

Socorro Independent School District

Montwood Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Postsecondary Readiness



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

Mission Statement

Montwood Middle is educating tomorrow's youth today by promoting excellence in academics to instill life-long learning.

Vision

Our vision is to improve the lives of our students.

Board Members and Superintendent

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2018

Demographics

Demographics Summary

Montwood Middle School is one of 48 campuses in Socorro Independent School District. Montwood Middle School opened its doors in 1997 and serves predominantly middle class families. In the 2017-2018 Academic Year, Montwood Middle School served 710 students in grades six to eight. There are a total of 250 students in the 6th grade cohort, 239 students in the 7th grade cohort and 221 students in the 8th grade cohort.

Student Demographics (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018)	Count
Gender	
Female	<u>332</u>
Male	<u>378</u>
Ethnicity	
Hispanic-Latino	<u>672</u>
Race	
American Indian - Alaskan Native	<u>0</u>
Asian	<u>11</u>
Black - African American	<u>8</u>
Native Hawaiian - Pacific Islander	<u>1</u>
White	<u>14</u>
Two-or-More	<u>4</u>

There is a total of 257 students served in the CTE program which is 36.2% of our student enrollment. CTE embedded courses are found in the Montwood Middle School Synergi4 program which will be on its third cohort beginning with the 2018-19 academic year.

Special Programs (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018)				Count/Percent
Bilingual	0		English as a Second Language(ESL)	82 11.55%
0.00%			Career and Technical Education)	25 36.20%
Free Lunch Participation	437	61.55%	Reduced Lunch Participation	98 13.80%
			Other Economically Disadvantaged	0 0.00%
Gifted & Talented	47	6.62%	Special Education (SPED)	71 10.00%
			Title 1 Participation	710 100.00%
Dyslexia	11		Homeless Statuses	
1.55%			Shelter	0 %
			Doubled Up	11 1.55%
			Unsheltered	0 0.00%
			Hotel/Motel	0 0.00%
			Homeless Status Total	11 1.55%

Our School-wide Title I program consists of parent involvement activities such as parent presentations and language development / core subject parenting support classes facilitated by the campus parent liaison. Extended day for all content subject areas to assist students in need. There are one temporary instructional At-Risk aides assigned to at-risk students and a Community in Schools (CIS) social worker and one At- Risk library aide also assigned to at-risk students.

Our State Compensatory Program (SCE) consists of two academic coaches training teachers in best practices for assisting at-risk students, extended week for math, reading, science and writing.

Professional Staff	49.3
Teachers	39.8
Professional Support	6.5
Counselors	2
Librarian	1
School Nurse	1
Educational Aides	9.6
Speech Therapist/ Speech -Lang Path	.5
Teacher Facilitator	2
Assistant Principals	2
Principal	1

Demographics Strengths

Montwood Middle is a second year Texas STEM recognized campus affiliated as the middle school partnership with Montwood High School. There are 257 students enrolled in Career and Technology Education (CTE) classes which also support the Montwood Middle School SYNERGI4 Academy which emphasizes STEM career pathways and endorsements. The Synergi4 Academy is a partnership with the Montwood High School Synergi4 Academy and currently has 32 students in the first cohort which was established in the 2016-2017 academic year. Currently there is a total of 32 seventh graders and 63 sixth graders in the 2017-2018 academic year. Registered for the 2018-19 Academic Year is a 6th grade cohort with 90 students, 50 seventh graders and 37 8th graders.

The Synergi4 Staff has increased by 100%, serving a third year cohort.

Student Academic Achievement

Student Academic Achievement Summary

Texas Education Agency has established State Testing for middle school students in grades 6-8. All grade levels are tested in the areas of Math and Reading. In addition the 7th grade level cohort also is assessed in the area of Writing and 8th grade cohort in the areas of Science and Social Studies.

The following data reflects the Spring 2018 STAAR Tests:

READING 6th	Approaches 71.2%
	Meets 32.8 %
	Masters 16.6%
READING 7th	Approaches 79.3%
	Meets 50.7%
	Masters 28.6%
READING 8th	Approaches 88.5%
	Meets 52.6%
	Masters 26.3%

	Approaches 76.5%
WRITING	Meets 48%
	Masters 13.1%
	Approaches 78.9%
MATH 6th	Meets 37.6%
	Masters 11.4%
	Approaches 74.8%
	Meets 38.7%
MATH 7th	Masters 14.3%
	Approaches 85.1%
MATH 8th	Meets 51%
	Masters 17.8%
SOCIAL STUDIES	Approaches 60.6%
	Meets 24.5%
	Masters 10.6%

SCIENCE
Approaches 78.8%
Meets 54.3%
Masters 30.8%

MATH
Approaches 79.4
Cumulative Meets 42.1
Masters 14.4

READING
Approaches 79.4
Cumulative Meets 45.0
Masters 23.7

Student Academic Achievement Strengths

Direct and focused instruction are key to ensuring student academic success. Student success is ensured through a number of interventions such as tutorials that are provided during the school day, after school, and during intersession. Under the direction of the classroom teacher, instructional aides, curriculum coach, and UTEP student interns work closely with small groups on a daily basis to help students strengthen areas of weaknesses in the core content subjects. Additionally, Academic Support Home Room class, Moose Learning Lodge, an Academic Intervention Teacher, and Reading Intervention initiatives will assist at-risk students. Student achievement is closely monitored at the 6th week of each nine week period during the student progress meeting which includes parents, teachers, students, counselors, CIS, and administration.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At Montwood Middle, in 8th grade Science, 30% of our SPED students passed the 2017-18 Science STAAR at Approaches level or higher. **Root Cause:** Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

Problem Statement 2: At Montwood Middle, in 8th grade Science, 50% of our served ESL students passed the 2017-18 Science STAAR at Approaches level or higher. **Root Cause:** Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

Problem Statement 3: At Montwood Middle, in 8th grade Science, 0% of our Not Served ESL students passed the 2017-18 Science STAAR at Approaches level or higher. **Root Cause:** Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

Problem Statement 4: At Montwood Middle, in 8th grade Science, 0% of our 1st year monitoring students passed the 2017-18 Science STAAR at Approaches level or higher. **Root Cause:** Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

Problem Statement 5: At Montwood Middle School, 50% ESL (1st year monitoring) did pass the Social Studies STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 6: At Montwood Middle School, 0% (1 student) ESL (not served) did not pass the Social Studies STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 7: At Montwood Middle School, 22% ESL students are passing the Social Studies STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 8: At Montwood Middle School, 35.0% SPED students are passing the Social Studies STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 9: At Montwood Middle School, 50% of our SPED "Year After Exit" YAE students are passing Math STAAR at the approaching levels or higher. **Root Cause:** There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.

Problem Statement 10: At Montwood Middle School, 44.9% of our SPED students are passing Math STAAR at the approaching levels or higher. **Root Cause:** There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.

Problem Statement 11: At Montwood Middle School, 58.3% of our "Not Served" ESL students are passing Math STAAR at the approaching levels or

higher. **Root Cause:** There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders

Problem Statement 12: At Montwood Middle School, 37.7% SPED students are passing the Reading STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 13: At Montwood Middle School, 36.8% SPED students are passing the Writing STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 14: At Montwood Middle School, 0% of students 1 year after exiting SPED are passing the Reading STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 15: At Montwood Middle School, 50% of students 1 year after exiting SPED are passing the Writing STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 16: At Montwood Middle School, LEP students who are NOT-Served were at 50% approaches in Reading. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 17: At Montwood Middle School, ESL served students are at 43.8% on the Reading STAAR at "Approaches" level. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 18: At Montwood Middle School, students who are LEP NON-served were at 50% approaches on the STAAR Writing test. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 19: At Montwood Middle School, in Writing ESL served students were at 37% approaches. **Root Cause:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

School Processes & Programs

School Processes & Programs Summary

Montwood Middle School supports and encourages the development of the whole child through strong academic, athletic, and fine arts programs. Direct and focused instruction are key to ensuring student academic success. Student success is ensured through a number of interventions such as tutorials that are provided during the school day, after school, Saturdays and during intersession. Under the direction of the classroom teacher, instructional aides, curriculum coach, and UTEP student interns work closely with small groups on a daily basis to help students strengthen areas of weaknesses in the core content subjects. Additionally, Academic Support Home room, Moose Learning Lodge, an Academic Intervention Teacher, and Reading Intervention initiatives will assist at-risk students. Student achievement is closely monitored at the 6th week of each nine week period during the student progress meeting which includes parents, teachers, students, counselors, CIS, and administration. All classrooms are equipped with an Interactive White Board (IWB) that enhances student learning and supports instruction. A Projects Lab and Science Laboratory rooms are provided to support student learning on a daily basis. Instruction is also supported through the library media center with a focus on information literacy skills for 21st century learners. STAAR Lab elective courses in the areas of math and ELAR are provided to support the learning needs of at-risk students. The Gifted and Talented program allows students the opportunity to research and prepare projects that are showcased annually at the district level. Gifted and Talented students also participate in Destination Imagination with one complete team, an academic competition designed to bring GT together to work as a team on theme-centered challenges that incorporate all content areas including the fine arts skills acquired with resulting in the 2017-2018 Team placing 2nd in the Region. Students in GT along with other students in CTE classes collaboratively engaged in the Robotics Events.

AVID Program is in the third year with the first cohort of students transitioning to High School. Two AVID classes per grade level are scheduled each year with AVID Coordinator / Teacher on his third year and with extensive AVID training each summer. Three college tutors are assigned to the AVID tutoring classes and are under the supervision of the AVID Coordinator/ Teacher. AVID tutors are on their second and third years with the program, allowing consistency with the level of instruction and guidance for students through their yearly trainings.

Reading Intervention program, Read 180, is provided to students who are identified as dyslexic or qualify based on state assessment data. Students are assessed through progress monitoring throughout the year.

A supportive counseling program prepares students for the next phase of education in preparation for College Readiness with the TSI preparation and assessments that support students with interest in Dual Credit Courses. High school credit is also available through Algebra I, Gateway to Technology, Computer Science and Spanish courses. Counselors also provide in-class presentations and personal graduation plans to include House Bill 5 Pathway to Excellence endorsement choices.

The school's Fine Arts program offers students a variety of creative and expressive opportunities to showcase their talents through art, band, choir, piano, orchestra, and theater arts. Each of these programs highlights the excellence of students as

they demonstrate their talents through competitions and performances bringing home top honors as a group and numerous individual accolades.

The Physical Education program involves students in a variety of activities that encourage the importance of physical and nutritional well-being. P. E. is also enhanced by the Fitness Gram Program and the GENFit curriculum which provided data on assessing the students' cardio strength, flexibility and endurance and establishing a base line measurement for individual growth.

Extra-curricular activities offer students involvement and participation in a wide variety of U.I.L. sports, U.I.L. academics, Chess Club, Yearbook Club, Art Club, and Student Council. The Literary Anthology showcases students' written work in a campus and district anthology which is published annually. Montwood Middle School is also proud to support a chapter of the National Junior Honor Society. Montwood Middle School realizes that recognizing students for their accomplishments is important in building leadership in students. Ceremonies such as Student of the Month, Honor Roll, Attendance Recognition and End of the Year Awards, all celebrate students for their achievements.

Montwood Middle Technology services for all students include having all classrooms equipped with an Interactive White Board (IWB) that enhances student learning and supports instruction. The main Computer Projects Lab adjacent to the library holds a total of 34 computers and an IWB board. A separate Mini Project Lab across the main lab holds 15 computers and an IWB. In addition there are a total of five additional computer/classroom combos which support the STAAR Math Compass Learning / Interactive Software Systems Individual Instruction, STAAR ELAR Compass Learning / Interactive Software Systems Individual instruction, all core classes/ elective classes visual/interactive learning and Rosetta Stone Lab for ELL Students. The academic instruction is enhanced through the use of a total of 101 iPads and 20 Nooks available for student use. Campus has a total of three COWS with 12 iPads each and lap top computers for student use. Additional technology equipment has been acquired to assist teachers with instruction such as IPEVOs and instructional computer resources such as Brain Pop, EdHelper and Ignite Torch Software for all grade levels and content areas.

School Processes & Programs Strengths

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.

Through the efforts of a highly committed and professional administration, faculty, and staff, we will continue to engage in those practices and initiatives that make Montwood Middle School an excellent campus. Our future focus will be to improve student performance with timely and meaningful staff development in the areas of SPED/CT team teaching, the use of technology, Advancement via Individual Determination (AVID), SIOP and KAGAN Cooperative Learning. We will continue to work toward finding creative ways to increase parental involvement. Each nine week grading period, school counselors will setup progress meetings for students who are at risk of failing and provide opportunities for early intervention to ensure

that failure is not an option. Educating, supporting, and encouraging the whole child is our focus.

Perceptions

Perceptions Summary

Montwood Middle School Core Values exemplifies the daily expectations for our Moose and modeled by Montwood MS faculty, staff and administration. The Core Values - A.C.T. R.I.G.H.T. which stands for Accountability, Commitment, Trust, Responsibility, Integrity, Generosity, High Expectations and Team Work are voiced daily in broadcast announcements, presentations, class room discussions and displayed throughout the campus.

The theme of "Safety is the Priority" has been established from day 1 to the last day of school. Students are guided by their teachers as they learn and practice safety measures monthly. Students are also informed of the anti-bullying initiatives set forth by the district and they participate weekly in the Olweus Program lessons. K12 Alert on-line and the Voice Box is actively reviewed and concerns are addressed by administration. KIOSK Hall Pass system is utilized to ensure that all MMS guests are screened prior to entering the building. Synergi4 seventh grade students are mentored by the PASOS2 by the integration of a Software app - Eduguide which allows students tool to complete modules in the area of Social Emotional Learning.

Montwood Middle School 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.

Montwood Middle School conducts Parent Information Night within the first month of school to provide parents with an opportunity to meet their child's teachers and learn about campus culture, environment and student expectations. Our Communities in Schools (CIS) coordinator and Parent and Family Engagement Liaison are utilized to increase parental involvement at school events such as monthly parent meetings. Parents are provided with brochures that offer information on how to help their middle school child succeed. College readiness and financial planning for college are discussed. Parents are provided with their own password to access the Tyler Parent Portal, an online system used to keep current with their child's homework assignments, grades, progress reports, and report card information. The campus Parent and Family Engagement Liaison provides English as a Second Language (ESL) classes and presentations on various topics such as testing strategies, drug awareness, proper nutrition, and technology. Our community participates in and is involved in career awareness through Career Day, Partners in Education, The HERD parent volunteer program and PASS (Parents Assisting with Student Success). Information is distributed to parents throughout the year regarding closest library locations and MMS library access. Communication to students, parents and school community regarding the importance of Making it Count and attending school everyday has contributed in the campus achieving high attendance ratings. Additionally, the Parent Newsletter sent to students monthly also contain all of the pertinent school information related to the nine week period events and activities.

Perceptions Strengths

Montwood Middle School parental involvement has increased 100% with The HERD volunteer program. Parents have signed up as district volunteers. Many hours of volunteer hours have been logged with duties such as chaperoning, office / teacher support service, fine arts and athletic monitoring and related sport duties.

Montwood Middle School Safety Initiatives have decreased the number of student related level 2 discipline. With the addition of the security guard on campus along with SRO, monitoring Hot Spots and vigilant and active monitoring have impacted overall safety on the campus. The addition of multiple cameras on the premises has contributed to a decrease in student violations. We have established a Parent Volunteer Group - Moose Herd that have been instrumental in the area of chaperoning our students during field trip events.

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
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals







Revised/Approved: August 21, 2018

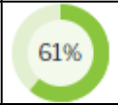
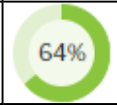



Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2018-2019 school year, Montwood Middle will implement a plan of action to ensure that campus stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by an actual number of 35 on the next SISD climate survey and the Emergency Operation Plan is in place to ensure safety for all school community.

Evaluation Data Source(s) 1: 2016-2017 and 2017-2018 student climate survey results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide additional support with the staffing of 4 campus monitors / cross guards.	2.4	Administration	Decrease of student related incidents during school hours as well as transition to and from school.			
	Funding Sources: 199 - General - 14510.00					
2) Conduct Monthly Fire Drills and bi-yearly drills (lockdowns, reverse evacuations, etc) with the collaboration of the combo elementary school.	2.4	Administration, Teachers	Safety Awareness for all school community. Safety topic addressed monthly at SIT meetings.			
3) Emergency Operation Plan will be consistently reviewed and modified as needed to address safety concerns. Campus staff will participate in all district EOP meetings as directed by EOP management district officer.	2.4	Administration	Safety Awareness for all school community. Impact over all student safety.			






<p>4) Provide Safety equipment for Staff in ensure that safety protocols are communicated and staff members attending to safety protocols are equip with safety equipment / gear. Provide communication devices for all departments, Counseling, Administration, Special Education Staff, Coaches and Office staff.</p>	<p>Administration , Teachers Staff</p>	<p>Safety Audits conducted are checked and Discipline Reports decrease.</p>			
<p>Funding Sources: 199 - General Fund : Special Education - 1456.00, 199 - General - 1265.23</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					






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

Performance Objective 2: For the 2018-2019 school year, the number of Discipline - bullying-related incidents reported at Montwood Middle School will decrease by 20%.

Evaluation Data Source(s) 2: Bully-related reports for 2016-2017 and 2017-2018

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct and support Olweus Anti-Bullying Program using teacher created lessons (ie materials, resources, and surveys) each Implement the Master Teacher Social Emotional Learning (SEL) curriculum using teacher and classroom resources that are aligned with the program. Monday (6th grade) Tuesday (7th grade), and Wednesday (8th grade) during homeroom period.	2.4, 2.6	Teachers, Administrators, Counselors, Campus Leadership Team, Bullying Prevention Coordinating Committee(BPCC), CIS Coordinator, Parent and Family Engagement Liaison	Reduction in incidents of bullying reported to counselors, Administration, and teachers. Olweus Questionnaire results, BPCC meeting logs, campus coordinator survey indicating a reduction of incidents of bullying.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
2) Research Based student planner/agendas which incorporate a curriculum supplement on Bullying Prevention, Drug and Alcohol Prevention, Character Development and College Readiness.	2.4, 2.6	Teachers, Administrators, Counselors, Campus Leadership Team, Bullying Prevention Coordinating Committee(BPCC), Parent Liaison	Review of information on Bullying prevention embedded in the planner curriculum supplement will encourage students to report bullying incidents and disengage in any activity associated with bullying.			
	Funding Sources: 199 - General - 2000.00					


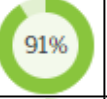
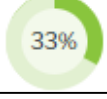
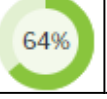
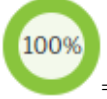


<p>3) Promote the use of the K12 Alert system and support students by educating them about the I Have A Voice Box provided by counselors so that anonymous reporting is available for students and confidential conferences are held, so that the school community feels at ease to communicate any safety concerns to administration as a proactive approach in dealing with situations that may elevate to disciplinary measures of those students. SYNERGI4 7th and 8th grade students are participating in an SEL On-Line Mentoring Program - Eduguide. sponsored by PASOS2.</p>	<p>2.4, 2.6</p>	<p>Teachers, Administrators, Counselors, Campus Leadership Team, Bullying Prevention Coordinating Committee(BPCC), CIS Coordinator, Parent Liaison</p>	<p>Increase in bullying and drug related incidents prevented by intervention of the school administration due to the reports made through system. Data source : School climate survey, monthly Discipline PEIMS reports with decreased disciplinary reporting, reports made by students and conferences held by counselors that have prevented student incidents from occurring, Counselors conferences related to the I Have a VOICE box, record of counselor mediation sessions related to bullying incidents and total referrals to administration.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 3: For the 2018-2019 school year, Montwood Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios by utilizing the District/Campus Emergency Operation Plan.

Evaluation Data Source(s) 3: Documentation of required drills throughout year

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct Monthly Fire Drills with the collaboration of the combo elementary school.	2.4	Administration	Students and community awareness of all safety procedures and policies.			
2) Conduct Monthly Safety Meetings with Safety committee to review modifications needed on EOP.	2.4	Administration	Students and community awareness of all safety procedures and policies.			
 = 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: By Spring 2019, the STAAR Math scores approaching grade level will increase from 83.1% to 88.1%.

Evaluation Data Source(s) 1: Math STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Provide opportunities for enrichment through the use of Vocabulary, Fluency and Rotation stations before/after school, on Saturdays, summer, and during fall and spring intersession for 6, 7 and 8 grade Math students.</p>	2.4, 2.5, 2.6	Math Teachers	Fall and Spring Benchmark reflecting increase of 5% from previous year in each reporting category.			
				<p>Problem Statements: Student Academic Achievement 9, 10, 11</p> <p>Funding Sources: 211 - Title I, Part A - 3500.00</p>		
<p>PBMAS</p> <p>2) Improve student participation (attendance) to Saturday and Intersession Math camps by utilizing the BLACKBOARD system (in English and Spanish) as well as designated human resources to notify parents and students about upcoming camps.</p>	2.4, 2.5, 2.6, 3.2	Teachers Administration CIS coordinator Parent and Family Engagement Liaison	Due to consistent attendance, Increase Mastery Level growth on STAAR Assessment			
				<p>Problem Statements: Student Academic Achievement 9, 10, 11</p>		
<p>PBMAS</p> <p>3) Incorporate AVID based strategies into classroom instruction to move towards higher levels of cognition while engaging students in active critical thinking. Provide AVID resources inclusive of the AVID membership to support strategy.</p>	2.4, 2.5, 2.6	Teachers SCEI Coaches	Increase in critical thinking and problem solving skills.			
				<p>Problem Statements: Student Academic Achievement 9, 10, 11</p> <p>Funding Sources: 211 - Title I, Part A - 3000.00</p>		
<p>PBMAS</p> <p>4) Collaborate and plan with colleagues to implement Project Based Learning objectives (one per semester) to foster cross curricular connections targeting Synergi4 students with the focus of improving vocabulary, higher ordered thinking and inference skills.</p>	2.4, 2.6	Synergi4 Teachers	Increase in critical thinking and problem solving skills. Increase Mastery Level growth on STAAR Assessment			
				<p>Problem Statements: Student Academic Achievement 9, 10, 11</p>		

<p>5) Utilize resources such as: Technology - IPEVO Point 2 View USB camera (ELMO), TiNspires, CLEVER, McGraw-Hill online resources, desktop computers, head phones, Printers, IPADS, United Streaming, Brain-Pop, In Focus IWB Projection System, TRS, IXL, etc.</p> <p>Non-Technology - Sirius Readiness Workbooks for 6-8 grades Math and Alg. I, tracing (Patty) paper, calculators TI - XA</p>	2.4, 2.6	Teachers Administration SCEI Coaches Librarian	Increase in STAAR performance, critical thinking and problem solving skills			
<p>Problem Statements: Student Academic Achievement 9, 10, 11</p> <p>Funding Sources: 199 - General - 5000.00, 211 - Title I, Part A - 6169.87</p>						
<p>PBMAS</p> <p>6) Seek Staff Development opportunities within District or Regional to enhance math strategies and best practices for continued learning.</p>	2.4, 2.6	Teachers Administration SCEI Coaches	Improve students' math cognition Increase Mastery Level growth in STAAR Assessment			
<p>Problem Statements: Student Academic Achievement 9, 10, 11</p> <p>Funding Sources: 199 - General - 1000.00</p>						
<p> = Accomplished  = No Progress  = Discontinue</p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 9: At Montwood Middle School, 50% of our SPED "Year After Exit" YAE students are passing Math STAAR at the approaching levels or higher. Root Cause 9: There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.</p>
<p>Problem Statement 10: At Montwood Middle School, 44.9% of our SPED students are passing Math STAAR at the approaching levels or higher. Root Cause 10: There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.</p>
<p>Problem Statement 11: At Montwood Middle School, 58.3% of our "Not Served" ESL students are passing Math STAAR at the approaching levels or higher. Root Cause 11: There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders</p>

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

Performance Objective 2: By Spring 2019, the STAAR reading scores approaching grade level will increase from 79.4 % to 85%.

Evaluation Data Source(s) 2: STAAR Reading Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Provide opportunities for enrichment after school, on Saturdays, summer, and during fall and spring intersession for 6th, 7th and 8th grade ELAR students, inclusive of ELL and SPED, through the use of Vocabulary, Inference and Reading Comprehension stations that include the use of computers/i-Pads, chart tablets , Dictionaries and listening stations.</p>	2.4, 2.5, 2.6	ELAR, SPED and ESL teachers	Increase in performance in TEKS associated with context clues and making inferences.			
	<p>Problem Statements: Student Academic Achievement 0, 12, 14</p> <p>Funding Sources: 211 - Title I, Part A - 6446.77</p>					
<p>PBMAS</p> <p>2) Reinforce reading comprehension and test taking strategies across genres through the use of consumable resources such as Sirius STAAR workbooks.</p>	2.4, 2.6	ELAR, SPED and ESL teachers	Increase in the number of students who perform at "masters grade level" on the Reading STAAR exam.			
	<p>Problem Statements: Student Academic Achievement 12, 13, 14, 15</p> <p>Funding Sources: 199 - General - 0.00, 211 - Title I, Part A - 3000.00</p>					
<p>PBMAS</p> <p>3) Collaborate with colleagues to implement Project Based Learning objectives (one per semester) to foster cross curricular connections with the focus of improving vocabulary, higher ordered thinking and inference skills.</p>	2.4, 2.6	All content Teachers	Increased exposure to concepts and vocabulary in various subjects will lead to an improved performance in common assessments and STAAR.			
	<p>Problem Statements: Student Academic Achievement 0, 12, 14</p>					
<p>PBMAS</p> <p>4) Use SIOP and AVID strategies, interactive student notebooks, graphic organizers, student created anchor charts and manipulatives to support the instruction of literary and expository text.</p>	2.4, 2.6	ELAR, SPED and ESL teachers	Increase in mastery of readiness standards across genres			
	<p>Problem Statements: Student Academic Achievement 12, 14</p>					
<p>PBMAS</p> <p>5) Utilize teacher web pages to provide links to websites, videos, resources, and review and practice utilities for students to use Bi-Weekly to spiral and/or maintain material presence and relevance.</p>	2.4, 2.6	ELAR department chair Librarian Teachers	Increase in mastery of readiness standards across genres.			
	<p>Problem Statements: Student Academic Achievement 12, 14</p>					

PBMAS 6) Improve student participation (attendance) to Saturday and Intersession camps by utilizing the BLACKBOARD system (in English and Spanish) as well as designated human resources to notify parents and students about upcoming camps.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Administration CIS coordinator Parent and Family Engagement Liaison	An increase of 50% or more in attendance for these camps.			
	Problem Statements: Student Academic Achievement 12, 14					
PBMAS Critical Success Factors CSF 1 7) Providing student guidance in Writing in Elective Courses to support the writing initiatives set by ELAR department.		Teachers	Benchmark / STAAR results. Increase checkpoint grades.			
	Problem Statements: Student Academic Achievement 0, 12, 14					
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 0: At Montwood Middle School, ESL served students are at 43.8% on the Reading STAAR at "Approaches" level, and LEP coded students who are NOT-Served were at 50% approaches. In addition, in Writing ESL served students were at 37% ESL served and 50% for LEP NOT served. Root Cause 0: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 12: At Montwood Middle School, 37.7% SPED students are passing the Reading STAAR at "Approaches" level. Root Cause 12: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 13: At Montwood Middle School, 36.8% SPED students are passing the Writing STAAR at "Approaches" level. Root Cause 13: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 14: At Montwood Middle School, 0% of students 1 year after exiting SPED are passing the Reading STAAR at "Approaches" level. Root Cause 14: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 15: At Montwood Middle School, 50% of students 1 year after exiting SPED are passing the Writing STAAR at "Approaches" level. Root Cause 15: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.






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: By Spring 2019, the STAAR Writing Scores approaching grade level will increase from 76.5 % to 85%.

Evaluation Data Source(s) 3: STAAR Writing Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide opportunities for enrichment after school, on Saturdays, summer, and during fall and spring intersession for 7th grade ELAR students, inclusive of ELL and SPED, through the use of grammar, revising and writing process stations that include the use of computers/i-Pads and chart tablets.	2.4, 2.5, 2.6	ELAR, SPED and ESL Teachers	Overall increase in performance on STAAR writing scores.			
	Problem Statements: Student Academic Achievement 13, 15, 18, 19 Funding Sources: 211 - Title I, Part A - 1000.00					
PBMAS 2) Reinforce test taking strategies in the areas of revising, editing and expository writing through the use of consumable resources such as Sirius STAAR workbooks.	2.4, 2.6	ELAR, SPED and ESL Teachers	Increase in the number of students who earn above an 8 on their composite writing score.			
	Problem Statements: Student Academic Achievement 13, 15, 18, 19 Funding Sources: 199 - General - 0.00					
3) Collaborate with colleagues to implement Project Based Learning objectives (one per semester) to foster cross curricular connections with the focus of improving vocabulary, higher ordered thinking and inference skills.	2.4, 2.6	All content teachers				
PBMAS 4) Use SIOP and AVID strategies, interactive student notebooks, graphic organizers, student created anchor charts and manipulatives to support the instruction of the writing process.	2.4, 2.6	All content teachers				
	Problem Statements: Student Academic Achievement 13, 15, 18, 19					
5) Utilize teacher web pages to provide links to websites, videos, resources, and review and practice utilities for students to use Bi-Weekly to spiral and/or maintain material presence and relevance.	2.4, 2.6	All content teachers				
	Problem Statements: Student Academic Achievement 13					

PBMAS 6) Improve student participation (attendance) to Saturday and Intersession camps by utilizing the BLACKBOARD system (in English and Spanish) as well as designated human resources to notify parents and students about upcoming camps.	2.4, 2.5, 2.6, 3.1, 3.2	All content teachers				
	Problem Statements: Student Academic Achievement 13, 15					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 13: At Montwood Middle School, 36.8% SPED students are passing the Writing STAAR at "Approaches" level. Root Cause 13: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 15: At Montwood Middle School, 50% of students 1 year after exiting SPED are passing the Writing STAAR at "Approaches" level. Root Cause 15: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 18: At Montwood Middle School, students who are LEP NON-served were at 50% approaches on the STAAR Writing test. Root Cause 18: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 19: At Montwood Middle School, in Writing ESL served students were at 37% approaches. Root Cause 19: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

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

Performance Objective 4: By Spring 2019, the STAAR Science Scores approaching grade level will increase from 78.8% to 90%.

Evaluation Data Source(s) 4: STAAR Science Scores

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide opportunities for enrichment through after school, Saturdays, summer, and during fall and spring intersession for 6,7 and 8th grade Science students, inclusive of SPED and ESL, to enhance their understanding of the Science TEKS through the conduction of science experiments.	2.4, 2.5, 2.6	Science and SPED Teachers	Student achievement will increase from fall benchmark to spring benchmark and finally in the Science STAAR.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
2) Increase student engagement through the use of interactive stations, technology such as i-pads, computers, interactive white board during after school tutorials, summer, Saturday school, fall and spring intersessions and regular instructional days.	2.4, 2.5, 2.6	Science and SPED Teachers	Increase in student achievement in common assessments, district benchmarks and Science STAAR test.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
PBMAS Critical Success Factors CSF 1 CSF 4 3) Collaborate among grade levels to have students vertical align to the depth and complexity the state standard requires and produce quality assessments to address the rigor of the Science STAAR. Resource STEMSCOPES for all grade levels will be utilized throughout the year. AVID strategies are implemented in the science classes.	2.4, 2.6	Science Teachers SCEI Coaches Administration	Increase the student's understanding of supporting standards by closing learning gaps.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I, Part A - 4670.75					
PBMAS 4) Collaborate among 6th, 7th and 8th grade teachers to address supporting standards with the 8th grade students during Saturday school, summer, after school STAAR camps, fall and spring intersession.	2.4, 2.5, 2.6	Science Teachers SCEI Coaches	Increase students performance on the supporting standards on the spring benchmark and the Science STAAR test.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: At Montwood Middle, in 8th grade Science, 30% of our SPED students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 1: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 2: At Montwood Middle, in 8th grade Science, 50% of our served ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 2: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 3: At Montwood Middle, in 8th grade Science, 0% of our Not Severed ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 3: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 4: At Montwood Middle, in 8th grade Science, 0% of our 1st year monitoring students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 4: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

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: By Spring 2019, the STAAR Social Studies Scores approaching grade level will increase from 60.6% to 85%.

Evaluation Data Source(s) 5: STAAR Social Studies Scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Incorporate Test Bank Questions in the classroom and monitor performance data through the use of Eduphoria.	2.4, 2.6	Campus Leadership Team, Campus Teachers	Eduphoria Reports, Data Analysis, Common Assessments. STAAR performance, EOC scores, increased student achievement.			
	Problem Statements: Student Academic Achievement 5, 6, 7, 8					
PBMAS 2) Provide Instructional Resources for grades 6,7, and 8. Social Studies Resource - McGraw Hill Reading Workbooks, and Ignite Torch Resource.	2.4, 2.6	SCEI Coach for Social Studies / Department Head	Increase growth on STAAR Assessment per DATA on STAAR			
	Problem Statements: Student Academic Achievement 5, 6, 7, 8 Funding Sources: 211 - Title I, Part A - 2549.95					
PBMAS 3) Incorporate AVID based strategies into classroom instruction to move towards higher levels of cognition while engaging students in active critical thinking.	2.4, 2.5, 2.6	Campus Teachers, SCEI Coaches	Increase in critical thinking and problem solving skills.			
	Problem Statements: Student Academic Achievement 5, 6, 7, 8 Funding Sources: 211 - Title I, Part A - 1000.00					
PBMAS 4) Actively incorporate content/era specific classroom word walls into instruction to enhance academic vocabulary. Supporting all students to include ELL and SPED.	2.4, 2.5, 2.6	SCEI Coaches, Campus Teachers,	Expand the understanding of content vocabulary to increase performance on campus common assessments and STAAR.			
	Problem Statements: Student Academic Achievement 6, 7, 8, 9					
				= Accomplished	= No Progress	= Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 5: At Montwood Middle School, 50% ESL (1st year monitoring) did pass the Social Studies STAAR at "Approaches" level. Root Cause 5: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 6: At Montwood Middle School, 0% (1 student) ESL (not served)did not pass the Social Studies STAAR at "Approaches" level. Root Cause 6: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 7: At Montwood Middle School, 22% ESL students are passing the Social Studies STAAR at "Approaches" level. Root Cause 7: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 8: At Montwood Middle School, 35.0% SPED students are passing the Social Studies STAAR at "Approaches" level. Root Cause 8: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 9: At Montwood Middle School, 50% of our SPED "Year After Exit" YAE students are passing Math STAAR at the approaching levels or higher. Root Cause 9: There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.

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 Spring 2019, Montwood Middle School will increase the percentage of overall Student Achievement in Math from 45.3% to 55%.

Evaluation Data Source(s) 6: Average of approach, meet and master levels on STAAR Math

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 1) Collaborate with PLC staff to develop and implement instructional activities that are aligned with the state standards and specifically in areas that need improvement for all students inclusive of SPED. ELL and GT students. Instructional resources such as STAAR support workbooks.	2.4, 2.6	Teachers, SCEI Coaches, Administration	Increase of Fall/ Spring Benchmark scores and STAAR scores .			
	Problem Statements: Student Academic Achievement 9, 10, 11 Funding Sources: 211 - Title I, Part A - 5753.00, 199 - General Fund: SCE - 5295.00					
Critical Success Factors CSF 1 CSF 2 2) Provide reading materials such as scholastic magazines for all core areas and grade levels to promote reading / comprehension and Library Reading resources such as book and periodicals.	2.4, 2.6	Teachers	Improve Reading scores on Benchmarks and STAAR exams.			
	Funding Sources: 211 - Title I, Part A - 7561.00					
3) Provide an assessment tool to evaluate the academic progress of students in the Beginning of the year BOY, middle of the year MOY , and end of year EOY.	2.4, 2.6	SCEI Coaches	Increase on District Benchmark and STAAR exams.			
	Problem Statements: Student Academic Achievement 5, 6, 7, 8 Funding Sources: 211 - Title I, Part A - 4000.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement

Problem Statement 5: At Montwood Middle School, 50% ESL (1st year monitoring) did pass the Social Studies STAAR at "Approaches" level. **Root Cause 5:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 6: At Montwood Middle School, 0% (1 student) ESL (not served) did not pass the Social Studies STAAR at "Approaches" level. **Root Cause 6:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 7: At Montwood Middle School, 22% ESL students are passing the Social Studies STAAR at "Approaches" level. **Root Cause 7:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 8: At Montwood Middle School, 35.0% SPED students are passing the Social Studies STAAR at "Approaches" level. **Root Cause 8:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 9: At Montwood Middle School, 50% of our SPED "Year After Exit" YAE students are passing Math STAAR at the approaching levels or higher. **Root Cause 9:** There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.

Problem Statement 10: At Montwood Middle School, 44.9% of our SPED students are passing Math STAAR at the approaching levels or higher. **Root Cause 10:** There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.

Problem Statement 11: At Montwood Middle School, 58.3% of our "Not Served" ESL students are passing Math STAAR at the approaching levels or higher. **Root Cause 11:** There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders

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: By Spring 2019, Montwood Middle School will increase the percentage of overall Student Achievement in Reading from 49.4% to 52%.

Evaluation Data Source(s) 7: Average of approach, meet and master levels on STAAR Reading

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide TEKS Resource System as a resource curriculum that is directly aligned to the TEKS. Utilize Spring Board Curriculum in all Pre-AP Reading classes. Provide Instructional resources such as STAAR support and instructional materials and supplies, such as Sirius Workbooks for all content areas.</p>	2.4, 2.6	Teachers, SCEI coaches	impact student STAAR results on the Spring 2019 Assessments.			
Funding Sources: 211 - Title I, Part A - 11120.00, 199 - General - 680.00						
<p>2) Incorporate Test Bank Questions in the classroom and monitor performance data through the use of Eduphoria.</p>	2.4, 2.6	Teachers, SCEI coaches	Impact student benchmark and STAAR results.			
<p>PBMAS Critical Success Factors CSF 1</p> <p>3) Provide opportunities for tutorials before/after school, on Saturdays, summer, and during the fall and spring intersession for all students Inclusive of ELL and SPED students.</p>	2.4, 2.5, 2.6	Teachers, SCEI Coaches, Administration	Students scores will increase to the mastery level on all STAAR exams..			
Funding Sources: 199 - General Fund: SCE - 3000.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide additional resources to enhance vocabulary for all subject areas. Utilize Flocabulary online learning system.</p>		Teachers, SCEI Coaches	Impact all content areas benchmark and STAAR exams.			
Funding Sources: 211 - Title I, Part A - 2000.00						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 8: By Spring 2019, 100% of 8th Grade Montwood Middle School students will be familiar with the requirements of House Bill 5 as indicated by the attendance at the HB5 parent and student meetings sign in sheets. Students will be encouraged to select a career endorsement by the completion of their 8th grade year.

Evaluation Data Source(s) 8: Documentation of meetings and selected endorsements

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide presentations to all students and parents regarding the requirements of HB5 as it pertains to attendance requirements to prevent Loss off Credit (LOC), and the Endorsements that must be selected in preparation for high school.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Teachers, Attendance Review Committee, HB5 Leadership Team, Counselors	Attendance improves, 100% of 8th grade students have a completed high school plan.			
2) Increase enrollment in advanced academic courses to include Pre-AP and AP courses The district dual credit initiative includes 8th grade TSI testing to satisfy HB5.	2.4, 2.5, 2.6	Administration, teachers	100% of 8th grade students will complete TSI assessment by Spring 2019			
Funding Sources: 199 - General - 1000.00						
= 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: Gifted/Talented and Synergi4 Academy students will be provided and/or exposed to opportunities of research and technology to enrich hands on and team building activities.

Evaluation Data Source(s) 9: Documentation of Activities

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Initiatives such as Destination Imagination, projects related to video lessons, book trailers and designing a 3D Eco-friendly model of a neighborhood, and STEM projects to include field trips related to GT, STEM, and Synergi4 research based projects and instruction such as FAB Lab.	2.4, 2.5, 2.6	Destination Imagination Coaches, STEM teachers, Synergi4 Academy Leaders	Enrollment in GT program, Synergi4 Academy, Destination Imagination Results of project based curriculum.			
Funding Sources: 199 - General: Gifted and Talented - 2640.00						
Critical Success Factors CSF 1	2.4, 2.5, 2.6	Campus Teachers Leadership Team	Campus, District, Regional and State competition. STAAR Data			
2) Provide instructional experiences and resources related to field experiences for all students by participating in engaging interactive activities and presentations such as Sun Country Science Fair, District Sun Country Fair, Campus Sun Country Fair, UIL academic competitions and Robotic Events.	Funding Sources: 199 - General - 2000.00					
3) Provide instructional resources for GT , Synergi4, DI and STEM lesson, projects and field trips.		Destination Imagination Coaches, STEM teachers, Synergi4 Academy Leaders	Increase on student engagement in competitions, classrooms. GT program, Synergi4 Academy, Destination Imagination Results of project based curriculum			
Funding Sources: 199 - General: Gifted and Talented - 663.86						
= 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 10: Enhance instruction by providing and utilizing technology resources and equipment in Project Based Learning, enrichment and intervention lessons.

Evaluation Data Source(s) 10: Lesson plans/walkthroughs relating to technology use

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide technology resources such as: IPEVO Point 2 View USB camera, digital cameras, laptop computers, desktop computers for all students and special programs, headphones, Printers, IPADS, NOOKS; memory upgrades; and software licenses for United Streaming, Brain-Pop, Ed.Helper, VDI, In Focus IWB Projection System to include remotes, bulbs and activpen wireless stylus, projectors, projection screens keyboards, Personal CD Player, and iPad apps., 3D Printer, 3D printer MakerBot accessories Compass Learning software will be used in grades 6th - 8th for STAAR preparation. Brain Pop program utilized core subject lab teachers. Mini-CAST training, TRS, and Science Fair projects will be utilized to create student assessments for 8th grade students.	2.4, 2.6					
Funding Sources: 199 - General - 36479.00, 211 - Title I, Part A - 27327.63, 199 - General Fund: Bilingual - 1318.11						
Critical Success Factors CSF 1 CSF 4	2.4, 2.5, 2.6	Teachers, Administration, SCEI Coach ELAR	Increase of STAAR and TELPAS reading and Writing Scores.			
2) Implement the instructional tool - Rosetta Stone for students in the ESL program that meet the criteria and are in need of language acquisition support.	Funding Sources: 199 - General Fund: Bilingual - 3004.00					
= 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, Montwood Middle School will maintain 100% Highly Qualified teachers and effective staff in support of providing college and career readiness opportunities for all students.

Evaluation Data Source(s) 1: Certification records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>1) Support At-Risk students by maintaining the following positions: two positions of State Comp Education Instructional Coach, SCE Teacher CSR, Faculty SCE partial, Library Aide, two At-Risk Aides, one Communities in Schools (CIS) Program Coordinator, one parent liaison and college tutors.</p>	2.4, 2.5, 2.6	Administration	STAAR Scores			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 13, 15 Funding Sources: 199 - General Fund: SCE - 241458.29, 211 - Title I, Part A - 41500.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: At Montwood Middle, in 8th grade Science, 30% of our SPED students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 1: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 2: At Montwood Middle, in 8th grade Science, 50% of our served ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 2: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 3: At Montwood Middle, in 8th grade Science, 0% of our Not Severed ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 3: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 4: At Montwood Middle, in 8th grade Science, 0% of our 1st year monitoring students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 4: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

Problem Statement 13: At Montwood Middle School, 36.8% SPED students are passing the Writing STAAR at "Approaches" level. **Root Cause 13:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 15: At Montwood Middle School, 50% of students 1 year after exiting SPED are passing the Writing STAAR at "Approaches" level. **Root Cause 15:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.



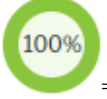


Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: During the 2018-2019 school year, Montwood Middle School will increase the number of professional development opportunities offered to employees by 5% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 2: Agendas/Sign in Sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Provide staff development opportunities for CORE teachers to participate in professional development such as PASOS2, Pathblazer, Read 180, System 44, Compass Learning, SIOP/ SPED, AVID, GT, Stetson (CT), STEM, Project Based Learning, Crisis Prevention Institute, Mini CAST, PLC, and district facilitated training in all core areas such as ELAR, Math, Science, Social Studies</p>	2.4, 2.6	Administration Teachers of special programs College Tutors TIAS	Completion certificate of participation /CBE hours. Increase in student achievement on fall/spring benchmarks, course grades as well as STAAR results.			
				<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 211 - Title I, Part A - 5100.00, 199 - General - 2148.00</p>		
<p>2) Provide staff development opportunities for ELECTIVE teachers and support staff to participate in professional development such as: TAHPERD, GenFit and FitnessGram (PE), TMEA (Fine Arts), PLTW, district facilitated trainings etc. CIS/Parent and Family Engagement Liaison, counselors, office staff, librarians, TIAs, paraprofessionals, tutors etc. Crisis Prevention Institute, PEIMS, Customer Service, Registrar, Crisis Management.</p>	2.4, 2.6	Administration District support staff	Completion with signed in sheets as proof Certificates and PD hours Increase in student performance grades and UIL achievement in superior ratings.			
				<p>Funding Sources: 199 - General - 1300.00</p>		
<p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 3 CSF 4 CSF 7</p> <p>3) Provide staff development opportunities for SUPPORT STAFF (SCEI, CIS/Parent and Family Engagement Liaison, counselors, office staff, librarians, TIAs, paraprofessionals, tutors, teachers and Administration to participate in professional development such as: Crisis Prevention Institute, PEIMS, Customer Service, Registrar, Crisis Management, PBIS, Professional Learning Communities (PLC), training in instructional strategies for college tutors and at-risk aides.</p>	2.4, 2.6	Administration District Support Staff	Credits for SD Sign in sheets/Agendas Positive customer service feedback Climate survey feedback			
				<p>Problem Statements: Student Academic Achievement 0, 10, 12, 13, 14, 15</p> <p>Funding Sources: 199 - General - 1200.00</p>		

PBMAS 4) Provide TEKS Resource System as a resource curriculum that is directly aligned to the TEKS.	2.4, 2.6	SCEI coaches, Administration and Teachers	Increase in student achievement across all content areas on STAAR test, and students' grades.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 13, 15					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 0: At Montwood Middle School, ESL served students are at 43.8% on the Reading STAAR at "Approaches" level, and LEP coded students who are NOT-Served were at 50% approaches. In addition, in Writing ESL served students were at 37% ESL served and 50% for LEP NOT served. Root Cause 0: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 1: At Montwood Middle, in 8th grade Science, 30% of our SPED students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 1: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 2: At Montwood Middle, in 8th grade Science, 50% of our served ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 2: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 3: At Montwood Middle, in 8th grade Science, 0% of our Not Severed ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 3: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 4: At Montwood Middle, in 8th grade Science, 0% of our 1st year monitoring students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 4: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 10: At Montwood Middle School, 44.9% of our SPED students are passing Math STAAR at the approaching levels or higher. Root Cause 10: There is no system in place for monitoring and providing feedback of lesson plans for adjustments by campus leaders.
Problem Statement 12: At Montwood Middle School, 37.7% SPED students are passing the Reading STAAR at "Approaches" level. Root Cause 12: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 13: At Montwood Middle School, 36.8% SPED students are passing the Writing STAAR at "Approaches" level. Root Cause 13: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 14: At Montwood Middle School, 0% of students 1 year after exiting SPED are passing the Reading STAAR at "Approaches" level. Root Cause 14: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.
Problem Statement 15: At Montwood Middle School, 50% of students 1 year after exiting SPED are passing the Writing STAAR at "Approaches" level. Root Cause 15: Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

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 Middle School will increase the number of collaborative educational involvement activities and events for parents and community members from 135 to 140 to promote teamwork and unity in the education of students.

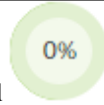
Evaluation Data Source(s) 1: Documentation of Agendas, sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Support the needs of all students, parents and community members through membership in the HERD (Helping Every moose Reach their Destiny), providing presentations, and classes, to include lessons that support ELL students to improve in Reading, Olweus Information, parent classroom supplies, campus parent/student conferences, Parent-Student conferences, and trainings, technology support, classroom supplies and materials and by providing refreshments and light meal/ snacks at the parent meetings.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Parents, Parent Liaison, Faculty and school community.	Increase number of recorded volunteer hours; Increase in all STAAR scores; Increase in parental involvement.			
				Problem Statements: Student Academic Achievement 13, 15, 18, 19 Funding Sources: 211 - Title I, Part A - 327.26		
2) Increase parent awareness and accountability of STAAR and student grading/attendance through the following: Parent Meetings conducted by the Parent and Family Engagement Liaison/CIS coordinator, campus monthly newsletter, Parenting and Academic presentations and provide parents with Tyler Student 360 and instructions throughout the school year.	2.4, 2.5, 2.6, 3.1, 3.2	CIS Coordinator, Administration, Parent Liaison, Counselors	Increase in parent knowledge of STAAR. Increase parent usage of Tyler 360, decrease 9 week Intervention Meetings, Increase school student attendance, decrease placed/retained students.			
				Problem Statements: Student Academic Achievement 13, 15, 18, 19 Funding Sources: 211 - Title I, Part A - 1608.00		
3) A fall and spring meeting for parents will be made available to learn about the Gifted & Talented program, nominations, projects and goals.	2.4, 2.5, 2.6, 3.1, 3.2	GT Coordinator, Administration, Faculty	Increased participation in GT activities Increased number of GT nominations/students			
				Funding Sources: 199 - General: Gifted and Talented - 500.00		



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 13: At Montwood Middle School, 36.8% SPED students are passing the Writing STAAR at "Approaches" level. **Root Cause 13:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 15: At Montwood Middle School, 50% of students 1 year after exiting SPED are passing the Writing STAAR at "Approaches" level. **Root Cause 15:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

Problem Statement 18: At Montwood Middle School, students who are LEP NON-served were at 50% approaches on the STAAR Writing test. **Root Cause 18:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.



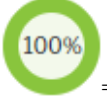


Problem Statement 19: At Montwood Middle School, in Writing ESL served students were at 37% approaches. **Root Cause 19:** Lack of system for routinely reviewing lesson plans, providing feedback, and holding teachers accountable for incorporating that feedback.

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, Montwood Middle School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members from 150 correspondences to 200 sent out to a mass population/group.

Evaluation Data Source(s) 2: Copies of sent publications

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a means of communication to parents of on-going campus activities through some of the following: web based calendar, monthly calendar, text messaging, emails, and school web page updates, flyers,, website and parent information nights regarding available library resources accessible off-campus including: data bases, e-books, library website, ILL, and parent access to books.	3.1, 3.2	CIS Coordinator, Parent Liaison, Administration, Counselors, Librarian, library aide, teachers	Increased parent participation at campus events, parent event agendas. Increased number of parents/students who utilize the library resources on and off campus.			
	Funding Sources: 211 - Title I, Part A - 1283.00					
 = 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 Middle School will increase, by 10 over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education from 18 to 28 partners.

Evaluation Data Source(s) 3: Documentation/listing of partnerships

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase the number of community partnerships and business partnerships by reaching out to the community members via contact, visits, letters, and membership in the HERD.		Administration, CIS, School Improvement Team	Increased business and community support.			
	Funding Sources: 199 - General - 0.00, 199 - General Fund: SCE - 0.00					
2) Montwood Middle School supports the needs of our students by contracting a Communities in Schools Program Coordinator for the 2018-2019 academic year. This is with the collaboration with school district in the allocation of .5 of the salary.	2.4, 2.5, 2.6, 3.1, 3.2	District and Campus Administration	Increase in STAAR achievement and a decrease in family related social issues that impact the learning of student as indicated by STAAR data and counseling referrals and CIS community outreach referrals.			
	Funding Sources: 211 - Title I, Part A - 17500.00					
= 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 Middle School will have a minimum of 8 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Agendas/Sign in sheets

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide customer service training to all support staff on a monthly basis.		Administration	Increase customer satisfaction. Efficient customer service. Decrease customer related conferences due to customer service. Increased customer service score on the Campus Climate Survey			
	Funding Sources: 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, 90% of all students in all subgroups, to include Special Education, Gifted and Talented, English Language Learners, At-Risk, Economically Disadvantaged, and Migrant at Montwood Middle School will meet district, state, and federal accountability standards as measured by the Performance-Based Monitoring Analysis System and the Texas State Accountability System.

Evaluation Data Source(s) 1: STAAR/PBMAS reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Support all academic initiatives implemented on the campus that address all student groups such as: SPED STETSON SIOP Read 180 AVID- Advancement Via Individual Determination Project Based Learning	2.4, 2.5, 2.6	Administration, Faculty, SCEI Coaches, District Personnel	Data Analysis of student progress and academic achievement Common Assessments District Benchmark Data STAAR Data Course work completion			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I, Part A - 460.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: At Montwood Middle, in 8th grade Science, 30% of our SPED students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 1: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 2: At Montwood Middle, in 8th grade Science, 50% of our served ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 2: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 3: At Montwood Middle, in 8th grade Science, 0% of our Not Severed ESL students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 3: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
Problem Statement 4: At Montwood Middle, in 8th grade Science, 0% of our 1st year monitoring students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 4: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.

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

Performance Objective 2: During the 2018-2019 school year there will be a 10% increase in meaningful and effective academic interventions to ensure student academic growth.

Evaluation Data Source(s) 2: Lesson plans, walkthroughs, student/faculty participation in tutoring sessions

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Support academic needs by ensuring that tutorial sessions are available for all students. Tutorial sessions will be held in the morning, during lunch after school, homeroom, fall/spring intersessions, and Saturdays. In addition AVID tutorials are available for all AVID students during the AVID Elective class.	2.4, 2.5, 2.6	Administration, Faculty, Support Staff	Decrease in failure rates as reported on progress reports and nine week grade reporting. Increase in students mastering STAAR exams Spring 2018.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
2) Provide additional instructional support by ensuring students with academic needs are assigned to a STAAR intervention classes as part of their instructional schedule in the areas of social studies and ELAR .	2.4, 2.5, 2.6	Administration, Faculty, Support Staff	Decrease in failure rates as reported on progress reports and nine week grade reporting. Increase in students mastering STAAR exams Spring 2018.			
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: At Montwood Middle, in 8th grade Science, 30% of our SPED students passed the 2017-18 Science STAAR at Approaches level or higher. Root Cause 1: Instructional leaders did not routinely review lesson plans nor provide feedback or held teachers accountable for incorporating feedback.
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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: During the 2018-2019 school year, Montwood Middle School administrators will schedule at least 18 data feedback sessions (twice a month) with Curriculum and Instruction personnel to support and address necessary resources.

Evaluation Data Source(s) 3: Documentation of meetings: Agendas, sign in sheets

Summative Evaluation 3:



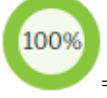
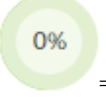

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Support data sessions with administration and SCEI coaches minimum twice every month to review student progress	2.4, 2.6	Administration, SCEI Coaches	Increase of academic achievement as noted on Report Cards. Common Assessment Eduphoria Data District Benchmark Data STAAR Data 2017- 2018			
2) Analyze STAAR data to ensure that all students are provided with the academic support pertaining to the core area of need.	2.4, 2.5, 2.6	Administration, SEI Coaches	Instructional support systems designed to meet the needs of students. Common, District Benchmark, and STAAR Benchmark Assessments			
= 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, the attendance rate for all students at Montwood Middle School will increase by 1% over the attendance rate of the previous year.

Evaluation Data Source(s) 4: Attendance rate/report cards, number of warning letters and court referrals and AEIS report/District attendance report.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide incentives for attendance each 9-weeks and at the end of the school year. Attendance Committee will monitor attendance to include LOC and parent contacts.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, classroom teachers, counselors, attendance clerk, and CIS Coordinator	Decrease in student attending after school detention and number of warning letters and court referrals. An increase in daily attendance rate. A decrease in the number of warning letters and court referrals.			
 = Accomplished  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
4	1	1	Support the needs of all students, parents and community members through membership in the HERD (Helping Every moose Reach their Destiny), providing presentations, and classes, to include lessons that support ELL students to improve in Reading, Olweus Information, parent classroom supplies, campus parent/student conferences, Parent-Student conferences, and trainings, technology support, classroom supplies and materials and by providing refreshments and light meal/ snacks at the parent meetings.

State Compensatory

Budget for Montwood Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.045.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$11,851.00
199.11.6118.00.045.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$16,273.00
199.11.6119.00.045.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,323.00
199.11.6119.00.045.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$130,786.00
199.12.6129.00.045.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,082.00
199.11.6141.00.045.7.30.0.00.	6141 Social Security/Medicare	\$1,720.00
199.11.6141.00.045.7.30.8.00.	6141 Social Security/Medicare	\$2,440.00
199.12.6141.00.045.7.30.0.00.	6141 Social Security/Medicare	\$117.00
199.11.6142.00.045.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.045.7.30.8.00.	6142 Group Health and Life Insurance	\$22,114.00
199.12.6142.00.045.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.045.7.30.0.00.	6143 Workers' Compensation	\$524.00
199.11.6143.00.045.7.30.8.00.	6143 Workers' Compensation	\$744.00
199.12.6143.00.045.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.12.6146.00.045.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$44.00
199.11.6146.00.045.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,910.00
199.11.6146.00.045.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$3,684.00
199.11.6146.00.045.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$369.00
199.11.6149.00.045.7.30.0.00.	6149 Employee Benefits	\$1,507.00
199.11.6149.00.045.7.30.8.00.	6149 Employee Benefits	\$2,246.00
199.11.6149.00.045.7.30.9.00.	6149 Employee Benefits	\$584.00

199.12.6149.00.045.7.30.0.00.	6149 Employee Benefits	\$121.00
		6100 Subtotal: \$334,027.00
6200 Professional and Contracted Services		
199.32.6299.99.045.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
		6200 Subtotal: \$17,500.00

Personnel for Montwood Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Oropeza	CIS	SCE	.50
Christina Tapia	SCEI Coach	SCE	1
Francisco Mercado	CSR Teacher	SCE	1
Helen Ladwig-Timm	Library Aide	SCE	.50
Melissa Buenrostro	Teacher	SCE	.50
Rachel Pena	SCEI Coach	SCE	1

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacob Albisurez	College Tutor	Title I	1
Amanda Oropeza	CIS	Title I	.50
Carole Lindsey	Parent Liaison	Title I	1
Giber Fonseca	College Tutor	Title I	1
Liani Monsivais	College Tutor	Title I	1
Luis Holguin	College Tutor	Title I	1
Paola Estrada	College Tutor	Title I	1
Rosalia Nunez	College Tutor	Title I	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Sylvia Esparza	Principal
Administrator	Ruth Pandy	Assistant Principal
Administrator	Renee King Aragon	Assistant Principal
Non-classroom Professional	Sandy Brandon	Librarian
Non-classroom Professional	Brenda Martinez	Counselor
Classroom Teacher	Mabel Chacon	6th Grade Teacher
Classroom Teacher	Daniella Courreges	8th Grade Teacher
Classroom Teacher	Steven Cordero	Social Studies Teacher
Classroom Teacher	Annette Gonzalez	Science Teacher
Classroom Teacher	Patricia Krawcion	SPED Teacher
Classroom Teacher	Laura Aguirre	Fine Arts Teacher
Classroom Teacher	Adrian Nunez	ELAR Teacher
Classroom Teacher	Raymond Bonilla	CATE Teacher
Classroom Teacher	Jaime Mena	AVID Elective Teacher
District-level Professional	Yolanda Acuna	Instructional Specialist Technology
EPAC Representative	Maria Ayub	Teacher
Community Representative	Patricia Sifuentes	Community member
Parent	Peyma Gonzalez	parent
Classroom Teacher	Rachel Pena	SCEI Coach
Classroom Teacher	Diane Palacios	PE Teacher
Classroom Teacher	Veronica Hernandez	ELAR Department Head

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Cross guard and campus monitors		\$14,510.00
1	1	4	Communication Radios	1995204599000006395	\$832.00
1	1	4	Communication Radios	1991104523990006395	\$433.23
1	2	2	Student agendas		\$2,000.00
1	2	2			\$0.00
2	1	5			\$5,000.00
2	1	6	Substitutes	1991104511000006112	\$1,000.00
2	2	2	Consumable resources (Sirius STAAR workbooks - refer to 2.7.1)		\$0.00
2	3	2	Consumable resources (Sirius STAAR workbooks - refer to 2.7.1)		\$0.00
2	7	1	Reading and Writing Sirius STAAR workbooks		\$680.00
2	8	2			\$1,000.00
2	9	2			\$2,000.00
2	10	1	Technology equipment	2111104524000006395	\$13,903.00
2	10	1	Technology equipment		\$5,000.00
2	10	1	Copy Machine / Riso		\$10,000.00
2	10	1	Contract Services		\$2,204.00
2	10	1		1991104523990006395	\$2,740.00
2	10	1	GT Technology Lap Tops	1991104521000006395	\$1,974.00
2	10	1	2 Lap Tops SPED	1991104523990006395	\$658.00
3	2	1	Misc operating expenses	1991304599000006499	\$648.00
3	2	1	Salaries substitutes	1991104511000006112	\$1,500.00
3	2	2	Travel	1991304599000006411	\$1,300.00
3	2	3	Staff Development		\$200.00

3	2	3	Professional Development Administration - Professional Learning Communities		\$1,000.00
4	3	1			\$0.00
4	4	1			\$0.00
Sub-Total					\$68,582.23
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			\$5,295.00
2	7	3	Tutorial Opportunities		\$3,000.00
3	1	1	SCE Teachers, Librarian Aide, CSR Teacher,	199.11.045.30.18.000.6119	\$139,909.94
3	1	1	SCEI Coaches	1991104530000006119	\$101,548.35
4	3	1			\$0.00
Sub-Total					\$249,753.29
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Communication Radios	19911045230006395	\$1,456.00
Sub-Total					\$1,456.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Master Teacher Social Emotional Learning Curriculum and resources.		\$2,000.00
2	1	1	Extra Duty Tutoring		\$3,500.00
2	1	3	AVID membership and library		\$3,000.00
2	1	5	Calculators TI - XA		\$334.25
2	1	5	Readiness Workbooks SIRIUS - Grades 6-8		\$4,000.00
2	1	5	Calculators	21111045240000063992119A	\$1,835.62
2	2	1	Dictionaries	21111045240000063992119A	\$6,446.77
2	2	2			\$3,000.00

2	3	1			\$1,000.00
2	4	3	Stemscopes On-line for all grade levels		\$4,670.75
2	5	2	McGraw Hill Workbooks	21111045240000063992119A	\$2,000.00
2	5	2	Ignite Torch Resource	21111045240000063992119A	\$549.95
2	5	3	AVID resources		\$1,000.00
2	6	1	General Contracted Services Region 19		\$753.00
2	6	1			\$5,000.00
2	6	2	Scholastic magazines		\$2,534.00
2	6	2	Library Reading Materials / books		\$2,527.00
2	6	2	Library Book	21112045240000063292119A	\$2,500.00
2	6	3	Assessment Software		\$4,000.00
2	7	1	Instructional resources		\$6,480.00
2	7	1	Reading and Writing Sirius STAAR workbooks		\$4,640.00
2	7	4	Flocabulary Online learning system	211.11.045.24.00.000.6399.2119A	\$2,000.00
2	10	1	Technology equipment		\$2,796.00
2	10	1	Project lab computers		\$11,952.00
2	10	1	Projectors / Cables		\$8,903.91
2	10	1	Desk top computers		\$2,763.88
2	10	1	LapTop	21111045240000063952119A	\$911.84
3	1	1	College Tutors	2111104524000006125	\$39,000.00
3	1	1	Employee Benefits / retirement/ worker comp and social security		\$2,500.00
3	2	1	AVID PD	2111304524000006411	\$3,000.00
3	2	1	Salaries substitutes		\$500.00
3	2	1	Teacher compensation for PD on Saturdays	2111404524000006118	\$1,600.00
4	1	1	Region 19 conference		\$75.00
4	1	1	Parent Meeting Refreshments		\$252.26
4	1	2	Community / Parent travel for employee and non employees		\$110.00
4	1	2	General parenting supplies and in district printing		\$1,498.00

4	2	1	Staff Development community travel	2116104524000006411	\$40.00
4	2	1	Travel	2116104524000006419	\$70.00
4	2	1	Supplies parents	2116104524000006399	\$873.00
4	2	1	operating expense parenting initiatives		\$300.00
4	3	2	CIS social worker		\$17,500.00
5	1	1			\$460.00
Sub-Total					\$158,877.23
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	1	Audio Visual Equipment Acoustic Headsets	1991104525990006399	\$1,318.11
2	10	2	Rosetta Stone		\$3,004.00
Sub-Total					\$4,322.11
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1	FAB Lab GT Field Trip		\$2,640.00
2	9	3	instructional supplies		\$422.25
2	9	3	instructional supplies		\$241.61
4	1	3			\$500.00
Sub-Total					\$3,803.86
Grand Total					\$486,794.72