

Houston Independent School District

207 Montgomery Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission of Montgomery Elementary is to provide a positive and challenging learning environment for all students. This will be done through the strong support of all staff, parents and community members. In order to fulfill this mission the school will:

1. Put children first.
2. Respect all campus stakeholders.
3. Communicate effectively at all times.
4. Monitor academic achievement.
5. Utilize the necessary materials to enhance student learning.

Vision

The teachers staff and parents at Montgomery Elementary will work together to create an engaging learning environment and culture where all students will feel safe learning at high levels. This high level learning will prepare students for the future.

Value Statement

Montgomery Elementary is a school that strives for excellence in all we do each day!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problems of Practice	9
Comprehensive Needs Assessment Data Documentation	10
Board Goals	12
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	13
Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.	16
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	20
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.	22
Board Goal 5: N/A - Additional Campus Goals	26
State Compensatory	40
Budget for 207 Montgomery Elementary School	41
Personnel for 207 Montgomery Elementary School	41
Title I	41
1. Comprehensive Needs Assessment (CNA)	42
1.1: Comprehensive Needs Assessment	42
2. Campus Improvement Plan	42
2.1: Campus Improvement Plan developed with appropriate stakeholders	42
2.2: Regular monitoring and revision	42
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	43
2.5: Increased learning time and well-rounded education	43
2.6: Address needs of all students, particularly at-risk	43
3. Annual Evaluation	44
3.1: Annually evaluate the schoolwide plan	44
4. Parent and Family Engagement (PFE)	44
4.1: Develop and distribute Parent and Family Engagement Policy	44
4.2: Offer flexible number of parent involvement meetings	44
5. Targeted Assistance Schools Only	45
Campus Shared Decision Making Committee	45
Addendums	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Elementary School is located in the Dumbarton Oaks Subdivision in the southwest area of Houston, Texas. The campus opened in September of 1960 in honor of James Arlie Montgomery. Mr. Montgomery was a Houston ISD custodian who lost his life protecting staff and students at Poe Elementary during a school bombing incident. The campus is part of the Madison High School Feeder pattern and School Board District IX. Montgomery continues the rich tradition of being a neighborhood school and educating students in prekindergarten through grade five. Currently Montgomery is a Title I campus with school wide status. Approximately 92% of the student population meets Economically Disadvantaged criteria. The ethnicity of the student body reflects the current population of the community. The current enrollment of 44 students is 36% African American, 63% Hispanic and 1% other. At this time 9% of the students are served in Special Education. Limited English Proficient students account for 32% of the overall student population. The At Risk campus population is 51%. Students enrolled in Bilingual classes account for 26% of the school's population. Only 4% of our students are classified as ESL. There has been a slight decline in our Gifted and Talented. This group is currently only 3% of the campus.

Demographics Strengths

The strength of the campus is found in the demographics. The majority of students attending Montgomery often enter school as pre kindergarten students and remain at the campus student through fifth grade. The mobility rate for the campus remains relatively low.

Montgomery Elementary has many areas of strength which impact what we are able to achieve at the campus. Campus strengths are as follows:

The campus earned a Texas Education Agency accountability of B. In addition, a distinction was earned by the campus.

The professional development partnership which has been developed with Rice University Math in Schools Program and Scholastic continue to be valuable professional development partners

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Students reading below grade level. **Root Cause:** The Covid 19 pandemic and the inconsistent participation in virtual instruction for some students has resulted in students not being able to read or comprehend text written at or below grade level.

Problem of Practice 2 (Prioritized): Students performing below grade level when required to master objectives for mathematics. **Root Cause:** The Covid 19 pandemic and the inconsistent participation in virtual instruction for some students has resulted in students not being able to apply a variety of math skills to solve a variety of math appropriate for their grade level. This is evident in state assessment data for the campus.

Problem of Practice 3 (Prioritized): There continues to be a decline in school enrollment from 530 students to 445 over the last three years. **Root Cause:** Families are starting to select area charter schools like KIPP, Harmony or International Charter. Montgomery will work to understand and seek to do a better job of addressing the needs of area families in the community to ensure they select Montgomery as a school of choice.

Problem of Practice 4 (Prioritized): Declining enrollment **Root Cause:** Root Cause The Covid 19 pandemic has forced many families to relocate from the neighborhood. Many families have moved to other areas of the city due to employment opportunities and the overall need to thrive

Student Learning

Student Learning Summary

STAAR assessment data for the 2021-2022 school year shows the performance of students in the area of Student Achievement to be a score of 67. This score indicates an increase from 65 to 67. This represents an increase of 2 points. Meeting the overall passing standard for STAAR each year continues to be impacted by the increased rigor and the ability of students to read above grade level by two or more levels as evidenced by research studies conducted by Texas A & M University and Action Potential Research Group. Reading above grade level is essential for students as they move toward the Masters level of performance. Campus data in the area of Student Progress increased from 80 to 90. There was an increase of 10 percentage points in this category. In the area of Closing the Gaps, the campus earned a score of 82. This is an increase of 8 percentage points. In addition, the campus met the English Language Proficiency standard at 51%. The target was 36%. This represents a gain of 15 percentage points.

Current Renaissance 360 Math Data indicates progress is evident regarding the number of students who have moved from Urgent Intervention to Intervention and On Watch. . The data captures BOY math data for 2022-2023 which almost mirrors EOY Data from 2021-2022. Renaissance 360 Literacy Data reflects an increase in Urgent Intervention for BOY 2022-2023. This could be attributed to the Summer Slide which is often evident at the beginning of the school year in reading. The data reflects improvement in the On watch category. See the table in the Addendum entitled, Recent Renaissance 360 Math and Literacy Data.

Campus math performance continues to remain strong as reflected in Renaissance 360 Data.

Student Learning Strengths

The strength of our students can be found in their ability to respond positively to intervention. Currently, schoolwide interventions occur daily in all classrooms. This focused small group intervention time gives students the opportunity to master a variety of grade level objectives. Campus data in the area of Student Progress increased from 80 to 90. There was an increase of 10 percentage points in this category. In the area of Closing the Gaps, the campus earned a score of 82. This is an increase of 8 percentage points.

In addition, the campus met the English Language Proficiency standard at 51%. The target was 36%. This represents a gain of 15 percentage points. The ability of ELs to read and write in English in the early grades provides great support as they transition from Bilingual to English classes. The number of students scoring in the categories of Intermediate, Advanced and Advanced High continue to reflect great progress. See the Addendum entitled, TELPAS Data.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: There was a decline in the area of science at all accountability areas. **Root Cause:** Teachers gave limited focus and attention to science since the main focus was on the areas of reading and math to close the learning gaps due to interruptions in instruction.

School Processes & Programs

School Processes & Programs Summary

Instructional-Montgomery Elementary is a neighborhood school which proudly serves students who reside in the Dumbarton Oaks and Sumerlyn Subdivisions. Students receive quality instruction from fully certified teachers each day. All students are able to participate in a variety of large and small instructional groups which require them to utilize effective communication and critical thinking skills each day. Special attention is given to students performing below, at and above grade level. These gold star learners benefit from a variety of instructional arrangements daily. Our goal is to assist all students in reaching their highest level and to become a lifelong learner. A variety of on campus supports are available to our students. Additional learning opportunities are provided during the day, after school and on selected Saturdays. We currently have a specialized Special Education Program for Skills for Life and Living students.

Personnel-Montgomery Elementary recruits teachers who are committed to excellence. We utilize the academic needs of students when recruiting teachers for the campus. Our teacher turnover rate continues to be relatively low. Campus vacancies are usually created when a teacher retires or the campus experiences growth in a specific area. Maintaining campus staff allows for us to capitalize on our professional development efforts to improve teaching and learning for students. New teachers are assigned a campus mentor to ensure they understand campus policies and procedures. Our campus is part of the Career Pathways project. This allows teachers to mentor and coach others to excellence. Over the last 8 years, the campus has been able to retain more than 90% of campus teachers.

Organization- Campus Administrators and teachers attend weekly professional development PLCs. During this time we review district curriculum documents, Lead4ward resources and student data to create plans for student success. Grade level lesson plans are submitted weekly. This is done to ensure teachers are prepared for effective instruction daily. An intervention block is built into our master schedule to support student mastery of grade level objectives.

School Processes & Programs Strengths

Students are assessed at regular intervals throughout the school year using the following items:

Renaissance 360

Curriculum assessments

DRA and Running Records

Reading and Math Digital Programs

In addition, program strength is developed through our partnership with Rice University Math in Schools Program and Scholastic Books as professional development partners. We believe continuous professional of campus teachers is critical for student success.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: There is a decline in the Gifted and Talented school population. Data reflects a decline of 2 percentage points. The number of students has moved from 5% to 3%. **Root Cause:** Classroom teachers are failing to identify potential students through the Gifted and Talented nomination process.

Perceptions

Perceptions Summary

Perceptions Summary

Student Engagement-Our goal is to increase student attendance. Some student consistently have chronic absences or tardies. We continue to have limited discipline referrals to the office. Minor conflicts were addressed by the counselor and the administrative team. CHAMPS is our system for managing positive student behavior. Our goal is to accentuate positive behavior and build a culture of students being responsible for their actions.

Staff Engagement- Over 96% of campus staff returned for the 2022-2023 school year. No teacher was lost to to a transfer to another school. Campus vacancies were due to retirement by staff members. The campus continues to have a low staff turnover rate. This allows for teachers to benefit from focused campus professional development.

Parent /Community Engagement- Montgomery earned a 2021-2022 Gold Level Family Friendly School rating. We measure parent engagement by the number of parents who attended parent meetings. Title 1 Engagement and assorted school activities.

Climate-Montgomery Faculty and Staff members worked to ensure we created a safe, positive and nurturing learning environment for our students. Campus administration worked to ensure a safe, transparent and inclusive environment for our teachers and staff.

Community-Our community members view Montgomery as a neighborhood school which continues the rich tradition of meeting the educational needs of students in grade pre-kindergarten through five. Many of our students have parents who also attended Montgomery Elementary.

All Stakeholders- We work to engage all stakeholders through collaboration, communication, sharing data results, and setting continuous goals to enhance and improve the environment by maintaining high expectations.

Perceptions Strengths

Our Perception Strengths are:

The community, parents and students are invested in seeing Montgomery produce students who are academically sound and socially prepared for a variety of challenges.

Communication is frequently used with all stakeholders to provide them with ongoing information about what is going on at the campus.

Instructional expectations have been established for all stakeholders.

All stakeholders are committed to the continued growth of our campus.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parents need to allow time to be more engaged with campus activities. **Root Cause:** More opportunities with flexible hours are needed to accommodate parent schedules. Additional information is needed to help parents understand the purpose of VIPS in HISD.

Priority Problems of Practice

Problem of Practice 1: Students reading below grade level.

Root Cause 1: The Covid 19 pandemic and the inconsistent participation in virtual instruction for some students has resulted in students not being able to read or comprehend text written at or below grade level.

Problem of Practice 1 Areas: Demographics

Problem of Practice 3: Students performing below grade level when required to master objectives for mathematics.

Root Cause 3: The Covid 19 pandemic and the inconsistent participation in virtual instruction for some students has resulted in students not being able to apply a variety of math skills to solve a variety of math appropriate for their grade level. This is evident in state assessment data for the campus.

Problem of Practice 3 Areas: Demographics

Problem of Practice 2: There continues to be a decline in school enrollment from 530 students to 445 over the last three years.

Root Cause 2: Families are starting to select area charter schools like KIPP, Harmony or International Charter. Montgomery will work to understand and seek to do a better job of addressing the needs of area families in the community to ensure they select Montgomery as a school of choice.

Problem of Practice 2 Areas: Demographics

Problem of Practice 4: Declining enrollment

Root Cause 4: Root Cause The Covid 19 pandemic has forced many families to relocate from the neighborhood. Many families have moved to other areas of the city due to employment opportunities and the overall need to thrive

Problem of Practice 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals


Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.







Goal 1: Goal 1 ELAR: The percentage of students in grades pre kindergarten through five reading at or above grade level targets will increase from 65% to 75% by the end of the 2022-2023 school year when assessed on the End of the Year Developmental Reading Assessment (DRA).

Measurable Objective 1: 100% of campus teachers will participate in professional development focused on Literacy by Three components that support the development of students reading at or above grade level targets.

Evaluation Data Sources: Developmental Reading Assessment and Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ongoing professional development for effective guided reading throughout the school year. Strategy's Expected Result/Impact: Developmental Reading Assessment EOY results will increase to reflect more students meeting the grade level target for guided reading. Staff Responsible for Monitoring: Campus Teachers and Campus Administrators Action Steps: Ongoing focused professional development for effective guided reading throughout the school year/ Professional Development Sessions will focus on the following areas: Campus DRA Data Review/DRA Assessed Areas/Assessing Individual Student DRA Data/Setting D Goals/Sheltered Instruction Implementation/Student Action Plans for DRA/RR Growth/ Digital resources will be used to support Guided Reading progress/Managing Guided Reading Assessment Data/Additional Intervention Groups Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Action plans will be developed for students not progressing toward established grade targets for guided reading. Strategy's Expected Result/Impact: Increased understanding of critical reading attributes which lead to successful reading engagement and and deeper understanding of text selections. The impact will be the ability of students to reach grade level targets for guided reading. Staff Responsible for Monitoring: Campus Teachers and Campus Administrators. Action Steps: Student guided reading levels will be monitored at regular intervals. Action plans will be developed, implemented and monitored for students not making progress. Running records will be done weekly on students reading below grade level targets. This data will be used to identify steps needed for success. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Regular monitoring of student guided reading level movement is critical for continuous growth in reading. Strategy's Expected Result/Impact: Students will have continuous growth in Guided Reading. This will assist students in meeting the goal of reading at or above grade level. Staff Responsible for Monitoring: Campus teacher and administrators. Action Steps: Student guided reading levels will be monitored at regular intervals throughout the year. Reading levels will be displayed for all students each month. Action plans will be developed for students not making progress. Weekly Running Records will be required for students reading below the grade level target. Guided Reading Progress Reports will be shared with all parents. This data will be used to identify next steps for student success. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

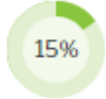
Goal 2: Goal 1 ELAR: The percentage of third grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 63% during the 2022-2023 school year.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Effective monitoring of student mastery of grade level objectives throughout the school year is critical for student success. Data meetings will be used to disaggregate individual and team data.

Evaluation Data Sources: Student assessment scores by objective will be monitored on all assessments of curriculum. Teachers will submit class data reports following all class assessments. Action plans will be required for students not demonstrating mastery.

Strategy 1 Details	Reviews			
<p>Strategy 1: Generated trends and patterns will be utilized to create and implement focused instructional plans for specific groups of students who were not able to demonstrate mastery on tested objectives. Mini assessments created by the teacher will be used to verify mastery of specific reading objectives/Open ended questions and specific writing prompts will be used to increase student understanding of leveled text utilized during class reading lessons.</p> <p>Strategy's Expected Result/Impact: More students will be able to demonstrate mastery of grade level objectives.</p> <p>Staff Responsible for Monitoring: Campus teachers and administrators</p> <p>Action Steps: Student assessment data will be verified in On Track. Data meetings will be used to disaggregate data by teacher, grade level, objective and assessment question. Action Plans will be developed for students demonstrating non=mastery. This process will assist the campus in identifying students needing additional intervention for success.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: An online testing protocol will be developed and implemented for all students in grades 3,4,and 5. Strategy's Expected Result/Impact: Increased student understanding of all the necessary components of online testing. Students will be taught the specifics of online testing throughout the school year. This will be critical for state testing. Staff Responsible for Monitoring: Campus Teachers and Administrators Action Steps: Identify the required steps for online testing. Develop specific steps for students to utilize. Identify specific materials and how they are to be used during the online testing process. Monitor the sequence of steps throughout the school year. Make changes as needed. Anticipate issues and work toward resolutions for effective online testing. Title I: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus data will be disaggregated using resources found on the HISD portal under Data Rich Year. Strategy's Expected Result/Impact: Teachers will be able to distinguish between students meeting and not meeting grade level standards through the school year. Staff Responsible for Monitoring: Campus Teacher and Administrators Action Steps: Data will be disaggregated in a timely manner following all assessments. Teachers will be required to discuss their assessment results with the administrative team. Trends, non-mastery, intervention next steps and needed actions will be used to create plans for success through reteaching and reassessment. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 52% during the 2022-2023 school year.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of campus math teachers will maintain class data binders to track mastery of math objectives for all students.

Evaluation Data Sources: On Track Assessment tool will be used to monitor campus math data for student success.

Strategy 1 Details	Reviews			
<p>Strategy 1: On Track will be used to monitor campus assessment math data. A variety of reports will be used to create assessment profiles for teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of grade level math objectives. More students meeting the standard for the categories of Meets and Masters.</p> <p>Staff Responsible for Monitoring: Campus Teachers and Administrators</p> <p>Action Steps: Assessment data will be closely monitored through On Track. Data will be reviewed by students, teacher, class and objective. Additional strategies will be shared by teachers with the highest passing percentages. Intervention and extension groups will be formed to identify and provide support to students in the range of moving from Meets to Masters level.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: 100% of campus math teachers will attend focused professional development provided y Rice University Math in Schools Program to support the implementation of effective math practices. Strategy's Expected Result/Impact: Increased mastery of grade level math objectives. Increase movement across the categories of Meets and Masters. Staff Responsible for Monitoring: Campus Teachers and Administrators Action Steps: The campus will share math data with Rice University prior to all campus coaching visits. A data review will be completed using Data Rich Year forms to determine possible causes, intervention and actions needed to impact student mastery of grade level objectives. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Student assessment data will be used to determine the appropriate student math intervention needed for success. Students will be divided into specific categories which support movement to Approaches, Meets and Masters categories. Strategy's Expected Result/Impact: Increased student mastery of grade level math objectives. Staff Responsible for Monitoring: Campus Teachers and Administrators Action Steps: Plan utilizing a variety of instructional supports for specific students, Extend student learning time and implement specific effective strategies. Small group intervention will be used to target specific skills and students. Grade level data will disaggregated frequently to determine next steps and additional supports. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					







Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: During the 2022-2023 school year 80% of 2nd grade students will demonstrate mastery on math district assessments at 75% or greater when assessments are given to grade level students.

Measurable Objective 1: On Track will be used to monitor campus assessment math data. A variety of reports will be used to create assessment profiles for teachers and students.

Evaluation Data Sources: Exit Tickets, Class assessment data, Check for Understanding/Curriculum assessments


Strategy 1 Details	Reviews			
Strategy 1: 100% of second grade teachers will maintain a data binder which represents class data across a variety of data platforms. Strategy's Expected Result/Impact: Increased mastery of grade level math objectives Staff Responsible for Monitoring: Campus Teachers and Administrators Action Steps: Assessment data will be disaggregated by teacher, student, objective and question to determine a data pattern and trend for the grade level. Information will be shared with Rice University on campus coaching days. Information regarding next steps will be developed using the protocols from Data Rich Year in HISD. Information gathered will be used create an intervention plan for student success. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: On Track will be used to monitor campus assessment math data. A variety of reports will be used to create intervention groups for students demonstrating non-mastery of tested objectives. Strategy's Expected Result/Impact: Increased mastery of previously taught math objectives. Staff Responsible for Monitoring: Campus Teachers and Administrators Action Steps: Grade level teachers will develop a reteaching, reassessment and intervention plan for students who did not demonstrate mastery. At Bats will be required to assist teachers in developing effective first instructional lesson plans for math. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: 100% of second grade teachers will attend 15 professional development sessions with Rice University Math in Schools for the 2022-2023 school year. Strategy's Expected Result/Impact: Increased mastery of second grade math curriculum by students. Staff Responsible for Monitoring: Campus Teachers and Administrators Action Steps: Second grade teachers will attend a variety of professional development and coaching sessions led by Rice University at the campus. Numerous coaching opportunities will be provided for second grade teachers. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of students that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase from 67% to 72% during the 2022-2023 school year.

Measurable Objective 1: Campus Data Teams will be effectively implemented for 100% of all grade levels. These teams will monitor and extend student mastery of grade level curriculum assessments. The data goal target of 75% will be established for all tested objectives. Action plans with specific strategies will be used to improve student mastery of grade level objectives.

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teams will set assessment goals based on assessment results to move student mastery forward for all students. Teachers with great gains will share effective strategies with the team to impact student results. In addition, input will be solicited from content experts who provide campus coaching to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of specific objectives./More students should demonstrate mastery of objectives.</p> <p>Staff Responsible for Monitoring: Teachers/ Administrative Team</p> <p>Action Steps: Grade level data will be sorted by teacher and objective. A grade level goal for student mastery will be established. Students needing to mastery specific objectives will be identified. Students will receive additional learning time and specific strategies to enable them to master specific identified objectives. An assessment will be given to determine the new level of student mastery.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Grade level teams will develop instructional calendars which will allow them to reteach objectives with low student mastery. The objectives being retaught will be re-evaluated to determine student mastery. Strategy's Expected Result/Impact: Increased student mastery of grade level objectives. Staff Responsible for Monitoring: Classroom Teachers / Administrative Team Action Steps: Grade level data will be sorted by teacher and objective. A grade level reteach calendar for student mastery will be established. Students needing to mastery specific objectives will be identified. Students will receive additional learning time and specific strategies to enable them to master specific identified objectives. An assessment will be given to determine the new level of student mastery. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: A data wall will be utilized to show students categories of Did Not Meet/Approaches/Meets/Masters. Students will identified from the wall to receive specific interventions for success and movement across categories. Strategy's Expected Result/Impact Staff Responsible for Monitoring Action Steps Strategy's Expected Result/Impact: Increased student mastery of grade level objectives./Movement across STAAR categories from Meets to Masters. Staff Responsible for Monitoring: Teachers/Administrative Team Action Steps: Assessment data will be reviewed for each individual student following campus assessments. This will allow the campus to utilize student data to determine specific interventions which are needed for student success. This will assist teachers in developing specific intervention plans for students to master specific content by objective. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.


Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase from 33% to 40% during the 2022-2023 school year.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Realistic guided reading targets will be established for Special Education students. Students reading below the realistic target will be targeted for additional intervention in guided reading which will assist them in making progress to move closer to being able to read at or above grade level.

Evaluation Data Sources: Increased movement on the guided reading continuum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Three times each week, Special Education students will utilize a variety of Fountas and Pinnell Comprehension stems to reflect understanding of guided reading text following class guided reading lessons from Scholastic Quick Reads.</p> <p>Strategy's Expected Result/Impact: Increased movement on the guided reading continuum.</p> <p>Staff Responsible for Monitoring: Special Ed Teachers Campus Administrative Team</p> <p>Action Steps: Students will be assessed and placed in guided reading level groups using Developmental Reading Assessment Data or Running Records. Students will receive guided reading lessons which are focused on a variety of reading objectives and student needs. Students will respond to a variety of reading comprehension questions from Fountas and Pinnell to increase understanding of appropriate high interest grade level text.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				



Strategy 2 Details		Reviews			
Strategy 2: Students reading below the realistic target will be targeted for additional intervention in guided reading which will assist them in making progress to move closer to being able to read at or above grade level. Strategy's Expected Result/Impact: Students will move along the Guided Reading continuum toward the goal of students being able to read at or above grade level. Staff Responsible for Monitoring: Campus Special Education Teachers and Administrators. Action Steps: Students will be assessed and placed in targeted guided reading level groups. Students will receive guided reading lessons which are focused on a variety of reading objectives and student needs. Students will respond to a variety of reading comprehension questions from Fountas and Pinnell to increase understanding of text Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Student Guided Reading Levels for Special Education will be monitored at regular intervals throughout the school year for growth. Additional intervention will be utilized to impact student success. Strategy's Expected Result/Impact: Increased reading levels for Special Education students. Staff Responsible for Monitoring: Campus Special Education Teachers and Administrators Action Steps: Establish specific guided reading targets for students, Monitor student progress at monthly intervals. Provide additional support and intervention to students not moving along the reading continuum. Plan focused class lessons aimed at improving student reading levels. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 2: The Guided Reading Levels of Special Education students in grades two through five will increase by four or more levels by the end of the 2022-2023 school year when assessed on the End of the Year Developmental Reading Assessment (DRA).

Measurable Objective 1: 100% of Special Education students will participate in three or more novel studies from the campus novels list.

Evaluation Data Sources: Increased understanding of reading text as measured on district and campus assessments of curriculum.

Strategy 1 Details	Reviews			
Strategy 1: The Special Ed Teacher will utilize grade level appropriate novels to teach a variety of reading objectives and promote student understanding of text. Strategy's Expected Result/Impact: Increased student understanding of vocabulary and written text. Staff Responsible for Monitoring: Special Ed Teachers and Administrators Action Steps: The teacher will select and implement a novel study based on campus guidelines and procedures. A variety of activities will be used to promote student understanding of text through teacher support. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The teacher will utilize a novel study to teach the objectives associated with understanding characters and the changes they undergo in the story. Strategy's Expected Result/Impact: Increased understanding of character feelings, traits and changes. Staff Responsible for Monitoring: Special Education Teachers and Administrators. Action Steps: Students will participate in a variety of genres aimed at supporting character attributes, changes and connections, Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The Note and Notice Strategy will used by students to notice a variety of story elements often presented in written text. Strategy's Expected Result/Impact: Increased student understanding of written text including traits and changes of characters. Staff Responsible for Monitoring: Campus Special Education Teachers and Administrators Action Steps: The students will be introduced to the Note and Notice elements, Bookmarks will be used to remind students of the elements. Opportunities will be provided for students to utilize a novel study to take note of the Note and Notice elements. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div>0%</div>			

0%

 No Progress

100%

 Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE



The attendance rate as reported in PEIMS will increase from 92.4% to 96% by the end of the 2022 -2023 school year.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Campus daily attendance will monitored 100% of the time during to ensure students are in school and ready to learn daily.

Evaluation Data Sources: Campus attendance reports from Power Schools.

Strategy 1 Details	Reviews			
Strategy 1: Home visits will be utilized to improve student attendance with three or more consecutive absences. Strategy's Expected Result/Impact: Improved student attendance. Increased learning opportunities for students. Staff Responsible for Monitoring: Campus Teachers, Wraparound Specialist and Administrators Action Steps: Campus daily attendance will be monitored 100% of the time each day. When students are absent calls will be made to parents. In addition, home visits will also be utilized when the parent cannot be reached. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student contracts with parents will be utilized 100% of the time when students miss 10 days or more of school during the 2022-2023 school year. Strategy's Expected Result/Impact: Improved student attendance rate. Increased learning opportunities for students. Staff Responsible for Monitoring: Wraparound Specialist/ Principal/Student Information Rep Action Steps: Campus attendance will be closely monitored. Students at 10 or more absences will trigger a required meeting with a parent. A meeting with the principal will be held to discuss why the student is not at school. An action plan known as a student attendance Contract will be created. Compulsory Attendance Law will be discussed. Consequences for students not attending school regularly will be discussed. Truancy will be filed if parents continues to violate the Attendance Contract. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Parent Notification regarding 5 days of missed school initiative. Strategy's Expected Result/Impact: Improved student attendance/Daily opportunities for students to learn grade level curriculum. Staff Responsible for Monitoring: Campus Teachers/Wraparound Specialist/Principal/Student Information Rep Action Steps: The SIR will generate a report to identify students with 5 absences. The Wraparound Specialist will make a home visit to determine if student needs assistance to attend school. Meeting will be held with parent. Compulsory Attendance Law will be discussed. Action plan will be created for student to ensure regular attendance at school. Student will be closely monitored daily through check in with Wraparound. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE





The number of students receiving out of school suspension as a disciplinary action will be reduced by 40%. The campus will move from 10 Out of School Suspensions to 6 or less during the 2022-2023 school year. Appropriate school behavior will be effectively managed through the school wide implementation CHAMPS.






Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of campus teachers will receive professional development which focuses on the implementation of schoolwide CHAMPS.

Evaluation Data Sources: Reduction in number of students being removed from grade level classrooms due to inappropriate behavior.

Strategy 1 Details	Reviews			
Strategy 1: Resource materials for CHAMPS will provided for all teachers to use to reference the implementation of CHAMPS. Class CHAMPS Posters will be issued to all teachers. Strategy's Expected Result/Impact: Support for teacher understanding of CHAMPS Staff Responsible for Monitoring: Administrative Team Action Steps: Implement CHAMPS school wide following campus training for all teachers. Reinforce expectations for CHAMPS throughout the year during PLCs. Distribute resources for CHAMPS to teachers. Look for evidence of CHAMPS during class observations. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reinforce positive student behavior through praise and special recognitions daily, especially during class transitions Strategy's Expected Result/Impact: Decreased student behavior disruptions/Improved campus climate. Staff Responsible for Monitoring: Campus Teachers/Administrators Action Steps: Display CHAMPS Posters throughout the building to remind students of campus expectations for hall transitions. Look for classes following CHAMPS as they transition through the building. Celebrate a CHAMPS Class of the Week. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Recognize a CHAMPS Class of the Month Strategy's Expected Result/Impact: Decreased student disruptions due to inappropriate behaviors outside the classroom./Increased responsibility for students to self correct and monitor their own behavior. Staff Responsible for Monitoring: Campus Teachers/Administrative Team Action Steps: Utilize a point system to reward classes that receive shout outs for following CHAMPS as they move throughout the building. The class will have weekly total of CHAMPS Shout Out Points. The class with the highest number of Shout Out Points will be come the CHAMPS Class of the Month. Special tokens will be given to students and the teacher. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

100% of campus students will participate in an annual Cyber Bullying update which focuses on digital safety when online.









Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The NetSmartz digital safety program will be presented to 100% of students attending Montgomery.

Evaluation Data Sources: Students will be able to identify elements of online safety and recognize ways to handle cyber bullying

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will teach digital safety using the NetSmartz Digital Safety Program. A combination of grade level appropriate videos and activities will be used to teach students how to be safer online and more aware of potential online risks.</p> <p>Strategy's Expected Result/Impact: Empowered students who are aware of online risks/Students will make better choices on and offline regarding digital safety.</p> <p>Staff Responsible for Monitoring: Classroom Teachers/Administrative Team</p> <p>Action Steps: Identify the NetSmartz Platform for Digital Safety. Work collaboratively with grade level team to determine the most appropriate videos for students.. Create a timeline to ensure videos are share in a timely manner.. Utilize videos to teach students about specific digital concepts. Review program safety tips.</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will discuss the elements of online safety and recognize why they can be used to handle cyber bullying. Strategy's Expected Result/Impact: Students will become aware of online risks/Students be able to make better choices. Staff Responsible for Monitoring: Classroom Teachers/Administrative Team Action Steps: Students will become aware of online safety through NetSmartz Videos and class activities. A digital safety certificate will be given to all students upon completion of the Digital safety course. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Required Safety Course for campus staff Strategy's Expected Result/Impact: Campus staff will be able to respond in a responsible way to campus emergency situations. Better responses from staff. Staff Responsible for Monitoring: Principal Action Steps: Discuss school safety. Direct staff to sign up for the required compliance course. Monitor completion of course. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL POPULATIONS: At Risk

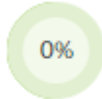

Students designated as At Risk will be monitored according the HISD criteria for At Risk students. Folders will be maintained so the campus stays in compliance with established guidelines for At Risk students.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of campus teachers serving ELL students will develop and implement a targeted plan to increase ratings in the category of Advanced Reading in grades 2 and 3 to 46%.

Evaluation Data Sources: TELPAS Teacher Action Plans/ Increased proficiency on assessments designed to support language acquisition.

Strategy 1 Details	Reviews			
Strategy 1: Practice Assessments for ELLs Strategy's Expected Result/Impact: Students will be familiar with TELPAS format that is used during testing/Test anxiety can be reduced when students know what to expect Staff Responsible for Monitoring: Campus Teachers/LPAC Administrator Action Steps: Review released TELPAS documents with students. Discuss what is needed to answer all questions. Practice using the microphone to record. Discuss the strategy of writing for the speaking portion.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Understanding the Cloze Test Format Strategy's Expected Result/Impact: Exposure to assessment items/ Expectations for working with specific question types is critical Staff Responsible for Monitoring: Campus Teachers/LPAC Administrator Action Steps: Utilize CLOZE format in class journal to extend student thinking about text/Exposure to a variety of test items helps eliminate anxiety./Discuss correct answers and why they are correct. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement activities to move students across the TELPAS Categories Strategy's Expected Result/Impact: Increased understanding of the TELPAS categories/Strengthen test taking skills Staff Responsible for Monitoring: Campus teachers/LPAC Administrator Action Steps: Review TELPAS Data with each student. Develop an action plan to move the student toward Advance/Advance High status. Implement specific activities during the ESL block. Monitor student progress for movement. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENTPARENT


The campus will Increase parental involvement by providing at least 6 parent training sessions during the 2022-2023 school year for campus parents to support student learning in the areas of reading, math, writing, technology and science.







Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Development specific learning sessions for parents that will offered at regular intervals to parents throughout the 2021-2022 school year that support student mastery of grade level objectives.

Evaluation Data Sources: Increased parent engagement attendance at campus learning sessions for parents./Better parent understanding of academic support needed by students.

Strategy 1 Details	Reviews			
Strategy 1: Invite 100% of campus parents to attend a literacy style activity to support guided reading level attainment and mastery of grade level High Frequency Words. Strategy's Expected Result/Impact: Increased understanding of grade level requirements/Less students performing below grade level Staff Responsible for Monitoring: Campus Teachers/Administrative Team Action Steps: Provide an overview of the guided reading program to parents. Utilize a variety of campus parent training sessions to share reading information with parents. Notify parents of guided reading levels throughout the year. Review the promotion standard of the required performance involving High Frequency Words. Follow up at regular intervals throughout the school year Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 100% Of campus teachers will schedule parent conferences to be held in the fall and spring of the 2022-2023 school year to review and discuss student progress, growth and assessment information. Strategy's Expected Result/Impact: Better informed parents regarding student academics./Increased parental support for campus students. Staff Responsible for Monitoring: Campus Teachers/Administrative Team Action Steps: Select Parent/Teacher Conference dates for the fall and spring conferences. Share critical BOY/MOY assessment information/ Identify strengths and weaknesses/Solicit parent support for improvement. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: A variety of learning opportunities for parents will be offered throughout the 2022-2023 school year that support student mastery of grade level objectives. Strategy's Expected Result/Impact: Increased parent engagement attendance at campus learning sessions for parents/Better understanding of academic program by parents. Staff Responsible for Monitoring: Campus Teachers/Administrative Team Action Steps: Review campus data to determine sessions that need to be offered. Prioritize by grade level. Invite parents to attend/ Offer incentives/Solicit feedback for improvement. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES




The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.


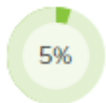




Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of required health screenings such as immunization monitoring, vision and hearing screening data entry and state reporting requirements will be completed by the certified school nurse on or before December 10, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Campus immunizations will be monitored at regular intervals prior to the due date of October 30, 2022, to ensure 100% completion or documentation.</p> <p>Strategy's Expected Result/Impact: 100% of campus data will be completed for student immunizations.</p> <p>Staff Responsible for Monitoring: School Nurse/Campus Principal</p> <p>Action Steps: Student immunizations will be reviewed by the nurse, A time line will be established and utilized by the nurse for parent notification. Students needing immunizations will be identified. Written letters will be sent to parents. The parents of students who continue to be deficient on their immunizations will be contacted by the principal and given a specific compliance date. The Wraparound Specialist will be involved to ensure 100% compliance.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details	Reviews			
Strategy 2: 100% of students eligible for a Vision Screening will receive the screening as it is to occur with specific grade levels according to HISD policy. Strategy's Expected Result/Impact: Identification of vision problems./Resolution of vision issues. Staff Responsible for Monitoring: School Nurse Action Steps: A time line will be established and utilized by the nurse vision screening. Information/outcomes will be shared with parents through written notification. Students needing additional follow up will be identified. Written letters will be sent to parents. The parents of students who need follow up visits will be notified . Parent follow up will be monitored. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: A hearing Screening will be administered to students in at grades PK, K, 1, 3, and 5 to detect possible hearing abnormalities. Strategy's Expected Result/Impact: Early identification of hearing disorders./Early treatment for students who are impacted. Staff Responsible for Monitoring: School Nurse Action Steps: Students in grades PK, K, 1, 3, and 5 will be screened for possible hearing disorders. A schedule will be created by the nurse. The goal is 100% completed screenings on or before December 10, 2022. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 5: N/A - Additional Campus Goals








Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: The School Nurse will offer a variety of tips to parents at regular intervals throughout the school which focus on student health issues.

Evaluation Data Sources: May 2023

Strategy 1 Details		Reviews			
Strategy 1: The school nurse will prepare a Nurse's Corner Newsletter that will be sent home in the Tuesday Folder at regular intervals throughout the school year. Strategy's Expected Result/Impact: Informed parents/Healthy students Staff Responsible for Monitoring: School Nurse Action Steps: Action Steps Identify specific topics to be shared/Develop a time line for implementation/Print information for Tuesday Folders at least 4 times per school year. Title I: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: The school nurse will develop a plan for daily medication distribution. Strategy's Expected Result/Impact: Organized distribution of medication/Eliminate missed medicine dosages for students. Staff Responsible for Monitoring: School Nurse Action Steps: Identify students needing medication. Create a plan with times for completion. Contact parents to share medical from needed information. Implement plan. Notify parents in writing regarding missed or low medication. Monitor refills needed carefully. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Campus monitoring of Automated External Defibrillator Strategy's Expected Result/Impact: AEDs will always be ready for emergency use/All emergency equipment will be maintained appropriately. Staff Responsible for Monitoring: School Nurse Action Steps: Create a map to show AED Locations on campus. Verify who is trained on AEDs. Test equipment at regular intervals throughout the school year. Verify the replacements when needed. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 207 Montgomery Elementary School

Total SCE Funds: \$137,476.86

Total FTEs Funded by SCE: 1.41

Brief Description of SCE Services and/or Programs

At the campus level, federal, state and local services and programs funded through SCE are coordinated to best address student achievement and needs. Funds from SCE are used for a variety of extended learning opportunities for students which include after school tutorials, Saturday camps and tutorials. In addition SCE funds are used to purchase supplemental materials for students that are performing below grade level.

Personnel for 207 Montgomery Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cora McCloud	Teacher	0.26
Rowena Morgan	Teacher	0.15
Twala Bennett	Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by reviewing a variety of assessment results which have been loaded into the A4E Portal and On Track. Data stored on these storage portals allowed us to analyze the needs, strengths and academic performance of students attending Montgomery Elementary. This assessment information was used to guide staff in the development of the School Improvement Plan.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, campus administrators, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Parents, staff and other members of the community were provided with the opportunity to review campus data which is an integral part of the plan.

Plan goals were developed with staff input and data evidence.

Professional development suggestions were solicited from campus staff.

A committee conversation was held regarding ways student learning can be campus accelerated to address learning loss.

The committee discussed ways the SIP could support the implementation of best practices for student success.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Elements of the School Improvement Plan that will be monitored monthly and quarterly to ensure plan implementation, needed changes and solutions to issues and concerns that arise with the plan.

Plan strategies will be closely monitored for their effectiveness and sustainability for student success.

Campus data which is generated due to specified action items will be closely monitored to ensure that student achievement is increasing.

SIP components which are not working will be revised to ensure their success with campus students and staff.

2.3: Available to parents and community in an understandable format and language

The SIP once approved will be available to parents in several campus locations.

The SIP will be made available to parents by:

Displaying a copy of the School Improvement Plan in the office area of the school.

In addition, the SIP will also be provided to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to master grade level the TEKS include these schoolwide reform strategies:

Additional small group learning time

Extended school day

Schoolwide student incentives and awards

Focused professional development for campus staff with Rice University and Scholastic Books.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Implementation of a schoolwide intervention block entitled, Fierce and Focused Learning which promotes daily intervention, small group objective based learning.

Saturday Learning Camps for students.

After school tutorials for students

Focused pull-out and push-in small group instruction.

Utilizing Campus based Intervention Teachers to provide increase learning opportunities for students.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The campus strategies below are based on evidence-based research to increase achievement for each student group on state tests and other assessments.

The campus is implementing the following to address the needs of all learners:

- Building teacher capacity in the content areas of mathematics and reading by partnering with Rice University Math in Schools Programs and Literacy Supports from Scholastic Books
- Utilizing Focused Initial Instruction for all students which reflects the principals of NCUST
- Weekly AT BATS for all grade levels to present and perfect upcoming class lessons before they are presented to students.
- Effective small group instruction based on student data needs.
- Recruiting 3 year olds for the campus Pre K 4 Program so students get an early start in learning

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus principal will utilize the Plan4 Learning Platform to update the school improvement plan each quarter. The formative reviews will occur in November, January, March and June. During the formative review, each strategy will be evaluated as No Progress, Accomplished, Continue.Modify or Discontinue. This information will allow the campus to develop additional steps if needed to accomplish the intended strategy.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy: Title I Parent Compact

- Parent - Jennifer Baldon
- Teachers-LaTrese Conway and Emma Lowe
- Title I Coordinator-Cheskisha Williams
- Principal-Dr. Faye McNeil

The PFE was distributed

- On the campus website
- Sent home with each student

The languages in which the PFE was distributed include

- English and Spanish

Four strategies to increase Parent and Family Engagement include:

- Parent Advisory Council Meetings/Parents and Pastries for Reading Success/Parent Instructional Training Sessions/Family Engagement Nights for Reading, Math, Science and Writing.

4.2: Offer flexible number of parent involvement meetings

- Meeting #1 - October 4, 2022/ October 6, 2022
- Meeting #1 October 11, 2022/October 13, 2022
- Meeting #2 - October 19, 2022
- Meeting #2 Alternate - October 26, 2022
- Meeting #3 - November 9, 2022
- Meeting #3 Alternate - November 16, 2022
- Meeting #4 - February 8, 2023
- Meeting #4 Alternate - February 15, 2023

5. Targeted Assistance Schools Only

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Faye McNeil	Principal
Non-classroom Professional	Cheskisha Williams	Teacher Specialist
Non-classroom Professional	Deanna Sockwell	Assistant Principal
Classroom Teacher	Byron Geter	Classroom Teacher
Classroom Teacher	Rowena Morgan	Classroom Teacher
Classroom Teacher	Twala Bennett	Classroom Teacher
Classroom Teacher	Latasha Curtis	Classroom Teacher
Classroom Teacher	Priscilla Wallace	Special Ed Teacher
Business Representative	Wes Forte	Business Member
Parent	Wonda Watson	Parent
Paraprofessional	Mirta Trevino	Paraprofessional
Community Representative	Joyce Thompson	Community Member
Community Representative	Jennifer Baldon	Community Member
Parent	Shirley Johnson	Parent

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.
- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .
1. _____
 2. _____
 3. _____
 4. _____
- A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.
- B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.
- C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
