriate setting and will have researched based materials to support instruction.</p>	2.4, 2.5, 2.6	Sped & gen ed teachers administrators SCEI coaches	Increase assessment scores			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                = 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 2018 - 2019 school year, students coded at-risk will have an overall increase of 5% on EOC assessments.

**Evaluation Data Source(s) 9:** State assessments

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  1) Interventions provided by teachers should be researched based.	2.4, 2.5, 2.6	SCEI coaches Teachers Administration	Increase in state assessments & campus check points			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                = 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 1:** For the 2018-2019 school year, 80% of teachers will achieve proficient on the T-TESS instrument.

**Evaluation Data Source(s) 1:** Walkthroughs, TTESS Evaluations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Teachers will be provided opportunities to engage in professional development to address best instructional practices.</p>	2.4, 2.5, 2.6	Administration SCEIs Department Chairs	TTESS walkthroughs Coaching Visits			
<b>Funding Sources:</b> 199 - General - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers will continue to participate in training on TTESS, Fundamental 5, AVID Strategies to improve classroom instruction.</p>	2.4, 2.6, 3.1, 3.2	Administration SCEIS AVID Coordinator Department Chairs	Sign in Sheets Walkthroughs			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                 = 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 2:** For the 2018-2019 school year, the campus 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:**


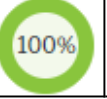


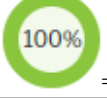
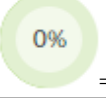

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Hire only highly qualified staff.	2.4, 2.5, 2.6	Administration SISD Human Resources	Certifications			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                          = 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 2018-2019 school year, Montwood High School will increase the number of professional development opportunities offered to employees by 10%.

**Evaluation Data Source(s) 3:** Professional Development opportunities will increase by 10%.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will be provided opportunities to engage in professional development to address best instructional practices.</p>	2.4, 2.5, 2.6	Administration SCEIs Department Chairs	TTESS walkthroughs Coaching Visits			
<b>Funding Sources:</b> 199 - General - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Teachers will continue to participate in training on TTESS, Fundamental 5, SIOP, technology training, AVID Strategies, PLCs, and Campus Advisory Council meetings to improve classroom instruction.</p>	2.4, 2.5, 2.6	Administration SCEIS AVID Coordinator Department Chairs	Sign in Sheets Walkthroughs			
<b>Funding Sources:</b> 199 - General - 0.00						
 = Accomplished  = 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 2018-2019 school year, Montwood High school will allocate funding to purchase research-based programs, technology, and instructional materials that will help achieve system safeguards.

**Evaluation Data Source(s) 4:** MHS will meet the 60% system safeguards.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Teachers will continue to receive training specific strategies such as SIOP PBL, and PLCs to enhance their teaching practices.</p>	2.4, 2.5, 2.6	Administration SCEI Coaches	Increase assessment scores Higher passing rates			
<b>Funding Sources:</b> 199 - General - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers, counselors and administration will continue to attend AVID Summer Institute along with training opportunities to improve instructional practices, long</p>	2.4, 2.5, 2.6, 3.2	Administration AVID coordinator Counselors Teachers	Schoolwide implementation of AVID strategies Increase rigor in all courses Increase in assessment scores			
<b>Funding Sources:</b> 199 - General - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Technology purchases such as computers, laptops and scanners will be purchased for MHS faculty and staff to serve all student populations.</p>	2.4, 2.5, 2.6	Administration, Department ICC's, Department Chairs.	Increase assessment scores.			
<b>Funding Sources:</b> 211 - Title I, Part A - 27000.00						
= Accomplished                = 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 2018-2019 school year, Montwood High School will provide at least 10 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

**Evaluation Data Source(s) 1:** At least 10 events will be offered by the campus for parent and community members.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) The Parent Liaison will provide parent sessions on a monthly basis that address parent concerns. Purchase of Snacks and Refreshments, Supplies and Materials as needed for Parent Workshops.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration Parent Liaison	Increased participation in educational events as evident on sign in sheets.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) To promote teamwork and unity, the Student Activities director, along with CIS, Counselors, teachers, parent liaison and administration will provide opportunities for parents to engage in Parent Teacher Conference Nights, Montwood Matters, Advanced Academic Nights, DNA nights, Intersession meetings, Breakfast on the Go, Summer School meetings, Community Meetings, TStem Advisory meetings, Booster Organization meetings, Coffee with the Principal, Title 1 Annual Meetings and STEM nights.</p>	2.4, 2.5, 2.6, 3.1, 3.2	CIS Student Activities Director Counselors Administration Teachers Parent Liaison	Increased participation in educational events Agendas Sign in Sheets			
<b>Funding Sources:</b> 211 - Title I, Part A - 500.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Provide opportunities for Parent Liaison, SISD parents, and community members to attend conferences in order to improve and strengthen parent and family engagement.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration Parent Liaison	Increased participation in school community participation at Montwood High School.			
<b>Funding Sources:</b> 211 - Title I, Part A - 500.00						







<b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6  4) Provide opportunities for Parent Liaison to attend professional development training's to promote an increase of parental involvement and opportunities to attend Statewide conferences and trainings.	2.6, 3.1, 3.2	Administration Parent Liaison	Increased participation in school community at Montwood High School and on-going learning to implement relevant sessions to our campus.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1400.00					
<b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6  5) Provided parent liaison with materials for parent workshops, purchase technology, reading materials and other print media to include: calendars, newsletters and parent handouts.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Parent Liaison	Increase the number of parents attending the scheduled meetings and have multiple hands on activities to retain parental involvement.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
= Accomplished             = 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 2:** For the 2018-2019 school year, the campus will increase the number of notifications sent via newsletters, email, etc. to parents, business, and community members by 15%.

**Evaluation Data Source(s) 2:** The number of notifications sent from Montwood High School will increase by 15%.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) Montwood High School will increase communication by utilizing websites, email, Living Tree, marquee, Breakfast on the Go, Call outs, fliers, and posters.</p>	3.2	School Messenger AP Student Activities Director Librarians Administration Parent Liasion	Increased parent involvement			
<b>Funding Sources:</b> 199 - General - 0.00						
 = Accomplished  = 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 2018-2019 school year, Montwood High School will offer a minimum of 10 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 3:** Increase the number of partnership activities to at least 10.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) Student Activities director along with Assistant Principal will work together to increase the number of partnerships.</p>		Student Activities Director Assistant Principal	Increase in community partnerships			
<b>Funding Sources:</b> 199 - General - 0.00						
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Provide community partners an opportunity to work in conjunction with Montwood High School to provide opportunities for events that include topics such as: Law Enforcement Presentations Driving Courses Drug and Gang Awareness Dating Violence Suicide Prevention</p>	2.5, 2.6, 3.2	CIS Administration	Increased parental participation and awareness.			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                 = 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 2018-2019 school year, Montwood High School will offer at least 3 customer service training sessions to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** Montwood High School will provide at least 3 customer service training sessions.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) To improve campus climate for parents, community members and staff, support staff will attend 3 trainings that will address customer service.		Administration Support Staff	Decrease in parent complaints regarding poor customer service. Positive responses on the climate survey.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = 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 2018 - 2019 school year, the percentage of Special Education and ELL students that meet standard on the state assessment in Reading/ELA will improve to 60% as reported on the Performance-Based Monitoring Analysis System.

**Evaluation Data Source(s) 1:** 60% of subgroups will meet accountability standards.

**Summative Evaluation 1:**


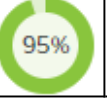
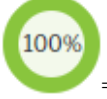


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  1) Targeted tutoring sessions will be provided to all subpopulations in all content areas.	2.4, 2.5, 2.6	Administration SCEIs Department Chairs	Increase in assessment scores			
<b>Funding Sources:</b> 211 - Title I, Part A - 60000.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  2) Saturday School and intersession programs will focus on specific strategies that will support student learning.	2.4, 2.5, 2.6	Administraton SCEIs	Increase in assessment scores			
<b>Funding Sources:</b> 199 - General Fund: SCE - 60000.00						
= Accomplished                          = 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:** For the 2018-2019 school year, 100% of teachers at Montwood High School will provide all students relevant and effective interventions to promote their academic growth.

**Evaluation Data Source(s) 2:** 100% of teachers will provide interventions to all students that are meaningful and effective.

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will be provided with structured PLC time to discuss students needing interventions. They will develop a plan of action for each student.</p>	2.4, 2.5, 2.6	Administration Teachers	Increase in assessment scores			
<b>Funding Sources:</b> 199 - General - 0.00						
 = Accomplished  = 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 2018-2019 school year, Montwood High School administrators will engage in data talks with teachers every 3 weeks to review assessments, student progress, and students placed in TIER III intervention instruction.

**Evaluation Data Source(s) 3:** Sign in sheets  
Assessments

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers and administrators will engage in data talks, instructional strategies that will address student growth and interventions.</p>	2.4, 2.5, 2.6	Administrators Teachers	Increase student performance in assessments, daily work and projects.			
<b>Funding Sources:</b> 199 - General - 0.00						
 = Accomplished  = 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:** For the 2018-2019 school year, Montwood High School will increase student attendance by 2%.

**Evaluation Data Source(s) 4:** Decrease in LOC contracts  
Increased student attendance

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  1) Develop an incentive program for students to encourage students to attend school every day.	2.4, 2.5, 2.6	Administration Teachers Support Staff	Increase in attendance from prior year.			
<b>Funding Sources:</b> 199 - General - 750.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Contact parents to notify them of their child's absence after 3 absences.	2.4, 2.5, 2.6	Teachers Attendance Clerks	Increase student attendance			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                = 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:** For the 2018-2019 school year, Montwood High School will increase the number of graduates by 3%.

**Evaluation Data Source(s) 5:** Enrollment data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) CIS will work collaboratively with Administration, Counselors, and Department Chairs to identify students that are at risk of dropping out.	2.4, 2.5, 2.6, 3.1, 3.2	CIS Administration Counselors Department Chairs	Decreased dropout rate			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Intervention strategies will be provided to students in danger of dropping out to support them in their academics and attendance.	2.4, 2.5, 2.6, 3.1, 3.2	SCEIs Department Chairs Administraiton	Decreased dropout rate.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	4	Provide opportunities for SIOP and Professional Learning Communities to all teachers to address subpopulations.

# State Compensatory

## Budget for Montwood High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.002.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$64,374.00
199.11.6118.00.002.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$18,660.00
199.11.6119.00.002.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$106,726.00
199.11.6119.00.002.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,684.00
199.12.6129.00.002.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$16,606.00
199.11.6141.00.002.7.30.0.00.	6141 Social Security/Medicare	\$773.00
199.11.6141.00.002.7.30.8.00.	6141 Social Security/Medicare	\$5,972.00
199.12.6141.00.002.7.30.0.00.	6141 Social Security/Medicare	\$241.00
199.11.6142.00.002.7.30.0.00.	6142 Group Health and Life Insurance	\$11,362.00
199.11.6142.00.002.7.30.8.00.	6142 Group Health and Life Insurance	\$21,117.00
199.12.6142.00.002.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.002.7.30.0.00.	6143 Workers' Compensation	\$236.00
199.11.6143.00.002.7.30.8.00.	6143 Workers' Compensation	\$1,822.00
199.12.6143.00.002.7.30.0.00.	6143 Workers' Compensation	\$73.00
199.11.6146.00.002.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$260.00
199.12.6146.00.002.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$109.00
199.11.6146.00.002.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,903.00
199.11.6146.00.002.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$1,342.00
199.11.6146.00.002.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$5,999.00
199.11.6149.00.002.7.30.0.00.	6149 Employee Benefits	\$968.00
199.11.6149.00.002.7.30.5.00.	6149 Employee Benefits	\$389.00



199.11.6149.00.002.7.30.8.00.	6149 Employee Benefits	\$3,947.00
199.11.6149.00.002.7.30.9.00.	6149 Employee Benefits	\$790.00
199.12.6149.00.002.7.30.0.00.	6149 Employee Benefits	\$369.00
<b>6100 Subtotal:</b>		<b>\$348,343.00</b>
<b>6200 Professional and Contracted Services</b>		
199.32.6299.99.002.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
<b>6200 Subtotal:</b>		<b>\$17,500.00</b>

## Personnel for Montwood High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Chavez	Library Aide	SCE	.50
Carmen Maldonado	Library Aide	SCE	.50
Erika Mendoza	CSR Teacher	SCE	1
Evangelina Franco	CIS	SCE	.50
Marybelle Gonzalez	SCEI Coach	SCE	1

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Galvan	Parent Liaison	Title I	1
Andrea Jaime	College Tutor	Title I	1
Christine Peschka	Teacher	Title I	1
Dianna Rios	Teacher	Title I	1
Emilynn Banks	College Tutor	Title I	1
Evangelina Franco	CIS	Title I	.50
Iliana Cobos	College Tutor	Title I	1
Jose Cuevas	College Tutor	Title I	1
Julio Rodriguez	TIA	Title I	1
Magdalena Ambriz	College Tutor	Title I	1

# Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1	books for students and teachers to increase scores		\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$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	1			\$0.00

2	6	2			\$0.00
2	8	1			\$0.00
2	9	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	4	1			\$750.00
5	4	2			\$0.00
5	5	1			\$0.00
5	5	2			\$0.00

**Sub-Total** \$750.00

**199 - General Fund: SCE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Saturday School and intersession programs will focus on specific strategies that will support student learning.		\$60,000.00
<b>Sub-Total</b>					\$60,000.00

**199 - General Fund : Special Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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2	1	5	instructional material, general supplies, contracts, classroom furniture and technology		\$9,033.00
<b>Sub-Total</b>					\$9,033.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$500.00
2	1	1			\$10,000.00
2	1	2			\$500.00
2	1	5	instructional material, general supplies, contracts, classroom furniture and technology		\$45,000.00
3	4	3	Technology purchase such as computers, laptops and scanners. (\$24000.00)		\$27,000.00
4	1	2			\$500.00
4	1	3	Payment for conferences for Parent Liaisons, community members		\$500.00
4	1	4			\$1,400.00
4	1	5			\$1,000.00
5	1	1	Tutoring sessions for students and sub-pops.		\$60,000.00
<b>Sub-Total</b>					\$146,400.00
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	7	1			\$10,575.00
<b>Sub-Total</b>					\$10,575.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	5	instructional material, general supplies, contracts, classroom furniture and technology		\$15,850.00
<b>Sub-Total</b>					\$15,850.00
<b>Grand Total</b>					\$242,608.00

# Addendums

School	School Year	YTD
Montwood High School	1617	94.98
Montwood High School	1516	95.4

School Population (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Student Total	<a href="#">2,529</a>	100%
9th Grade	<a href="#">644</a>	25.46%
10th Grade	<a href="#">670</a>	26.49%
11th Grade	<a href="#">623</a>	24.63%
12th Grade	<a href="#">592</a>	23.41%
Late Enrollments (*Notes*)	<a href="#">16</a>	0.63%

Student Demographics (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Gender		
Female	<a href="#">1,212</a>	47.92%
Male	<a href="#">1,317</a>	52.08%

Ethnicity	Count	Percent
Hispanic-Latino	<a href="#">2,406</a>	95.14%

Race
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Special Services (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Top Primary Disabilities		
Learning disability	<a href="#">100</a>	56.00%
Other health impairment	<a href="#">22</a>	12.00%
Autism	<a href="#">22</a>	12.00%
Intellectual Disability	<a href="#">15</a>	8.00%
Instructional Settings		
Speech Therapy code (00)	0	0.00%
Homebound code (01)	0	0.00%



American Indian - Alaskan Native	<a href="#">1</a>	0.04%
Asian	<a href="#">18</a>	0.71%
Black - African American	<a href="#">24</a>	0.95%
Native Hawaiian - Pacific Islander	<a href="#">6</a>	0.24%
White	<a href="#">67</a>	2.65%
Two-or-More	<a href="#">7</a>	0.28%

Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">86</a>	48.86%
Resource Room codes (41,42)	<a href="#">45</a>	25.57%
VAC code (08)	<a href="#">1</a>	0.57%
Off Home Campus codes (91,92,93,94,95,96,97,98)	<a href="#">3</a>	1.70%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	<a href="#">1</a>	0.57%
Self-Contained codes (43,44)	<a href="#">40</a>	22.73%
Full-Time Early Childhood code (45)	0	0.00%
Other Student Information (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
At-Risk	<a href="#">1,117</a>	44.17%
Economically Disadvantaged	<a href="#">1,446</a>	57.18%
<a href="#">Title I Homeless(*Special Notes*)</a>	0	0.00%
Immigrant	<a href="#">45</a>	1.78%
Limited English Proficient (LEP)	<a href="#">201</a>	7.95%
Migrant	<a href="#">3</a>	0.12%

Student by Program (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">167</a>	6.60%
Career and Technical Education (CTE)	<a href="#">2,203</a>	87.11%
Free Lunch Participation	<a href="#">1,213</a>	47.96%
Reduced Lunch Participation	<a href="#">233</a>	9.21%
Other Economically Disadvantaged	0	0.00%

Gifted & Talented	<a href="#">152</a>	6.01%
Special Education (SPED)	<a href="#">176</a>	6.96%
Title 1 Participation	<a href="#">2,529</a>	100.00%
Dyslexia	<a href="#">15</a>	0.59%
Homeless Statuses		
Homeless Status Total	<a href="#">24</a>	0.95%
Shelter	<a href="#">2</a>	0.08%
Doubled Up	<a href="#">21</a>	0.83%
Unsheltered	<a href="#">1</a>	0.04%
Hotel/Motel	0	0.00%

Military Connected	<a href="#">51</a>	2.02%
Foster Care	<a href="#">2</a>	0.08%
CTE Single Parent/Pregnant Teen	<a href="#">5</a>	0.20%
Section 504 (No Section 504 File for 2017)	0	0.00%

	Spring 2017 STAAR EOC, Algebra I							Spring 2016 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	564	33.31	4025.83	61.69%	89.36%	53.19%	20.74%	601	34.63	4097.5	64.12%	91.68%	56.91%	25.29%
Economic Disadvantage	379	32.55	3993.02	60.26%	89.45%	48.55%	19%	370	33.62	4048.9	62.25%	90.54%	52.7%	21.89%
American Indian/Alaskan Native	1	24	3653	44%	100%	0%	0%	-	-	-	-	-	-	-
Asian	2	31	4045	57.50%	50%	50%	50%	5	40.6	4362.4	75.20%	100%	80%	40%
Black/African American	3	31	3937.67	57.33%	100%	33.33%	33.33%	5	26.2	3734.6	48.60%	80%	20%	0%
Hispanic	539	33.51	4033.89	62.06%	89.61%	54.17%	20.96%	576	34.57	4093.5	64.01%	91.67%	56.6%	24.83%
Native Hawaiian/Pacific Islander	3	31.33	3954	58%	66.67%	33.33%	33.33%	-	-	-	-	-	-	-
Two or More Races	2	24	3632	44.50%	50%	50%	0%	3	35.33	4095.3	65.33%	100%	66.67%	66.67%
White	14	28.86	3830.07	53.57%	92.86%	28.57%	7.14%	12	38.5	4332.1	71.42%	91.67%	75%	41.67%
Female	254	34.6	4077.4	64.05%	92.91%	60.24%	22.83%	271	35.29	4120	65.37%	92.25%	63.1%	25.09%
Male	310	32.25	3983.58	59.75%	86.45%	47.42%	19.03%	330	34.08	4079	63.10%	91.21%	51.82%	25.45%
First Year of Monitoring	18	36.17	4131.22	67%	100%	61.11%	16.67%	5	39	4219.2	72.20%	100%	100%	40%
LEP	72	25.94	3738.25	48.06%	76.39%	20.83%	5.56%	20	21.55	3560.1	39.95%	50%	5%	5%
Second Year of Monitoring	10	33.4	3989.6	62%	100%	60%	0%	16	29.75	3903.9	55.06%	87.5%	31.25%	18.75%
Special Ed Indicator	60	20.9	3534.12	38.67%	41.67%	8.33%	5%	10	25.2	3695.2	46.50%	70%	20%	0%
	Spring 2017 STAAR EOC, Biology							Spring 2016 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	635	33.9	4082.66	62.78%	88.03%	59.21%	13.86%	591	34.02	4060.3	63.03%	94.59%	61.59%	8.97%
Economic Disadvantage	421	32.56	4022.94	60.29%	85.04%	54.39%	10.93%	348	32.67	4003.8	60.52%	93.68%	54.89%	7.47%
Asian	3	37.67	4371.67	69.67%	66.67%	66.67%	66.67%	6	42.5	4496	78.83%	100%	83.33%	66.67%
Black/African American	5	32.4	4005.6	60.20%	80%	60%	20%	5	27.2	3773.2	50.40%	80%	20%	0%
Hispanic	606	33.91	4082.79	62.79%	88.12%	58.91%	13.53%	565	33.93	4055.7	62.87%	94.69%	61.42%	8.14%
Native Hawaiian/Pacific Islander	2	29	3859.5	54%	100%	50%	0%	-	-	-	-	-	-	-
Two or More Races	2	27.5	3804.5	51%	50%	50%	0%	2	45	4576	83%	100%	100%	100%
White	17	34.76	4108.76	64.41%	94.12%	70.59%	17.65%	13	34.85	4093.7	64.62%	92.31%	69.23%	7.69%
Female	301	33.66	4070.64	62.34%	87.71%	58.14%	12.29%	265	34.02	4057.7	63.03%	95.85%	60.38%	7.92%
Male	334	34.12	4093.5	63.19%	88.32%	60.18%	15.27%	326	34.02	4062.5	63.02%	93.56%	62.58%	9.82%
First Year of Monitoring	20	31.75	3977.7	58.75%	90%	40%	10%	4	27.5	3788.8	51%	100%	25%	0%
LEP	84	23.21	3636.62	42.96%	57.14%	14.29%	2.38%	22	23.59	3636.6	43.73%	72.73%	9.09%	0%
Second Year of Monitoring	11	34.45	4117.82	64%	90.91%	54.55%	18.18%	14	29.07	3843.7	53.86%	92.86%	35.71%	0%
Special Ed Indicator	40	19.35	3476.93	35.80%	35%	5%	0%	10	25.3	3705.8	46.90%	80%	20%	0%

	Spring 2017 STAAR EOC, English I							Spring 2016 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	727	42.06	3911.21	61.85%	62.04%	42.37%	4.4%	673	54.75	4005.1	59.53%	73.25%	50.37%	4.75%
Economic Disadvantage	488	40.85	3864.96	60.08%	57.79%	38.93%	3.48%	410	52.34	3926.7	56.92%	67.8%	40.98%	3.17%
Asian	3	30	3510.33	44%	33.33%	33.33%	0%	6	68.5	4578.7	74.50%	100%	100%	16.67%
Black/African American	5	35.6	3693.2	52.40%	60%	40%	0%	5	49.2	3812.8	53.20%	80%	20%	0%
Hispanic	695	42.21	3916.87	62.08%	62.3%	42.59%	4.6%	648	54.56	3998.3	59.32%	72.53%	49.85%	4.78%
Native Hawaiian/Pacific Islander	3	34.33	3602.33	50.67%	0%	0%	0%	-	-	-	-	-	-	-
Two or More Races	2	36.5	3730	53.50%	50%	50%	0%	2	64.5	4296.5	70%	100%	100%	0%
White	19	41.74	3892.84	61.42%	68.42%	42.11%	0%	12	58.83	4121.3	64.08%	91.67%	58.33%	0%
Female	330	44.02	3993.83	64.75%	67.58%	50.91%	6.97%	293	58.47	4129.7	63.57%	81.23%	64.16%	8.19%
Male	397	40.43	3842.53	59.44%	57.43%	35.26%	2.27%	380	51.87	3909.1	56.41%	67.11%	39.74%	2.11%
First Year of Monitoring	19	41.26	3846.58	60.79%	63.16%	36.84%	0%	5	54.6	3959.4	59.20%	100%	40%	0%
LEP	103	28.93	3432.92	42.50%	13.59%	3.88%	0.97%	63	39.3	3543.7	42.76%	26.98%	9.52%	0%
Second Year of Monitoring	14	41.71	3875.43	61.43%	57.14%	42.86%	0%	14	47.5	3767.4	51.71%	42.86%	21.43%	0%
Special Ed Indicator	67	27.27	3378.82	40.04%	13.43%	1.49%	0%	14	44.86	3695.1	48.86%	42.86%	14.29%	0%
	Spring 2017 STAAR EOC, English II							Spring 2016 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	743	43.68	3922.89	64.24%	64.33%	46.7%	2.56%	625	58.37	4047.9	63.44%	76.32%	52.32%	6.24%
Economic Disadvantage	447	42.02	3855.45	61.80%	59.06%	40.49%	2.24%	355	55.77	3955.9	60.63%	69.58%	44.79%	3.94%
American Indian/Alaskan Native	1	39	3703	57%	0%	0%	0%	-	-	-	-	-	-	-
Asian	8	48.75	4193.75	71.75%	62.5%	62.5%	25%	3	76.67	4740.3	83.67%	100%	100%	33.33%
Black/African American	8	35.13	3576	51.63%	37.5%	12.5%	0%	4	66.75	4320.3	72.50%	100%	75%	0%
Hispanic	704	43.67	3920.91	64.22%	64.49%	46.73%	2.27%	599	58.02	4035.3	63.06%	75.46%	51.59%	5.84%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	1	75	4643	82%	100%	100%	0%
Two or More Races	3	46.33	4077	68.33%	66.67%	66.67%	0%	-	-	-	-	-	-	-
White	19	45.63	4015.53	67.05%	73.68%	52.63%	5.26%	18	64.28	4259.9	69.83%	94.44%	61.11%	16.67%
Female	326	45.86	4018.63	67.45%	70.86%	54.6%	3.68%	329	60.54	4122.4	65.80%	80.55%	59.57%	8.21%
Male	417	41.98	3848.04	61.74%	59.23%	40.53%	1.68%	296	55.97	3965.2	60.82%	71.62%	44.26%	4.05%
First Year of Monitoring	4	46	3980	67.75%	75%	75%	0%	8	57.88	3995.1	63%	100%	37.5%	0%
LEP	89	30.29	3403.47	44.57%	8.99%	2.25%	0%	54	37.61	3391.8	40.83%	14.81%	5.56%	0%
Second Year of Monitoring	14	40.36	3766.79	59.36%	50%	28.57%	0%	2	54	3869	58.50%	100%	0%	0%
Special Ed Indicator	61	29.11	3365.64	42.82%	14.75%	4.92%	0%	8	41	3483.3	44.50%	12.5%	0%	0%

	Spring 2017 STAAR EOC, US History							Spring 2016 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	606	49	4296.97	72.05%	94.72%	75.25%	40.92%	531	49.27	4255.7	72.46%	98.68%	77.4%	30.13%
Economic Disadvantage	333	47.38	4220.11	69.67%	93.69%	71.47%	34.23%	275	48.28	4212.1	71.01%	98.91%	73.82%	25.45%
Asian	3	60	4815.67	88.33%	100%	100%	100%	2	54	4426.5	79.50%	100%	100%	50%
Black/African American	5	49.8	4369	73.20%	80%	80%	60%	6	52	4347.8	76.33%	100%	83.33%	50%
Hispanic	578	48.71	4280.05	71.63%	94.64%	74.57%	39.79%	507	49.16	4251.5	72.30%	98.62%	77.32%	29.19%
Native Hawaiian/Pacific Islander	1	52	4337	76%	100%	100%	0%	2	50	4316	73.50%	100%	50%	50%
Two or More Races	-	-	-	-	-	-	-	3	53.33	4373.7	78.33%	100%	100%	33.33%
White	19	55.68	4708.74	81.89%	100%	89.47%	63.16%	11	50.82	4327.6	74.73%	100%	72.73%	54.55%
Female	311	47.92	4243.97	70.46%	93.89%	72.99%	35.05%	260	47.35	4172.8	69.64%	99.23%	70.38%	20%
Male	295	50.13	4352.85	73.73%	95.59%	77.63%	47.12%	271	51.11	4335.2	75.17%	98.16%	84.13%	39.85%
First Year of Monitoring	9	45.67	4122.56	67.11%	100%	55.56%	22.22%	4	46.75	4144.3	68.75%	100%	75%	25%
LEP	43	34.4	3728.26	50.65%	65.12%	25.58%	4.65%	19	41.58	3948.3	61.11%	89.47%	52.63%	5.26%
Second Year of Monitoring	2	39.5	3884	58%	100%	0%	0%	2	49.5	4243	72.50%	100%	50%	50%
Special Ed Indicator	35	36.2	3784.37	53.26%	80%	34.29%	8.57%	9	52.44	4408	77.11%	100%	77.78%	44.44%

	0317 TELPAS Grade 9											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	60	41.02	724.3	65.13%	3.33%	30%	30%	33.33%	6.67%	30%	28.33%	31.67%
Economic Disadvantage	49	41.37	728.43	65.69%	2.04%	30.61%	30.61%	34.69%	6.12%	30.61%	28.57%	32.65%
Hispanic	59	41.71	730.42	66.24%	1.69%	30.51%	30.51%	33.9%	5.08%	30.51%	28.81%	32.2%
White	1	0	363	0%	100%	0%	0%	0%	100%	0%	0%	0%
Female	23	37.74	709.61	59.96%	8.7%	34.78%	17.39%	34.78%	8.7%	43.48%	17.39%	26.09%
Male	37	43.05	733.43	68.35%	0%	27.03%	37.84%	32.43%	5.41%	21.62%	35.14%	35.14%
LEP	60	41.02	724.3	65.13%	3.33%	30%	30%	33.33%	6.67%	30%	28.33%	31.67%
Special Ed Indicator	4	37	705.75	58.75%	0%	0%	75%	25%	0%	0%	75%	25%
	0317 TELPAS Grade 10											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%
Economic Disadvantage	42	39.02	738.38	60.93%	11.9%	23.81%	45.24%	19.05%	14.29%	45.24%	23.81%	16.67%
Hispanic	58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%
White	-	-	-	-	-	-	-	-	-	-	-	-
Female	27	37.63	733.81	58.78%	14.81%	22.22%	44.44%	18.52%	18.52%	40.74%	22.22%	18.52%
Male	31	43.13	762.32	67.39%	6.45%	16.13%	48.39%	29.03%	6.45%	35.48%	32.26%	25.81%
LEP	58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%
Special Ed Indicator	7	41.71	758.14	65.29%	0%	28.57%	42.86%	28.57%	0%	42.86%	28.57%	28.57%

	0317 TELPAS Grade 11											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%
Economic Disadvantage	31	43.84	768.1	68.58%	0%	35.48%	32.26%	32.26%	6.45%	32.26%	32.26%	29.03%
Hispanic	37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%
White	-	-	-	-	-	-	-	-	-	-	-	-
Female	19	41	754.37	64.16%	0%	36.84%	36.84%	26.32%	5.26%	31.58%	36.84%	26.32%
Male	18	45.28	775.72	70.78%	0%	22.22%	38.89%	38.89%	5.56%	27.78%	33.33%	33.33%
LEP	37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%
Special Ed Indicator	1	36	730	56%	0%	0%	100%	0%	0%	100%	0%	0%
	0317 TELPAS Grade 12											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%
Economic Disadvantage	31	46.48	780.35	72.61%	0%	3.23%	25.81%	70.97%	0%	22.58%	16.13%	61.29%
Hispanic	45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%
White	-	-	-	-	-	-	-	-	-	-	-	-
Female	17	48.06	789.29	75.12%	0%	0%	41.18%	58.82%	0%	29.41%	17.65%	52.94%
Male	28	44.89	772.86	70.21%	3.57%	10.71%	17.86%	67.86%	3.57%	21.43%	14.29%	60.71%
LEP	45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%
Special Ed Indicator	5	39.2	747.6	61.40%	0%	0%	0%	100%	0%	0%	0%	100%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
5%	28.33%	31.67%	31.67%	15%	25%	45%	15%
6.12%	28.57%	30.61%	32.65%	14.29%	26.53%	44.9%	14.29%
3.39%	28.81%	32.2%	32.2%	13.56%	25.42%	45.76%	15.25%
100%	0%	0%	0%	100%	0%	0%	0%
8.7%	30.43%	34.78%	21.74%	21.74%	39.13%	26.09%	13.04%
2.7%	27.03%	29.73%	37.84%	10.81%	16.22%	56.76%	16.22%
5%	28.33%	31.67%	31.67%	15%	25%	45%	15%
0%	25%	50%	25%	0%	50%	50%	0%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
6.9%	15.52%	50%	27.59%	10.34%	27.59%	46.55%	15.52%
7.14%	19.05%	50%	23.81%	11.9%	28.57%	50%	9.52%
6.9%	15.52%	50%	27.59%	10.34%	27.59%	46.55%	15.52%
-	-	-	-	-	-	-	-
11.11%	18.52%	51.85%	18.52%	14.81%	33.33%	37.04%	14.81%
3.23%	12.9%	48.39%	35.48%	6.45%	22.58%	54.84%	16.13%
6.9%	15.52%	50%	27.59%	10.34%	27.59%	46.55%	15.52%
0%	14.29%	71.43%	14.29%	14.29%	28.57%	42.86%	14.29%



Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
0%	29.73%	43.24%	27.03%	2.7%	29.73%	48.65%	18.92%
0%	29.03%	48.39%	22.58%	0%	25.81%	54.84%	19.35%
0%	29.73%	43.24%	27.03%	2.7%	29.73%	48.65%	18.92%
-	-	-	-	-	-	-	-
0%	15.79%	63.16%	21.05%	5.26%	31.58%	47.37%	15.79%
0%	44.44%	22.22%	33.33%	0%	27.78%	50%	22.22%
0%	29.73%	43.24%	27.03%	2.7%	29.73%	48.65%	18.92%
0%	100%	0%	0%	0%	100%	0%	0%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
2.22%	15.56%	33.33%	48.89%	2.22%	22.22%	60%	15.56%
0%	12.9%	41.94%	45.16%	0%	22.58%	67.74%	9.68%
2.22%	15.56%	33.33%	48.89%	2.22%	22.22%	60%	15.56%
-	-	-	-	-	-	-	-
0%	0%	47.06%	52.94%	0%	11.76%	70.59%	17.65%
3.57%	25%	25%	46.43%	3.57%	28.57%	53.57%	14.29%
2.22%	15.56%	33.33%	48.89%	2.22%	22.22%	60%	15.56%
0%	0%	40%	60%	0%	60%	20%	20%







	March 2017 SAT, Grade 11							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	582	0%	461.27	0	22.8	23	459.14	0
Economic Disadvantage	324	0%	445.46	0	21.98	23	445.86	0
Asian	4	0%	610	0	31.5	32	670	0
Black/African American	4	0%	520	0	25.5	27	485	0
Hispanic	555	0%	458.09	0	22.64	23	455.96	0
Native Hawaiian/Pacific Islander	1	0%	430	0	20	21	420	0
White	18	0%	515	0	25.33	27	506.67	0
Female	305	0%	470.49	0	23.5	25	456.16	0
Male	277	0%	451.12	0	22.02	23	462.42	0
First Year of Monitoring	9	0%	435.56	0	21.11	26	452.22	0
LEP	36	0%	401.39	0	19.5	24	403.61	0
Second Year of Monitoring	2	0%	405	0	19	22	460	0
Special Ed Indicator	31	0%	380.97	0	18.45	20	390.97	0



	December 2016 SAT, Grade 12							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	10	0%	478	0	23.8	26	501	0
Economic Disadvantage	6	0%	486.67	0	24	22	491.67	0
Hispanic	10	0%	478	0	23.8	26	501	0
White	-	-	-	-	-	-	-	-
Female	8	0%	480	0	24	26	498.75	0
Male	2	0%	470	0	23	22	510	0
LEP	3	0%	436.67	0	21.33	22	476.67	0
	January 2017 SAT, Grade 12							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	12	0%	468.33	0	23.17	25	490.83	0
Economic Disadvantage	9	0%	462.22	0	22.78	25	482.22	0
Hispanic	11	0%	474.55	0	23.55	25	497.27	0
White	1	0%	400	0	19	21	420	0
Female	8	0%	462.5	0	22.88	25	466.25	0
Male	4	0%	480	0	23.75	30	540	0
LEP	1	0%	430	0	21	23	460	0

	March 2017 SAT, Grade 12							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	8	0%	517.5	0	26.25	30	523.75	0
Economic Disadvantage	1	0%	550	0	24	30	590	0
Hispanic	8	0%	517.5	0	26.25	30	523.75	0
White	-	-	-	-	-	-	-	-
Female	3	0%	533.33	0	28	30	566.67	0
Male	5	0%	508	0	25.2	30	498	0
LEP	1	0%	450	0	24	22	440	0



	October 2016 PSAT 8/9, Grade 9				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	1	0	610	300	310
Economic Disadvantage	-	-	-	-	-
American Indian/Alaskan	-	-	-	-	-
Asian	-	-	-	-	-
Black/African American	-	-	-	-	-
Hispanic	1	0	610	300	310
Native Hawaiian/Pacific I	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
Female	-	-	-	-	-
Male	1	0	610	300	310
First Year of Monitoring	-	-	-	-	-
LEP	-	-	-	-	-
Second Year of Monitorin	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-

	October 2016 PSAT 10, Grade 10				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	610	0	846.93	410.26	436.67
Economic Disadvantage	349	0	832.72	402.26	430.46
American Indian/Alaskan	1	0	610	320	290
Asian	7	0	940	454.29	485.71
Black/African American	6	0	713.33	360	353.33
Hispanic	579	0	846.23	409.64	436.6
Native Hawaiian/Pacific I -	-	-	-	-	-
Two or More Races	3	0	883.33	460	423.33
White	14	0	895.71	431.43	464.29
Female	272	0	851.91	417.17	434.74
Male	338	0	842.93	404.7	438.22
First Year of Monitoring	4	0	887.5	437.5	450
LEP	55	0	748.18	359.09	389.09
Second Year of Monitorin	11	0	783.64	386.36	397.27
Special Ed Indicator	37	0	702.16	340	362.16

	October 2016 PSAT 10, Grade 11				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section	Math Section Score
002 Montwood HS	172	0	1039.07	523.49	515.58
Economic Disadvantage	68	0	1031.47	517.94	513.53
American Indian/Alaskan	-	-	-	-	-
Asian	3	0	1276.67	630	646.67
Black/African American	2	0	980	530	450
Hispanic	157	0	1033.5	519.49	514.01
Native Hawaiian/Pacific I	1	0	920	440	480
Two or More Races	-	-	-	-	-
White	9	0	1083.33	565.56	517.78
Female	116	0	1023.97	519.66	504.31
Male	56	0	1070.36	531.43	538.93
First Year of Monitoring	-	-	-	-	-
LEP	2	0	915	450	465
Second Year of Monitorin	-	-	-	-	-
Special Ed Indicator	1	0	800	410	390