

Ector County Independent School District

Austin Montessori Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

To cultivate independent, compassionate, and intellectually curious learners by providing an authentic Montessori education that empowers every child to reach their highest potential.

Vision

Austin Montessori Elementary will inspire students to become lifelong learners, critical thinkers, collaborative problem-solvers, and responsible global citizens who lead with integrity, curiosity, and respect.

Table of Contents

Board Goals 4

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 13

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 19

Board Goal 4: Classroom Excellence 27

Board Goal 5: Culture of Excellence 35

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of students in grades 3-5 scoring at the Meets level on the Reading STAAR Interim will increase from 41% to 48%, the percentage of students in grades 3-5 scoring at the Meets level on the Math STAAR Interim will increase from 32% to 40%, and the percentage of 5th grade students scoring at the Meets level on the Science STAAR Interim will increase from 25% to 35% by January 2027.

HB3 Board Goal

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Interim

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned Tier 1 reading instruction through intentional alignment of Montessori methodology, grade-level TEKS, district curriculum resources, and assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment between daily instruction and grade-level standards will result in improved student mastery of Reading TEKS and an increased percentage of students achieving Meets Grade Level or above on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Special Education Staff, Instructional Support Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLCs to internalize priority Reading TEKS, analyze assessment expectations, and collaboratively plan rigorous grade-level instruction.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement standards-aligned Tier 1 reading instruction that includes explicit instruction, rigorous questioning and tasks, student discourse, differentiated learning opportunities, and purposeful integration of Montessori practices and materials.</td><td>Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; daily</td><td></td></tr><tr><td>3</td><td>Conduct regular classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, instructional rigor, student engagement, differentiation, and implementation of the campus instructional model. Use walkthrough trends to identify campuswide professional learning and coaching needs.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLCs to internalize priority Reading TEKS, analyze assessment expectations, and collaboratively plan rigorous grade-level instruction.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; weekly		2	Implement standards-aligned Tier 1 reading instruction that includes explicit instruction, rigorous questioning and tasks, student discourse, differentiated learning opportunities, and purposeful integration of Montessori practices and materials.	Classroom Teachers, Special Education Teachers	August 2026-May 2027; daily		3	Conduct regular classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, instructional rigor, student engagement, differentiation, and implementation of the campus instructional model. Use walkthrough trends to identify campuswide professional learning and coaching needs.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
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Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent campuswide data-response cycle to identify reading skill gaps and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring based on individual student needs. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely and targeted instructional support, resulting in accelerated growth, reduced achievement gaps, and increased Reading STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze campus, district, interim, and progress-monitoring data during PLCs to identify students and standards requiring additional support.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing during PLC/data cycles</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group intervention and monitor student response to instruction.</td><td>Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Strengthen collaboration between general education and Special Education teachers to align grade-level instruction, accommodations, SDI, and progress monitoring.</td><td>Classroom Teachers, Special Education Teachers, Principal, Assistant Principal</td><td>August 2026-May 2027; weekly through collaborative planning/PLCs</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze campus, district, interim, and progress-monitoring data during PLCs to identify students and standards requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles		2	Provide targeted small-group intervention and monitor student response to instruction.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing		3	Strengthen collaboration between general education and Special Education teachers to align grade-level instruction, accommodations, SDI, and progress monitoring.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through collaborative planning/PLCs		Formative			Summative
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students in grades 3-5 achieving Meets Grade Level or above on the Math STAAR will increase from 40% to 45% by May 2027.

HB3 Board Goal

Indicators of Success:

Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, STAAR Interim Assessments, district checkpoints, campus assessments, student progress-monitoring data

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned Tier 1 mathematics instruction through intentional alignment of Montessori concrete-to-abstract practices, grade-level TEKS, district curriculum resources, and assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment among Montessori mathematics instruction, grade-level TEKS, district curriculum, and assessment expectations will strengthen the rigor and consistency of Tier 1 instruction, resulting in increased conceptual understanding, mathematical reasoning, and student mastery of grade-level standards. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize weekly PLCs and collaborative planning to internalize priority Mathematics TEKS, examine district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement standards-aligned Tier 1 mathematics instruction that intentionally connects Montessori concrete-to-abstract materials and learning experiences to grade-level TEKS, mathematical reasoning, problem solving, and application.</td><td>Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; daily</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, mathematical rigor, student discourse, problem solving, differentiation, and purposeful use of Montessori materials. Use walkthrough trends to identify professional learning and coaching needs.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize weekly PLCs and collaborative planning to internalize priority Mathematics TEKS, examine district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; weekly		2	Implement standards-aligned Tier 1 mathematics instruction that intentionally connects Montessori concrete-to-abstract materials and learning experiences to grade-level TEKS, mathematical reasoning, problem solving, and application.	Classroom Teachers, Special Education Teachers	August 2026-May 2027; daily		3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, mathematical rigor, student discourse, problem solving, differentiation, and purposeful use of Montessori materials. Use walkthrough trends to identify professional learning and coaching needs.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
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Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent campuswide mathematics data-response cycle to identify student misconceptions and skill gaps and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring based on individual student needs. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely, targeted mathematics instruction based on identified needs, resulting in accelerated growth, reduced achievement gaps, increased mastery of grade-level TEKS, and improved STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze formative, district checkpoint, STAAR Interim, and progress-monitoring data during PLCs to identify students, student groups, misconceptions, and Mathematics TEKS requiring additional support.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing during PLC/data cycles</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group instruction, reteaching, intervention, or enrichment based on identified student needs and routinely monitor student response to instruction to determine necessary instructional adjustments.</td><td>Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Strengthen collaboration between general education and Special Education staff to align grade-level mathematics instruction, accommodations, SDI, intervention, and progress monitoring with student needs and IEP goals.</td><td>Classroom Teachers, Special Education Teachers, Principal, Assistant Principal</td><td>August 2026-May 2027; weekly through PLCs/ collaborative planning</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze formative, district checkpoint, STAAR Interim, and progress-monitoring data during PLCs to identify students, student groups, misconceptions, and Mathematics TEKS requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles		2	Provide targeted small-group instruction, reteaching, intervention, or enrichment based on identified student needs and routinely monitor student response to instruction to determine necessary instructional adjustments.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing		3	Strengthen collaboration between general education and Special Education staff to align grade-level mathematics instruction, accommodations, SDI, intervention, and progress monitoring with student needs and IEP goals.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through PLCs/ collaborative planning		Formative			Summative
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					1	Analyze formative, district checkpoint, STAAR Interim, and progress-monitoring data during PLCs to identify students, student groups, misconceptions, and Mathematics TEKS requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles																				
2	Provide targeted small-group instruction, reteaching, intervention, or enrichment based on identified student needs and routinely monitor student response to instruction to determine necessary instructional adjustments.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing																									
3	Strengthen collaboration between general education and Special Education staff to align grade-level mathematics instruction, accommodations, SDI, intervention, and progress monitoring with student needs and IEP goals.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through PLCs/ collaborative planning																									
Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of Grade 5 students achieving Meets Grade Level or above on the Science STAAR will increase from 25% to 28% by May 2027.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR, STAAR Interim Assessments, district checkpoints, campus assessments, student progress-monitoring data

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned Grade 5 science instruction through intentional alignment of Montessori hands-on learning experiences, grade-level TEKS, district curriculum resources, academic vocabulary, and assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment among Montessori science experiences, grade-level TEKS, district curriculum, and assessment expectations will strengthen Tier 1 instruction and increase students' conceptual understanding, scientific reasoning, academic vocabulary, and mastery of Grade 5 Science standards. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLCs and collaborative planning to internalize Grade 5 Science TEKS, examine district curriculum and assessment expectations, and identify standards requiring intentional spiraling and reinforcement.</td><td>Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement rigorous standards-aligned science instruction incorporating purposeful Montessori materials, hands-on investigations, scientific reasoning, academic vocabulary, and opportunities for students to apply learning in multiple contexts.</td><td>Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, scientific reasoning, academic vocabulary, and alignment between hands-on learning and assessed standards.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLCs and collaborative planning to internalize Grade 5 Science TEKS, examine district curriculum and assessment expectations, and identify standards requiring intentional spiraling and reinforcement.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly		2	Implement rigorous standards-aligned science instruction incorporating purposeful Montessori materials, hands-on investigations, scientific reasoning, academic vocabulary, and opportunities for students to apply learning in multiple contexts.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing		3	Conduct classroom walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, scientific reasoning, academic vocabulary, and alignment between hands-on learning and assessed standards.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Utilize PLCs and collaborative planning to internalize Grade 5 Science TEKS, examine district curriculum and assessment expectations, and identify standards requiring intentional spiraling and reinforcement.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly																				
2	Implement rigorous standards-aligned science instruction incorporating purposeful Montessori materials, hands-on investigations, scientific reasoning, academic vocabulary, and opportunities for students to apply learning in multiple contexts.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing																									
3	Conduct classroom walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, scientific reasoning, academic vocabulary, and alignment between hands-on learning and assessed standards.	Principal, Assistant Principal	August 2026-May 2027; ongoing																									
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Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent science data-response cycle to identify standards, concepts, and student misconceptions requiring additional support and provide targeted small-group instruction, intervention, accommodations, specially designed instruction, and progress monitoring. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive targeted instructional support based on identified standards and misconceptions, resulting in increased mastery of Grade 5 Science TEKS, reduced achievement gaps, and improved Science STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze district checkpoint, STAAR Interim, classroom assessment, and progress-monitoring data by TEKS to identify student misconceptions and standards requiring reteaching or additional support.</td><td>Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; following each assessment/ data cycle</td><td></td></tr><tr><td>2</td><td>Provide targeted reteaching and small-group instruction using hands-on learning experiences, academic vocabulary development, and differentiated supports based on identified student needs.</td><td>Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Collaboratively plan and implement accommodations, SDI, vocabulary supports, scaffolded grade-level tasks, and progress monitoring for students receiving Special Education services while maintaining access to rigorous Grade 5 Science content.</td><td>Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly/ ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze district checkpoint, STAAR Interim, classroom assessment, and progress-monitoring data by TEKS to identify student misconceptions and standards requiring reteaching or additional support.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; following each assessment/ data cycle		2	Provide targeted reteaching and small-group instruction using hands-on learning experiences, academic vocabulary development, and differentiated supports based on identified student needs.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing		3	Collaboratively plan and implement accommodations, SDI, vocabulary supports, scaffolded grade-level tasks, and progress monitoring for students receiving Special Education services while maintaining access to rigorous Grade 5 Science content.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing		Formative			Summative
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					1	Analyze district checkpoint, STAAR Interim, classroom assessment, and progress-monitoring data by TEKS to identify student misconceptions and standards requiring reteaching or additional support.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; following each assessment/ data cycle																				
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Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of 3rd-grade students reading on or above grade level will increase from 43% to 47% by May 2027

HB3 Board Goal

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, STAAR Interim, and STAAR Performance

Strategy 1 Details					Reviews			
Strategy 1: Strengthen standards-aligned Grade 3 Tier 1 reading instruction through intentional alignment of Montessori methodology, grade-level TEKS, district curriculum resources, and STAAR assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment among daily reading instruction, Montessori practices, grade-level TEKS, district curriculum, and assessment expectations will increase student mastery of Grade 3 Reading standards and performance at Meets Grade Level or above on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize PLCs to internalize Grade 3 Reading TEKS, analyze district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction and tasks.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly	
2	Implement rigorous Tier 1 reading instruction incorporating comprehension, vocabulary, written response, student discourse, higher-level questioning, and purposeful integration of Montessori practices and materials.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; daily	
3	Conduct walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, differentiation, and alignment between daily tasks and STAAR expectations.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent Grade 3 reading data-response cycle to identify standards and student skill gaps requiring additional support and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely and targeted reading support based on identified needs, resulting in increased grade-level mastery, reduced achievement gaps, and improved Grade 3 Reading STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.</td><td>Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.</td><td>Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.</td><td>Grade 3 Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly/ ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; ongoing		2	Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.	Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing		3	Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; ongoing																				
2	Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.	Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing																									
3	Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing																									
Oct	Jan	Mar	May																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students in grades K-3 meeting or exceeding their annual typical growth target in i-Ready Reading will increase from 32% to 40% by May 2027.

HB3 Board Goal

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: i-Ready Reading Diagnostic, i-Ready Growth Reports, progress-monitoring data

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned K-3 Tier 1 literacy instruction through intentional alignment of Montessori methodology, foundational literacy skills, grade-level TEKS, district curriculum resources, and student learning needs through collaborative planning and PLCs. Strategy's Expected Result/Impact: Consistent implementation of high-quality, standards-aligned literacy instruction will strengthen foundational reading skills and increase the percentage of K-3 students demonstrating expected reading growth and grade-level proficiency. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.</td><td>Principal, Assistant Principal, K-3 Teachers, Special Education Staff</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.</td><td>K-3 Teachers, Special Education Teachers</td><td>August 2026-May 2027; daily</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.	Principal, Assistant Principal, K-3 Teachers, Special Education Staff	August 2026-May 2027; weekly		2	Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.	K-3 Teachers, Special Education Teachers	August 2026-May 2027; daily		3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.	Principal, Assistant Principal, K-3 Teachers, Special Education Staff	August 2026-May 2027; weekly																				
2	Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.	K-3 Teachers, Special Education Teachers	August 2026-May 2027; daily																									
3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.	Principal, Assistant Principal	August 2026-May 2027; ongoing																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews																							
Strategy 2: mplement a consistent K-3 literacy data-response cycle using i-Ready and additional formative data to identify foundational reading skill gaps, provide targeted small-group instruction and intervention, and monitor student progress toward individual growth and grade-level proficiency. Strategy's Expected Result/Impact: Students will receive timely and differentiated literacy support based on diagnostic and progress-monitoring data, resulting in accelerated reading growth, reduced skill gaps, and an increased percentage of K-3 students meeting or exceeding annual typical growth. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.</td><td>Principal, Assistant Principal, K-3 Teachers, Special Education Teachers</td><td>BOY, MOY, EOY and ongoing data cycles</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.</td><td>K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Monitor student growth toward individual i-Ready goals and grade-level expectations during PLC/data cycles and provide additional intervention or enrichment when students are not demonstrating expected progress.</td><td>Principal, Assistant Principal, K-3 Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.	Principal, Assistant Principal, K-3 Teachers, Special Education Teachers	BOY, MOY, EOY and ongoing data cycles		2	Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.	K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing		3	Monitor student growth toward individual i-Ready goals and grade-level expectations during PLC/data cycles and provide additional intervention or enrichment when students are not demonstrating expected progress.	Principal, Assistant Principal, K-3 Teachers	August 2026-May 2027; ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.	Principal, Assistant Principal, K-3 Teachers, Special Education Teachers	BOY, MOY, EOY and ongoing data cycles																				
2	Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.	K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing																									
3	Monitor student growth toward individual i-Ready goals and grade-level expectations during PLC/data cycles and provide additional intervention or enrichment when students are not demonstrating expected progress.	Principal, Assistant Principal, K-3 Teachers	August 2026-May 2027; ongoing																									
Oct	Jan	Mar	May																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: The percentage of students reporting a favorable Sense of Belonging on the Panorama Student Survey will increase from 63% to 68% by May 2027.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Student Survey, student perception data, student participation/engagement data

Strategy 1 Details					Reviews			
Strategy 1: Implement intentional campuswide practices that strengthen student belonging, positive relationships, grace and courtesy, and connections with trusted adults and peers. Strategy's Expected Result/Impact: Students will experience stronger relationships with adults and peers and an increased sense of connection to the school community, resulting in improved Panorama Sense of Belonging results. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement consistent classroom and campus practices that promote relationship-building, grace and courtesy, community, and respectful interactions.	Teachers, Counselor, Principal, Assistant Principal	August 2026-May 2027; ongoing					
2	Establish intentional opportunities for students to connect with trusted adults and peers through classroom communities, mentoring, student leadership, and campus activities.	Teachers, Counselor, Campus Staff	August 2026-May 2027; ongoing					
3	Review student perception and Panorama data to identify grade levels or student groups requiring additional belonging and relationship supports.	Principal, Assistant Principal, Counselor	BOY/MOY/EOY and following survey cycles					
Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1								

Strategy 2 Details					Reviews																							
Strategy 2: Increase meaningful opportunities for student voice, leadership, choice, and participation in decisions and activities that strengthen ownership of the Austin Montessori school community. Strategy's Expected Result/Impact: Increased student voice and leadership opportunities will strengthen students' sense of identity, ownership, connection, and belonging within the campus community. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.</td><td>Counselor, Teachers, Administration</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Expand opportunities for students to participate in leadership, service, celebrations, and school community activities.</td><td>Counselor, Teachers, Campus Staff</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Review student feedback and implement responsive campus or classroom actions based on identified student needs.</td><td>Principal, Assistant Principal, Counselor</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.	Counselor, Teachers, Administration	August 2026-May 2027		2	Expand opportunities for students to participate in leadership, service, celebrations, and school community activities.	Counselor, Teachers, Campus Staff	August 2026-May 2027		3	Review student feedback and implement responsive campus or classroom actions based on identified student needs.	Principal, Assistant Principal, Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.	Counselor, Teachers, Administration	August 2026-May 2027																				
2	Expand opportunities for students to participate in leadership, service, celebrations, and school community activities.	Counselor, Teachers, Campus Staff	August 2026-May 2027																									
3	Review student feedback and implement responsive campus or classroom actions based on identified student needs.	Principal, Assistant Principal, Counselor	Quarterly																									
Oct	Jan	Mar	May																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: The percentage of students reporting favorable perceptions of students following school rules will increase from the current grade-band range of 39-47% to at least 50% by May 2027.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Student Survey, campus discipline data, behavior referrals, classroom/common-area observation data

Strategy 1 Details					Reviews			
Strategy 1: Implement and reinforce consistent campuswide behavioral expectations grounded in Respect for Self, Respect for Others, Respect for the Environment, and Montessori grace and courtesy practices. Strategy's Expected Result/Impact: Students will demonstrate increased understanding, ownership, and consistent application of campus expectations across classrooms and common areas, contributing to improved school climate and reduced behavior concerns. Staff Responsible for Monitoring: Principal, Assistant Principal					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach, model, practice, and revisit campus behavioral expectations and Montessori grace and courtesy practices.	Teachers, Administration	August 2026-May 2027	
2	Establish consistent expectations and reinforcement procedures across classrooms, cafeteria, recess, hallways, arrival, and dismissal.	All Campus Staff	August 2026-May 2027	
3	Review student behavior and Panorama data to identify trends and adjust campus supports.	Principal, Assistant Principal, Counselor	Monthly/Quarterly	

ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen positive behavior reinforcement and responsive behavior practices that promote student reflection, accountability, restoration of relationships, and re-entry into the learning environment. Strategy's Expected Result/Impact: Consistent reinforcement and responsive practices will increase student ownership of behavior, strengthen relationships, reduce repeated behavior concerns, and improve student perceptions of school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize consistent positive recognition systems to reinforce students demonstrating campus expectations and Montessori values.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.</td><td>Teachers, Counselor, Administration</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.</td><td>Assistant Principal, Counselor, Teachers</td><td>Monthly/Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize consistent positive recognition systems to reinforce students demonstrating campus expectations and Montessori values.	Teachers, Administration	Ongoing		2	Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.	Teachers, Counselor, Administration	Ongoing		3	Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.	Assistant Principal, Counselor, Teachers	Monthly/Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Utilize consistent positive recognition systems to reinforce students demonstrating campus expectations and Montessori values.	Teachers, Administration	Ongoing																				
2	Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.	Teachers, Counselor, Administration	Ongoing																									
3	Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.	Assistant Principal, Counselor, Teachers	Monthly/Ongoing																									
Oct	Jan	Mar	May																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Austin Montessori students' daily attendance will be maintained at 94%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: FOCUS attendance reports, PEIMS attendance data, chronic absenteeism reports

Strategy 1 Details					Reviews																							
Strategy 1: Implement a consistent campuswide attendance monitoring and early-intervention system to identify attendance concerns and provide timely support before patterns become chronic. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism and increase student access to daily instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.</td><td>Attendance Clerk, Administration</td><td>Weekly</td><td></td></tr><tr><td>2</td><td>Initiate timely parent communication and document interventions for students demonstrating attendance concerns.</td><td>Attendance Clerk, Administration</td><td>Weekly/ Ongoing</td><td></td></tr><tr><td>3</td><td>Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.</td><td>Attendance Clerk, Administration</td><td>Monthly/ Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.	Attendance Clerk, Administration	Weekly		2	Initiate timely parent communication and document interventions for students demonstrating attendance concerns.	Attendance Clerk, Administration	Weekly/ Ongoing		3	Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.	Attendance Clerk, Administration	Monthly/ Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.	Attendance Clerk, Administration	Weekly																				
2	Initiate timely parent communication and document interventions for students demonstrating attendance concerns.	Attendance Clerk, Administration	Weekly/ Ongoing																									
3	Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.	Attendance Clerk, Administration	Monthly/ Ongoing																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen family communication, education, and positive recognition related to the importance of daily attendance, punctuality, and uninterrupted instructional time. Strategy's Expected Result/Impact: Increased family awareness and proactive communication will improve student attendance, reduce avoidable tardies and early checkouts, and increase instructional time. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Communicate attendance expectations and the instructional impact of absences, tardies, and early checkouts through multiple family communication platforms.</td><td>Principal, Assistant Principal, Attendance Clerk, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Recognize positive and improved student attendance in developmentally appropriate ways.</td><td>Principal, Assistant Principal, Attendance Clerk, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Partner with families experiencing attendance barriers to identify resources and individualized supports.</td><td>Principal, Assistant Principal, Attendance Clerk, Counselor</td><td>Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Communicate attendance expectations and the instructional impact of absences, tardies, and early checkouts through multiple family communication platforms.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing		2	Recognize positive and improved student attendance in developmentally appropriate ways.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing		3	Partner with families experiencing attendance barriers to identify resources and individualized supports.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Communicate attendance expectations and the instructional impact of absences, tardies, and early checkouts through multiple family communication platforms.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing																				
2	Recognize positive and improved student attendance in developmentally appropriate ways.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing																									
3	Partner with families experiencing attendance barriers to identify resources and individualized supports.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing																									
Oct	Jan	Mar	May																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will be maintained.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: FOCUS discipline data, office discipline referrals, campus behavior documentation

Strategy 1 Details					Reviews																							
Strategy 1: Implement consistent proactive classroom and campuswide behavior systems that explicitly teach expectations, strengthen relationships, and address student needs before behaviors escalate to office-managed discipline. Strategy's Expected Result/Impact: Consistent proactive behavior supports will increase student self-regulation and adherence to expectations while reducing classroom disruptions and office discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Explicitly teach and reinforce campus behavior expectations and Montessori grace and courtesy.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Implement consistent classroom-based interventions and document student response prior to office referral when appropriate.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Use behavior data to identify patterns by student, grade level, location, behavior type, and time of day.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Explicitly teach and reinforce campus behavior expectations and Montessori grace and courtesy.	Teachers, Administration	Ongoing		2	Implement consistent classroom-based interventions and document student response prior to office referral when appropriate.	Teachers, Administration	Ongoing		3	Use behavior data to identify patterns by student, grade level, location, behavior type, and time of day.	Teachers, Administration	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Explicitly teach and reinforce campus behavior expectations and Montessori grace and courtesy.	Teachers, Administration	Ongoing																				
2	Implement consistent classroom-based interventions and document student response prior to office referral when appropriate.	Teachers, Administration	Ongoing																									
3	Use behavior data to identify patterns by student, grade level, location, behavior type, and time of day.	Teachers, Administration	Ongoing																									
Oct	Jan	Mar	May																									

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details					Reviews																							
Strategy 2: Implement a tiered response system for students demonstrating repeated behavioral concerns through data review, individualized interventions, family collaboration, and progress monitoring. Strategy's Expected Result/Impact: Students demonstrating repeated behavioral concerns will receive earlier and more individualized support, resulting in fewer repeated referrals, improved self-regulation, and increased instructional time. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify students demonstrating repeated behavior concerns through regular review of discipline and classroom data.</td><td>Principal, Assistant Principal, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Develop targeted interventions and supports in collaboration with teachers, families, counselor, administration, and other support staff as appropriate.</td><td>Principal, Assistant Principal, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Monitor student response to behavioral interventions and adjust supports based on progress data.</td><td>Principal, Assistant Principal, Counselor</td><td>Ongoing</td><td></td></tr></table> Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify students demonstrating repeated behavior concerns through regular review of discipline and classroom data.	Principal, Assistant Principal, Counselor	Ongoing		2	Develop targeted interventions and supports in collaboration with teachers, families, counselor, administration, and other support staff as appropriate.	Principal, Assistant Principal, Counselor	Ongoing		3	Monitor student response to behavioral interventions and adjust supports based on progress data.	Principal, Assistant Principal, Counselor	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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2	Develop targeted interventions and supports in collaboration with teachers, families, counselor, administration, and other support staff as appropriate.	Principal, Assistant Principal, Counselor	Ongoing																									
3	Monitor student response to behavioral interventions and adjust supports based on progress data.	Principal, Assistant Principal, Counselor	Ongoing																									
Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of instructional staff will participate in ongoing, differentiated, in-house Montessori professional learning designed to strengthen knowledge and implementation of Montessori philosophy, materials, lessons, classroom practices, and instructional methodology.

Evaluation Data Sources: Professional learning agendas and attendance, Montessori training documentation, teacher feedback, walkthrough data, coaching documentation

Strategy 1 Details					Reviews																							
Strategy 1: Implement an ongoing, differentiated in-house Montessori professional learning system that utilizes campus expertise to strengthen teacher knowledge of Montessori philosophy, materials, lesson delivery, classroom environment, and instructional practices. Strategy's Expected Result/Impact: Teachers will increase their knowledge, confidence, and implementation of Montessori methodology, resulting in greater consistency and fidelity of Montessori practices across classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Support <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify teacher Montessori training, experience, and areas of need to establish differentiated professional learning priorities for novice, developing, and experienced Montessori educators.</td><td>Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Provide regular in-house Montessori professional learning led by trained campus staff and other identified Montessori instructional leaders, focusing on materials, lessons, classroom practices, philosophy, and identified teacher needs.</td><td>Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support</td><td>September 2026-May 2027; monthly/ongoing</td><td></td></tr><tr><td>3</td><td>Monitor implementation through walkthroughs, teacher feedback, coaching, and follow-up professional learning based on identified campus and individual needs.</td><td>Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support</td><td>September 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify teacher Montessori training, experience, and areas of need to establish differentiated professional learning priorities for novice, developing, and experienced Montessori educators.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	August-September 2026		2	Provide regular in-house Montessori professional learning led by trained campus staff and other identified Montessori instructional leaders, focusing on materials, lessons, classroom practices, philosophy, and identified teacher needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; monthly/ongoing		3	Monitor implementation through walkthroughs, teacher feedback, coaching, and follow-up professional learning based on identified campus and individual needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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2	Provide regular in-house Montessori professional learning led by trained campus staff and other identified Montessori instructional leaders, focusing on materials, lessons, classroom practices, philosophy, and identified teacher needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; monthly/ongoing																									
3	Monitor implementation through walkthroughs, teacher feedback, coaching, and follow-up professional learning based on identified campus and individual needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; ongoing																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews			
Strategy 2: Develop campus-based Montessori teacher leadership and peer-learning structures that provide modeling, mentoring, observation, collaboration, and coaching to strengthen Montessori instructional practice across classrooms. Strategy's Expected Result/Impact: Teachers will have increased access to job-embedded Montessori expertise and support, resulting in stronger instructional practice, increased collaboration, and greater consistency of Montessori implementation across the campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Support					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Identify Montessori-trained and experienced teachers who can serve as campus resources, mentors, models, and professional learning facilitators.	Montessori Instructional Support, Administration	August-September 2026					
2	Provide opportunities for teachers to observe Montessori lessons, collaborate with experienced colleagues, examine materials, practice lesson delivery, and receive feedback.	Montessori Teacher Leaders, Montessori Instructional Support, Classroom Teachers, Administration	September 2026-May 2027					
3	Use walkthrough trends and teacher feedback to identify areas requiring additional modeling, coaching, or professional learning.	Principal, Assistant Principal, Montessori Instructional Support	Quarterly/Ongoing					
Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of instructional teams will participate in consistent, collaborative PLC cycles focused on Montessori-TEKS alignment, instructional planning, student work, assessment data, intervention, and continuous improvement of instructional practice.

Evaluation Data Sources: PLC agendas and minutes, collaborative planning documents, TEKS alignment documents, student work, assessment data, walkthrough data

Strategy 1 Details					Reviews			
Strategy 1: Implement a consistent campuswide PLC process that provides protected collaborative planning time for teachers to align Montessori instruction with grade-level TEKS, district curriculum expectations, assessment rigor, and identified student learning needs. Strategy's Expected Result/Impact: Consistent PLC structures will strengthen teacher collaboration, instructional planning, and collective responsibility for student achievement, resulting in greater consistency of rigorous Montessori-TEKS aligned instruction across classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Conduct weekly PLCs using a consistent process for TEKS internalization, Montessori lesson/material alignment, collaborative planning, assessment analysis, and identification of instructional next steps.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Specialist	August 2026-May 2027; weekly					
2	Utilize PLC time to examine student work and assessment evidence to determine whether planned Montessori learning experiences are producing mastery of grade-level standards.	Teachers, Special Education Teachers, Administration, Montessori Instructional Specialist	August 2026-May 2027; ongoing					
3	Document PLC decisions, instructional adjustments, intervention needs, and follow-up actions to support accountability and continuous improvement.	Teachers, PLC Leads, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly					
Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing								

Strategy 2 Details					Reviews			
Strategy 2: Strengthen PLC effectiveness through systematic analysis of student work, formative assessments, district assessments, and progress-monitoring data to identify instructional strengths, misconceptions, intervention needs, and necessary adjustments to Montessori-TEKS aligned instruction. Strategy's Expected Result/Impact: Teachers will use evidence of student learning to make timely instructional decisions, resulting in more responsive Tier 1 instruction, targeted intervention, improved student mastery, and reduced achievement gaps. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze student work, formative assessments, district checkpoints, interim assessments, and progress-monitoring data during PLCs to identify trends and standards requiring instructional response.	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		
2	Develop instructional responses during PLCs, including reteaching, differentiation, small-group instruction, intervention, enrichment, and accommodations	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		
3	Review subsequent student evidence to determine the effectiveness of instructional responses and identify additional adjustments or supports.	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of instructional classrooms will demonstrate evidence of intentional alignment between Montessori methodology, grade-level TEKS, district curriculum expectations, and standards-based instructional rigor through collaborative planning, classroom implementation, and administrative walkthroughs.

Evaluation Data Sources: Classroom walkthrough data, lesson/work plans, PLC documentation, Montessori-TEKS alignment documents, student work, campus and district assessment data

Strategy 1 Details					Reviews																							
Strategy 1: Develop and implement a consistent process for intentionally aligning Montessori lessons, materials, and learning progressions with grade-level TEKS, district curriculum resources, and assessment expectations. Strategy's Expected Result/Impact: Teachers will have increased clarity regarding how Montessori lessons and materials address grade-level standards, resulting in stronger alignment between Montessori methodology, required curriculum, instructional rigor, and assessed student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Collaboratively identify and document connections among Montessori lessons/materials, grade-level TEKS, district curriculum resources, and assessment expectations during PLCs.</td><td>Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Utilize Montessori-TEKS alignment documents during collaborative planning to identify appropriate Montessori lessons, materials, extensions, and supplemental instruction necessary to address the full rigor of grade-level standards.</td><td>Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>3</td><td>Review and refine alignment documents based on classroom implementation, student work, assessment evidence, and identified curriculum gaps.</td><td>Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027; weekly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Collaboratively identify and document connections among Montessori lessons/materials, grade-level TEKS, district curriculum resources, and assessment expectations during PLCs.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027		2	Utilize Montessori-TEKS alignment documents during collaborative planning to identify appropriate Montessori lessons, materials, extensions, and supplemental instruction necessary to address the full rigor of grade-level standards.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly		3	Review and refine alignment documents based on classroom implementation, student work, assessment evidence, and identified curriculum gaps.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly		Formative			Summative
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2	Utilize Montessori-TEKS alignment documents during collaborative planning to identify appropriate Montessori lessons, materials, extensions, and supplemental instruction necessary to address the full rigor of grade-level standards.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly																									
3	Review and refine alignment documents based on classroom implementation, student work, assessment evidence, and identified curriculum gaps.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews																							
Strategy 2: Monitor and strengthen implementation of the Austin Montessori instructional model through classroom walkthroughs, collaborative feedback, coaching, student work analysis, and targeted professional learning focused on Montessori-TEKS alignment and grade-level rigor. Strategy's Expected Result/Impact: Consistent monitoring and feedback will increase implementation fidelity and instructional consistency, resulting in stronger alignment among planned curriculum, Montessori methodology, classroom instruction, student tasks, and grade-level expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct regular walkthroughs focused on evidence of Montessori methodology, TEKS alignment, grade-level rigor, differentiation, student engagement, and purposeful use of Montessori materials.</td><td>Principal, Assistant Principal, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>2</td><td>Provide teachers with timely, actionable feedback and coaching based on walkthrough evidence and identified instructional needs.</td><td>Principal, Assistant Principal, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Analyze campuswide walkthrough trends during leadership and PLC planning to identify professional learning, coaching, curriculum alignment, or resource needs.</td><td>Principal, Assistant Principal, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct regular walkthroughs focused on evidence of Montessori methodology, TEKS alignment, grade-level rigor, differentiation, student engagement, and purposeful use of Montessori materials.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing		2	Provide teachers with timely, actionable feedback and coaching based on walkthrough evidence and identified instructional needs.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing		3	Analyze campuswide walkthrough trends during leadership and PLC planning to identify professional learning, coaching, curriculum alignment, or resource needs.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing		Formative			Summative
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Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, favorable staff perceptions of campus communication, leadership support, and opportunities for staff voice will increase as measured by Panorama staff survey results and campus feedback measures.

Evaluation Data Sources: Panorama Staff Survey, campus staff surveys, staff feedback data, committee/leadership participation records

Strategy 1 Details					Reviews																							
Strategy 1: Establish consistent, transparent, and predictable campus communication systems that provide staff with timely information, clear expectations, opportunities for clarification, and access to resources necessary to successfully fulfill their responsibilities. Strategy's Expected Result/Impact: Improved communication structures will increase staff clarity, trust, and understanding of campus expectations while reducing confusion and strengthening staff perceptions of campus leadership and organizational effectiveness. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide consistent weekly communication regarding campus priorities, upcoming events, expectations, deadlines, celebrations, and resources through established campus communication systems.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Clearly communicate significant changes to campus procedures, schedules, instructional expectations, and initiatives and provide opportunities for staff to ask questions and receive clarification.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.</td><td>Principal, Assistant Principal</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 1: Strong School Leadership and Planning					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide consistent weekly communication regarding campus priorities, upcoming events, expectations, deadlines, celebrations, and resources through established campus communication systems.	Principal, Assistant Principal	August 2026-May 2027; weekly		2	Clearly communicate significant changes to campus procedures, schedules, instructional expectations, and initiatives and provide opportunities for staff to ask questions and receive clarification.	Principal, Assistant Principal	August 2026-May 2027; ongoing		3	Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.	Principal, Assistant Principal	Quarterly		Formative			Summative
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3	Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.	Principal, Assistant Principal	Quarterly																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews			
Strategy 2: Strengthen staff voice and shared leadership by providing meaningful opportunities for employees to provide feedback, contribute to campus decisions, participate in committees, and lead areas aligned with their expertise and interests. Strategy's Expected Result/Impact: Increased opportunities for staff voice and shared leadership will strengthen ownership, trust, professional connectedness, and collective responsibility for campus success. Staff Responsible for Monitoring: Principal, Assistant Principal					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Utilize surveys, feedback forms, meetings, committees, and other structures to gather staff input on campus systems and initiatives.	Principal, Assistant Principal	August 2026-May 2027; ongoing					
2	Provide staff leadership opportunities through campus committees, PLC leadership, AVID initiatives, Montessori professional learning, mentoring, and other campus responsibilities.	Principal, Assistant Principal, Teacher Leaders	August 2026-May 2027					
3	Communicate how staff feedback was considered and identify resulting actions or decisions when appropriate.	Principal, Assistant Principal	Quarterly/Ongoing					
ESF Levers: Lever 1: Strong School Leadership and Planning								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Austin Montessori will provide at least four structured family engagement and parent education opportunities designed to strengthen family understanding of Montessori education, academic expectations, student support, and meaningful school partnership.

Evaluation Data Sources: Family event attendance, sign-in documentation, parent surveys/feedback, communication records, Title I family engagement documentation

Strategy 1 Details					Reviews																							
Strategy 1: Provide structured family education opportunities that increase parent and caregiver understanding of Montessori philosophy, classroom practices, materials, academic expectations, and the alignment between Montessori methodology and grade-level learning standards. Strategy's Expected Result/Impact: Families will develop a stronger understanding of the Austin Montessori instructional model and how Montessori methodology supports student learning, resulting in increased family confidence, engagement, and ability to support learning at home. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide family engagement events that showcase Montessori lessons, materials, student learning, and connections to academic standards.</td><td>Administration, Teachers, Montessori Instructional Specialist</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Provide families with resources and information explaining Montessori terminology, instructional practices, expectations, and ways to support learning at home.</td><td>Administration, Teachers, Montessori Instructional Specialist</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Gather family feedback following engagement opportunities and use results to identify future parent education needs.</td><td>Administration, Title I Staff</td><td>Following events</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide family engagement events that showcase Montessori lessons, materials, student learning, and connections to academic standards.	Administration, Teachers, Montessori Instructional Specialist	August 2026-May 2027		2	Provide families with resources and information explaining Montessori terminology, instructional practices, expectations, and ways to support learning at home.	Administration, Teachers, Montessori Instructional Specialist	Ongoing		3	Gather family feedback following engagement opportunities and use results to identify future parent education needs.	Administration, Title I Staff	Following events		Formative			Summative
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Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen consistent two-way communication and family partnership systems that provide families with timely information, opportunities for feedback, and clear pathways for supporting student success and addressing concerns. Strategy's Expected Result/Impact: Consistent two-way communication will strengthen trust and collaboration between families and campus staff, increase family access to important information, and support shared responsibility for student success. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide consistent campus and classroom communication regarding academic expectations, events, procedures, student supports, and opportunities for family participation.</td><td>Administration, Teachers</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Provide families with clear opportunities to ask questions, provide feedback, and communicate directly with appropriate campus staff.</td><td>Administration, Teachers</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Review family feedback and participation data to identify communication barriers and adjust family engagement practices as needed.</td><td>Administration</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide consistent campus and classroom communication regarding academic expectations, events, procedures, student supports, and opportunities for family participation.	Administration, Teachers	August 2026-May 2027		2	Provide families with clear opportunities to ask questions, provide feedback, and communicate directly with appropriate campus staff.	Administration, Teachers	August 2026-May 2027		3	Review family feedback and participation data to identify communication barriers and adjust family engagement practices as needed.	Administration	Quarterly		Formative			Summative
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Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Austin Montessori will strengthen staff connectedness and recognition through consistent campuswide systems for employee appreciation, celebration, collaboration, and professional belonging, as measured by staff feedback and participation data.

Evaluation Data Sources: Panorama Staff Survey, campus staff surveys, recognition records, staff participation data, retention data

Strategy 1 Details					Reviews																							
Strategy 1: Implement consistent and meaningful systems to recognize staff contributions, celebrate professional accomplishments, and highlight employees who demonstrate Austin Montessori values, collaboration, growth, and commitment to students. Strategy's Expected Result/Impact: Consistent recognition and celebration will increase staff morale, connectedness, and appreciation while reinforcing the behaviors and professional practices that contribute to a positive campus culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement regular staff recognition opportunities that celebrate contributions, accomplishments, growth, collaboration, and demonstration of campus values.</td><td>Principal, Assistant Principal, Counselor</td><td>Monthly/Ongoing</td><td></td></tr><tr><td>2</td><td>Provide opportunities for peer-to-peer recognition and celebration of staff contributions.</td><td>Administration, Campus Staff</td><td>Monthly/Ongoing</td><td></td></tr><tr><td>3</td><td>Highlight staff accomplishments and positive campus contributions through established internal communication systems.</td><td>Principal, Assistant Principal, Counselor</td><td>Monthly/Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement regular staff recognition opportunities that celebrate contributions, accomplishments, growth, collaboration, and demonstration of campus values.	Principal, Assistant Principal, Counselor	Monthly/Ongoing		2	Provide opportunities for peer-to-peer recognition and celebration of staff contributions.	Administration, Campus Staff	Monthly/Ongoing		3	Highlight staff accomplishments and positive campus contributions through established internal communication systems.	Principal, Assistant Principal, Counselor	Monthly/Ongoing		Formative			Summative
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Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen staff connectedness and professional belonging through intentional relationship-building, collaborative opportunities, responsive support, and campus practices that promote a positive and supportive work environment. Strategy's Expected Result/Impact: Increased staff connectedness and professional belonging will strengthen campus climate, collaboration, morale, and retention while supporting a collective commitment to student success. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide intentional opportunities throughout the year for staff relationship-building, collaboration, celebration, and connection.</td><td>Administration, Campus Staff</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Monitor staff feedback and climate data to identify areas requiring additional support or adjustment to campus systems.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Provide responsive support and resources based on identified staff needs and recognize opportunities to reduce unnecessary barriers that interfere with effective teaching and collaboration.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027</td><td></td></tr></table> TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide intentional opportunities throughout the year for staff relationship-building, collaboration, celebration, and connection.	Administration, Campus Staff	August 2026-May 2027		2	Monitor staff feedback and climate data to identify areas requiring additional support or adjustment to campus systems.	Principal, Assistant Principal	August 2026-May 2027		3	Provide responsive support and resources based on identified staff needs and recognize opportunities to reduce unnecessary barriers that interfere with effective teaching and collaboration.	Principal, Assistant Principal	August 2026-May 2027		Formative			Summative
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Oct	Jan	Mar	May																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue