

# Ector County Independent School District

## Austin Montessori Magnet

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

*Our Mission at Austin Montessori is to provide a challenging, individualized curriculum with a culture of peace that cultivates independent thought, and promotes the building of character enabling all students to contribute to their communities in meaningful and positive ways.*

## Vision

Maria Montessori believed the role of education was World Peace. By exposing students to our peace curriculum, we at Austin Montessori have the great desire to send peace makers from our small community out into the bigger world.

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	8
School Culture and Climate .....	17
Staff Quality, Recruitment, and Retention .....	19
Curriculum, Instruction, and Assessment .....	20
Parent and Community Engagement .....	21
School Context and Organization .....	22
Technology .....	23
Priority Problem Statements .....	24
Comprehensive Needs Assessment Data Documentation .....	27
Goals .....	28
Goal 1: Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024. ....	28
Goal 2: Austin Montessori will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning. ....	43
Goal 3: Austin Montessori will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships. ....	45
Goal 4: Austin Montessori will provide and promote a safe climate that is conducive to learning. ....	48
Goal 5: Austin Montessori will utilize financial resources in a responsible and data-driven manner to support student learning. ....	50
Goal 6: Austin Montessori will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders. ....	51
Title I Schoolwide Elements .....	54
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	54
1.1: Comprehensive Needs Assessment .....	54
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	54
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	54
2.2: Regular monitoring and revision .....	54
2.3: Available to parents and community in an understandable format and language .....	54
2.4: Opportunities for all children to meet State standards .....	54
2.5: Increased learning time and well-rounded education .....	55
2.6: Address needs of all students, particularly at-risk .....	55
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	55

3.1: Develop and distribute Parent and Family Engagement Policy .....	55
3.2: Offer flexible number of parent involvement meetings .....	55
2019-2020 Campus Improvement Team .....	56
Campus Funding Summary .....	57

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total Enrollment	2016-2017	2017-2018	2018-2019
Student Total	448	449	449
Pre-Kindergarten	125	124	122
Kindergarten	62	62	63
1st Grade	58	57	60
2nd Grade	58	57	54
3rd Grade	48	54	55
4th Grade	51	47	51
5th Grade	46	48	44
Female/Male	247	247	238
Male	201	202	211

Ethnic Distribution	2016-2017	2017-2018	2018-2019
Hispanic	341	343	342
White	81	85	83
Black-African American	7	9	12
Two-or-More	8	6	7
Asian	10	4	4
American Indian- Alaskan Native	1	2	1
Native Hawaiian- Pacific Islander	0	0	0

Student by Program	2016-2017	2017-2018	2018-2019
Bilingual	46	48	53
ESL	7	10	5

Free Lunch Participation	184	156	252
Gifted and Talented	64	65	64
Special Education	27	30	33
Title I	448	449	449
Dyslexia	14	15	19
At Risk	104	113	122
Economically Disadvantaged	200	172	283
Homeless	2	2	0
Immigrant	4	5	4
LEP	55	58	60
Military Connected	4	4	4
Foster Care	0	0	1
CTE	0	0	0

Teacher Retention	2016-2017	2017-2018	2018-2019
	85.1%	76%	88%
Attendance	2016-2017	2017-2018	2018-2019
	96.5%	95.7%	95.8%

Teacher Retention	2016-2017	2017-2018	2018-2019
	85.1%	76%	88%

Discipline:

2017- 22 Referrals

2018- 22 Referrals

2019- 56 Referrals- 0 AEP/ISS Placements -1 Out of School Suspension

### Demographics Strengths

Austin Montessori is School of Choice campus with low mobility rates. Our PK 3 through fifth grade classrooms meet the required student-teacher ratio.

The Montessori program is well received by parents, students, teachers and community members. Our program is a popular School of Choice selection and there are many students on waiting lists for each grade level.

Teacher retention is the highest it has been in three years. Last year, we served 122 Pre-K and Kindergarten students, supporting early intervention and literacy.

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

**Problem Statement 1:** In 2019, discipline referrals increase from 22 to 56. **Root Cause:** Lack of opportunities for parent development on child self-regulation and gross and fine motor skills.

**Problem Statement 2:** Attendance rate for 2019 was 95.8%, 2.1 % below the campus goal. **Root Cause:** Lack of effective monitoring.

# Student Achievement

## Student Achievement Summary

### School Progress Academic Growth 2017 and beyond

#### Reading

Year	State	District	Austin	H	W	EcoDis
2019	75	63	74			63
2018	69	64	74	69	100	78
2017	35	30	35			

#### Math

Year	State	District	Austin	H	W	EcoDis
2019	80	60	80			
2018	70	63	86	84	93	83
2017	43	34	50			

### State Assessment Results-Approaches

Passing standard increased in 2016

#### 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	75	66	93			
2018	77	69	81	84		
2017	73	63	60	59	63	48

#### 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	73	65	84			
2018	73	60	54	50		
2017	70	55	65	65		65



5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	77	64	66	65	75	66
2018	84	70	87	85		
2017	82	69	83	81	89	73

4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	65	52	70	71	71	71
2018	63	53				
2017	65	50	67	63	80	43

3rd Grade Math Approaches Grade Level

Year	State	District	Austin	H	W	Eco Dis
2019	78	64	86	64	67	64
2018	78	69	89	91		
2017	77	66	77	76		

4th Grade STAAR Math Approaches Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	74	64	90	95	57	93
2018	78	68	85	86		
2017	76	61	84	84		95

5th Grade STAAR Math Approaches Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	83	74	80	79	81	68
2018	91	82	96	95	100	

2017	87	77	89	89	77	
Grade 5 Science Approaches Grade level						
Year	State	District	Austin	H	W	EcoDis
2019	73	59	73	71	88	59
2018	76	66	81			
2017	74	61	80	78		68

## State Assessment Results-Meets

### Grade 3 Reading Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	42	36	61			
2018	43	32	38	42		
2017	45	34	38	35		

### Grade 4 Reading Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	36	33	41			
2018	46	33	30	22		
2017	44	30	41	37		30

### Grade 5 Reading Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	52	36	36	35	38	21
2018	54	38	53	51		
2017	48	32	52	53		

### Grade 4 Writing Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	36	20	28	32	14	25
2018	39	29				
2017	34	23				

### Grade 3 Math Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	40	33	64			
2018	47	36	46	50		
2017	49	37	42	38		

### Grade 4 Math Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	35	38	54			
2018	49	36	41	36		
2017	47	32	51	47		50

### Grade 5 Math Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	42	42	68	68	75	68
2018	58	42	71	68	86	
2017	50	35	57	56		50

### Grade 5 Science Meets Grade Level

Year	State	District	Austin	H	W	EcoDis
2019	33	32	34	29	50	11
2018	41	28	33			
2017	42	29	41	42		32

## State Assessment Results-Masters

### STAAR Percent at Masters (previously advanced level III)

#### All Subjects

Year	State	District	Austin	H	W	EcoDis
2019	18	12	20	18	32	12
2018	22	11	20			
2017	20	10	23			

#### 3-5 Reading Masters Level

Year	State	District	Austin	H	W	EcoDis
2019	22	11	22	18	42	16
2018	19	10				
2017	19	10				

#### 3-5 Math Masters Level

Year	State	District	Austin	H	W	EcoDis
2019	21	13	26	26	29	16
2018	24	11				
2017	23	11				

2015 – Algebra I only

### Grade 4 Writing Masters Level

Year	State	District	Austin	H	W	EcoDis
2019	13	6	4	2	14	0
2018	11	6				
2017	11	6				

### 5- Science Masters Level

Year	State	District	Austin	H	W	EcoDis
2019	15	14	14	12	25	0
2018	17	9	10			
2017	18	10	20	19		23

## Student Success Initiative – Percent Passing on First Admin

### 5th Reading

Year	State	District	Austin	H	W	EcoDis
2019	77	64	66	65	75	53
2018	79	64	87	85	100	79
2017	72	57	78	78	78	64

### 5th Math

Year	State	District	Austin	H	W	EcoDis
2019	83	74	80	79	88	68
2018	85	74	88	88	86	84
2017	81	70	87	86	89	77

### Austin Domain 3 Data Table 2019

	All Students	Hispanic	White	Econ Disadv	EL (Current & Monitored)+	Continuously Enrolled	Non-Continuously Enrolled
<b>Academic Achievement Status</b>							
ELA/Reading Target	44%	37%	60%	33%	29%	46%	42%
Target Met	Y	Y		Y		N	
% at Meets GL Standard or Above	44%	44%	46%	37%	47%	44%	*

# at Meets GL Standard or Above	66	51	11	27	9	64	*
Total Tests (Adjusted)	149	117	24	73	19	145	*
Math Target	46%	40%	59%	36%	40%	47%	45%
Target Met	Y	Y		Y		Y	
% at Meets GL Standard or Above	51%	51%	50%	48%	79%	51%	*
# at Meets GL Standard or Above	76	60	12	35	15	74	*
Total Tests (Adjusted)	149	117	24	73	19	145	*
Total Indicators							
<b>Growth Status</b>							
ELA/Reading Target	66	65	69	64	64	66	67
Target Met	Y	Y		Y		Y	
Academic Growth Score	74	76	73	69	*	74	*
Growth Points	65	52.5	11	29.5	*	63.5	*
Total Tests	88	69	15	43	*	86	*
Math Target	71	69	74	68	68	71	70
Target Met	Y	Y		Y		Y	
Academic Growth Score	80	81	73	80	75	79	*
Growth Points	75	61	11	37.5	7.5	73	*
Total Tests	94	75	15	47	10	92	*
Total Indicators							
<b>Graduation Rate Status ***</b>							
Target	90%	90%	90%	90%	90%	n/a	n/a
Target Met							
2017 % Graduated	-	-	-	-	-		
2018 % Graduated	-	-	-	-	-		
2018 # Graduated	-	-	-	-	-		
2018 Total in Class	-	-	-	-	-		
Total Indicators							
<b>English Language Proficiency Status</b>							
Target					36%		
Target Met					Y		
TELPAS Progress Rate					44%		
TELPAS Progress					16		
TELPAS Total					36		
Total Indicators							
<b>Student Success Status</b>							
Target	47	41	58	38	37	48	45
Target Met	Y	Y	N	Y	Y	Y	
STAAR Component Score	48	47	53	42	60	48	57
% at Approaches GL Standard or Above	81%	81%	84%	76%	94%	81%	90%
% at Meets GL Standard or Above	44%	43%	44%	37%	60%	43%	50%
% at Masters GL Standard	20%	18%	32%	12%	25%	20%	30%
Total Tests	392	309	63	193	48	382	10
Total Indicators							

### School Quality Status

Target	47%	41%	58%	39%	30%	50%	31%
Target Met							
% Students meeting CCMR	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-
Total Indicators							

### Participation

Target	95%	95%	95%	95%	95%	95%	95%
ELA/Reading							
% Participation	100%	100%	100%	100%	100%	100%	*
# Participants	149	117	24	73	19	145	*
Total Tests	149	117	24	73	19	145	*
Mathematics							
% Participation	100%	100%	100%	100%	100%	100%	*
# Participants	149	117	24	73	19	145	*
Total Tests	149	117	24	73	19	145	*

Austin Domain 2- 2019 Data Table:

### ELA/Reading and Mathematics

#### Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Total Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)			
<b>Did Not Meet</b>	-	9	13	-	0	18	-	-	3	0			
<b>Approaches Grade Level</b>	-	4	0	-	11	26	-	-	22	7			
<b>Meets Grade Level</b>	1	-	-	11	-	-	-	7	7	10			
<b>Masters Grade Level</b>	0	-	-	3	-	-	5	-	-	25			
<b>Total Number of Tests</b>	<b>1</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>11</b>	<b>44</b>	<b>5</b>	<b>7</b>	<b>32</b>	<b>42</b>			

<b>Total Points Score</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>5.5</b>	<b>44</b>	<b>0</b>	<b>3.5</b>	<b>32</b>	<b>42</b>	<b>140</b>	<b>182</b>
												<b>77</b>

**ELA/Reading**

**Current-Year Performance on STAAR**

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
<b>Prior-Year Performance on STAAR</b>												
<b>Did Not Meet</b>	-	7	8	-	0	13	-	-	2	0		
<b>Approaches Grade Level</b>	-	2	0	-	6	11	-	-	7	4		
<b>Meets Grade Level</b>	1	-	-	3	-	-	-	4	4	0		
<b>Masters Grade Level</b>	0	-	-	1	-	-	4	-	-	11		
<b>Total Number of Tests</b>	<b>1</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>24</b>	<b>4</b>	<b>4</b>	<b>13</b>	<b>15</b>		
<b>Total Points Score</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>3</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>15</b>	<b>65</b>	<b>88</b>
												<b>74</b>

**Mathematics**

**Current-Year Performance on STAAR**

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
<b>Prior-Year Performance on STAAR</b>												
<b>Did Not Meet</b>	-	2	5	-	0	5	-	-	1	0		
<b>Approaches Grade Level</b>	-	2	0	-	5	15	-	-	15	3		
<b>Meets Grade Level</b>	0	-	-	8	-	-	-	3	3	10		

<b>Masters Grade Level</b>	0	-	-	2	-	-	1	-	-	14		
<b>Total Number of Tests</b>	0	4	5	10	5	20	1	3	19	27		
<b>Total Points</b>	0	0	5	0	2.5	20	0	1.5	19	27	75	94
<b>Score</b>												80

## Student Achievement Strengths

Austin Montessori earned a 'B' Rating from TEA in the 2018-2019 school year. Two distinctions were also earned for academic growth and closing the gaps.

81% of students were at the Approaches grade level standard or above for all students in all subjects. 83% of students were at the Approaches grade level standard or above in ELA/Reading. 85% of students were at the Approaches grade level standard or above for all students in Math. Third grade bilingual students outperformed monolingual students on STAAR Math and Reading assessments.

Austin improved from 75% to 76% in 2019 in Domain 1.

Austin improved from 60% to 79% in 2019 in Domain 2B.

Austin improved from 78% to 90% in 2019 in Domain 3.

Austin met all Targets in all of Domain 3 except continuously enrolled, achievement and White student success.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Austin's overall 2A score declined from an 88% in 2018 to a 83% in 2019. **Root Cause:** Targeted interventions were not delivered from the beginning of the year.

**Problem Statement 2:** 20% of students achieved at the Masters level on the 2019 STAAR test. **Root Cause:** Instructional decisions were not always centered around data driven decision making.

**Problem Statement 3:** Fourth grade STAAR Writing score of 70% did not meet campus expectations of the goal of 80%. **Root Cause:** Inconsistent writing plan across classrooms.

**Problem Statement 4:** Fifth grade STAAR Science score of 73% did not meet campus expectations of the goal of 85%. **Root Cause:** Inconsistent science plan across classrooms.

**Problem Statement 5:** Economically disadvantaged students are under achieving in Reading (75% Approaches, 37% Meets in 2019 compared to 83% and 44% Meets in All.) **Root Cause:** Lack of data driven decision making based on sub group.



# School Culture and Climate

## School Culture and Climate Summary

Austin is a well-established magnet elementary campus with a focus on the Montessori philosophy and curriculum. Montessori teachers are trained to provide lessons to target individual student needs.

Austin Montessori is a unique school model that promotes individual student growth and promotes the development of the whole child. Teachers that desire to teach in the Montessori setting need extensive training that is expensive and requires travel for one to two weeks in the summer. Montessori training takes approximately one to two years from start to finish to receive a Montessori teaching credential.

The nature of the Montessori program allows instruction to take place on an individual or in a small group setting. Differentiation is a standard practice to meet the needs of individual students.

In 2019, a survey was sent to all school staff regarding the culture of the campus. Here are the results:

Staff-Leadership Relationships: 86% Responded favorably

School Climate: 84% Responded favorably

School Leadership: 75% Responded favorably

Staff Family Relationships: 70% Responded favorably

Professional Learning: 53% Responded favorably

Feedback and Coaching: 51% Responded favorably

Resources: 48% Responded favorably

## School Culture and Climate Strengths

Austin Montessori has established over time a community of "family." Austin Montessori is a well-loved school by teachers, parents and students.

At Austin Montessori, we believe in teaching the whole child. The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense the needs of individual students and take steps to assist students when struggling. RtI

meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Staff and teacher Panorama survey data conducted in Spring 2019 shows that staff are trusted and supported to fulfill their roles as educators. Staff-Leadership relationships and School Climate increased substantially as compared to national and elementary data from the previous school year. Teachers are often asked for feedback and formal feedback was gathered at the end of the 2019 school year to make plans for the 2019-2020 school year.

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace education and Grace and Courtesy have created a peaceful and calm school environment. We believe that our children are the hope for the future and take great pride in caring for the academic, social and emotional needs of our students. The child is both a hope and promise for mankind. - Maria Montessori

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** The Montessori method is not fully understood by all parents. **Root Cause:** Lack of training opportunities for parents.

**Problem Statement 2:** All Austin teachers are not Montessori trained. **Root Cause:** Funds are needed to enroll teachers in a high quality training.

**Problem Statement 3:** Limited feedback from teachers and parents to improve the school environment. **Root Cause:** Lack of structures in place to obtain stakeholder feedback.

**Problem Statement 4:** On the 2019 Panorama survey, 48% responded favorably to resources. **Root Cause:** Lack of funding to support classroom needs.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teacher Retention	2016-2017	2017-2018	2018-2019
	85.1%	76%	88%
Attendance	2016-2017	2017-2018	2018-2019
	96.5%	95.7%	95.8%

Teacher Retention	2016-2017	2017-2018	2018-2019
	85.1%	76%	88%

Austin has three long term substitutes in the following areas: Physical Education, 4th Grade and a Multi-age 1,2,3 classroom. Due to lack of training in upper grade levels, we have two self-contained 4th grade classrooms and one 5th grade self-contained classroom.

## Staff Quality, Recruitment, and Retention Strengths

Teachers with more than 10 years Experience: 52%

Teachers with Masters Degree: 28%

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There are currently 14 classroom teachers without Montessori training. **Root Cause:** Lack of funding for Montessori and lack of a training facility in close proximity.

**Problem Statement 2:** Austin currently has three long term substitutes. **Root Cause:** Lack of HQ Teachers in the West Texas area.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our campus utilizes the Montessori philosophy and curriculum in addition to the TEKS to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT and SPED services. Students in 4th and 5th grade utilize AVID strategies. Istation, Stride, Unit Assessments, Interim Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

The Montessori curriculum and the ECISD curriculum are utilized to meet the needs of our students.

Formative assessments are used in the classroom and District assessments are also used summatively assess student progress.

## Curriculum, Instruction, and Assessment Strengths

Montessori teachers provide differentiated instruction to students to target individual needs. Individual lessons and small group lessons are the norm in Montessori classrooms.

Assessments are all TEKS and STAAR aligned to meet the needs of students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Austin struggles to align the Montessori sequence to the district scope and sequence. **Root Cause:** Lack of planning time to create a standard Montessori alignment.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Austin Montessori hosts many events throughout the year to encourage family and community involvement. A Meet the Teacher event is scheduled before school begins. Parents have the opportunity to bring school supplies and visit with teachers and assistants to make the first day of school an easy transition for students, parents and teachers. An Open House event is coordinated so parents have the opportunity to view the Montessori classroom environment and see their child complete some of their favorite Montessori lessons. Our PTA board has scheduled many events for the school year to bring parents and family members into the school including Boo Grams, Thanksgiving Grams, Valentine Grams, STAAR Grams, Pastries with Parents, Spring Cleaning Day, Friendship Dance, Fun in the Sun Day, Pizza and PTA and many others. Our PTA board is reaching out to parents to assist with preparations with the scheduled events and to assist with other events that take place at school, such as our Balloon Release for International day of Peace and preparing popcorn for the Thanksgiving Feast. Parents and family members are encouraged to become VIP's and assist with activities that occur during school such as volunteering to assist with field trips and book fairs.

Parent trainings will be offered so parents learn more about the Montessori method.

## Parent and Community Engagement Strengths

Parents have many opportunities to be engaged in the school day. We have a strong and active PTA board that works closely with the school to promote student and school success.

Parent trainings will be offered so parents learn more about the Montessori method.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** All parents do not fully understand the Montessori Method. **Root Cause:** Limited opportunities to engage parents in learning about the Montessori Method.

# School Context and Organization

## School Context and Organization Summary

The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Austin is a School of Choice without boundary lines. The leadership team consists of the Principal, Assistant Principal, Montessori Specialist and Instructional Specialist. We follow the Montessori scope and sequence and District scope and sequence. Parents are required to follow the process for entry: Magnet online application, orientation, and interview for Pre-K 3 spots. Students are selected through an online lottery.

## School Context and Organization Strengths

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace education and Grace and Courtesy have created a peaceful and calm school environment. School routines and procedures are clear and efficient providing a safe and secure environment for students, parents, teachers.

Our Pre-K and Kinder program is a draw to the community with 185 students served with many on the wait list.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** All teachers do not teach students in a 3 year, multi-age configuration. **Root Cause:** Lack of training opportunities and funding.

# Technology

## Technology Summary

Austin Montessori considers the purpose of technology before integrating into the classroom. Technology that enhances the Montessori experience is incorporated into the work period. Apps such as Seesaw, Chatterpix and Quivervision are utilized to enhance instruction and promote student engagement. Gifted and talented students utilize Prodigy and will be using Minecraft EDU in the spring semester. Austin Montessori has one computer lab with 25 computers that are used for Istation, Stride and Interim Assessment testing. Each classroom has a 45 minute block to attend the lab to work on computer skills or complete online testing. There are two computer carts available for use, although not all computers function properly. Teachers are weaving ipad use into the Montessori work period to record student work and reflect on learning. Additional ipads have been requested by many teachers to support learning in the classroom.

## Technology Strengths

Teachers at Austin Montessori are open to using technology that aligns nicely to the Montessori Method. Most teachers are utilizing Seesaw and other apps to engage students in the classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** There is insufficient technology to accomplish classroom goals. **Root Cause:** Lack of funding for technology.

# Priority Problem Statements

**Problem Statement 1:** Austin's overall 2A score declined from an 88% in 2018 to a 83% in 2019.

**Root Cause 1:** Targeted interventions were not delivered from the beginning of the year.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** In 2019, discipline referrals increase from 22 to 56.

**Root Cause 2:** Lack of opportunities for parent development on child self-regulation and gross and fine motor skills.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Attendance rate for 2019 was 95.8%, 2.1 % below the campus goal.

**Root Cause 3:** Lack of effective monitoring.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** The Montessori method is not fully understood by all parents.

**Root Cause 4:** Lack of training opportunities for parents.

**Problem Statement 4 Areas:** School Culture and Climate

**Problem Statement 5:** All Austin teachers are not Montessori trained.

**Root Cause 5:** Funds are needed to enroll teachers in a high quality training.

**Problem Statement 5 Areas:** School Culture and Climate



**Problem Statement 6:** Limited feedback from teachers and parents to improve the school environment.

**Root Cause 6:** Lack of structures in place to obtain stakeholder feedback.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** On the 2019 Panorama survey, 48% responded favorably to resources.

**Root Cause 7:** Lack of funding to support classroom needs.

**Problem Statement 7 Areas:** School Culture and Climate

**Problem Statement 8:** 20% of students achieved at the Masters level on the 2019 STAAR test.

**Root Cause 8:** Instructional decisions were not always centered around data driven decision making.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Fourth grade STAAR Writing score of 70% did not meet campus expectations of the goal of 80%.

**Root Cause 9:** Inconsistent writing plan across classrooms.

**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 10:** Fifth grade STAAR Science score of 73% did not meet campus expectations of the goal of 85%.

**Root Cause 10:** Inconsistent science plan across classrooms.

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** Economically disadvantaged students are under achieving in Reading (75% Approaches, 37% Meets in 2019 compared to 83% and 44% Meets in All.)

**Root Cause 11:** Lack of data driven decision making based on sub group.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 12:** There are currently 14 classroom teachers without Montessori training.

**Root Cause 12:** Lack of funding for Montessori and lack of a training facility in close proximity.

**Problem Statement 12 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 13:** Austin currently has three long term substitutes.

**Root Cause 13:** Lack of HQ Teachers in the West Texas area.

**Problem Statement 13 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 14:** Austin struggles to align the Montessori sequence to the district scope and sequence.

**Root Cause 14:** Lack of planning time to create a standard Montessori alignment.

**Problem Statement 14 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 15:** All parents do not fully understand the Montessori Method.

**Root Cause 15:** Limited opportunities to engage parents in learning about the Montessori Method.

**Problem Statement 15 Areas:** Parent and Community Engagement

**Problem Statement 16:** All teachers do not teach students in a 3 year, multi-age configuration.

**Root Cause 16:** Lack of training opportunities and funding.

**Problem Statement 16 Areas:** School Context and Organization

**Problem Statement 17:** There is insufficient technology to accomplish classroom goals.

**Root Cause 17:** Lack of funding for technology.

**Problem Statement 17 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

# Goals

**Goal 1: Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.**

**Performance Objective 1:** Students achieving the Meets Standard on state assessments will increase from 44% to 54% across all tested grade levels and content areas by May 2020.

**Evaluation Data Source(s) 1:** State Accountability 2019, 2020

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, Instructional Specialist	By benchmark, Austin will show a 49% Meets rate.				
<b>Problem Statements:</b> Student Achievement 1							
2) Motivation materials and Lonestar will be used in grades 3, 4 and 5 during intervention times.	2.4, 2.5, 2.6	Principal, AP	By providing intervention materials, Austin will show a Meets rate of 54% across grade levels.				
<b>Funding Sources:</b> Title One School-wide - 8000.00							
3) All self contained classrooms will follow the district scope and sequence with a heavy emphasis on quality Tier I instruction.	2.4, 2.5, 2.6	Principal, AP, IS	Austin will show a Meets rate of 54% across grade levels.				
4) Austin will utilize the Instructional Specialist to support teachers. The Instructional Specialist will be utilized for planning, coaching and modeling.	2.4, 2.5, 2.6	Principal, AP	Austin will show a Meets rate of 54% across grade levels.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

**Performance Objective 1 Problem Statements:**


Student Achievement
<p><b>Problem Statement 1:</b> Austin's overall 2A score declined from an 88% in 2018 to a 83% in 2019. <b>Root Cause 1:</b> Targeted interventions were not delivered from the beginning of the year.</p>

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 2:** Students achieving the Masters Standard on state assessments will increase from 20% to 30% across all tested grade levels and content areas by May 2020.

**Evaluation Data Source(s) 2:** State Accountability 2019, 2020

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, Instructional Specialist, Montessori Specialist	By benchmark, Austin will show a 25% Masters rate.				
<b>Problem Statements:</b> Student Achievement 2							
2) Austin teachers will be aware of the demographic student information to better plan interventions and enrichment.	2.4, 2.5, 2.6	Principal, AP	By understanding our student population, Austin will show a 30% Masters level across grade levels.				
3) Intervention plans will begin at the first round of cycle assessments not only for struggling students, but for students that need enrichment.	2.4, 2.5, 2.6	Principal, AP	By providing enrichment, Austin will show a 30% Masters level across grade levels.				
							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> 20% of students achieved at the Masters level on the 2019 STAAR test. <b>Root Cause 2:</b> Instructional decisions were not always centered around data driven decision making.

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 3:** Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

3rd Grade Reading from 47% to 57%

4th Grade Reading from 42% to 52%


5th Grade Reading from 36% to 46%

4th Grade Writing from 28% to 38%.

**Evaluation Data Source(s) 3:** State Accountability 2019, 2020

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, Instructional Specialist	Data will reflect data driven lesson and instruction.  Students for all tested grades and content areas will achieve the Meets standard on short cycle assessments and released STAAR assessments.				
			<b>Problem Statements:</b> Student Achievement 1				
2) Students will use Istation in the classroom weekly for a minimum of 30 minutes. Students with an overall Istation score of 70% will use Istation for a minimum of 90 minutes weekly.	2.4, 2.5, 2.6	Principal, AP, IS, classroom teachers	All students will grow at least one year in reading ability.				
			<b>Problem Statements:</b> Student Achievement 1				
3) Administrators will conduct walk through observations during ELAR work periods at least twice monthly to monitor instruction.	2.4, 2.5, 2.6	Principal, AP	All teachers will provide high quality ELAR instruction leading to a year's growth for all students.				
			<b>Problem Statements:</b> Student Achievement 3				
4) All students will complete a minimum of one monthly writing sample according to the district writing calendar. Teachers will work together to score the writing and discuss common areas of strengths and areas to address during writing instruction.	2.4, 2.5, 2.6	Principal, AP, IS, Montessori Specialist,	Teachers will develop and refine common expectations for students writing.				
			<b>Problem Statements:</b> Student Achievement 3				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
5) Motivation ELAR materials will be used for intervention purposes.	2.4, 2.5, 2.6	Principal, AP, IS	By providing intervention materials, Austin will show an increase in 10% of all reading and writing assessments.				
	<b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Title One School-wide - 3000.00						
6) AR Reading will be utilized by Kindergarten through 5th grade. The AR Committee will reevaluate qualifications for certification levels. Training will be provided for teachers that emphasizes reading for the joy of reading.	2.4, 2.5, 2.6	Principal, AP, AR Committee	Students will gain a love for reading books in their reading level from multiple genres.				
	<b>Funding Sources:</b> Title One School-wide - 5000.00						
							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Austin's overall 2A score declined from an 88% in 2018 to a 83% in 2019. <b>Root Cause 1:</b> Targeted interventions were not delivered from the beginning of the year.
<b>Problem Statement 3:</b> Fourth grade STAAR Writing score of 70% did not meet campus expectations of the goal of 80%. <b>Root Cause 3:</b> Inconsistent writing plan across classrooms.



**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 4:** Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

3rd Grade Math from 40% to 50%

4th Grade Math from 40% to 50%

5th Grade Math from 68% to 78%

**Evaluation Data Source(s) 4:** 2020 State Accountability

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, Instructional Specialist, Montessori Specialist	Data will reflect data driven lesson and instruction.  Students for all tested grades and content areas will achieve the Meets standard on short cycle assessments and released STAAR assessments.				
<b>Problem Statements:</b> Student Achievement 1							
2) One teacher from each EC, Elem I and Elem II will train the grade level in Number Talks. Number talks will be a part of the math instructional block across all classrooms at least three times weekly.	2.4, 2.5, 2.6	Principal, AP, IS, classroom teachers, Number Talks trainers	Students will become more fluent in number sense by the end of the school year.				
3) Administrators will conduct walk through observations during Math work periods at least twice monthly to monitor instruction.	2.4, 2.5, 2.6	Principal, AP	All teachers will provide high quality math instruction leading to a year of growth for all students.				
4) Motivation Math and Lonestar materials will be used during intervention times.	2.4, 2.5, 2.6	Principal, AP, IS	By providing math intervention materials, Austin will show a 10% increase in the Meets level across grade levels.				
<b>Problem Statements:</b> Student Achievement 1							
<b>Funding Sources:</b> Title One School-wide - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

**Performance Objective 4 Problem Statements:**


Student Achievement
<p><b>Problem Statement 1:</b> Austin's overall 2A score declined from an 88% in 2018 to a 83% in 2019. <b>Root Cause 1:</b> Targeted interventions were not delivered from the beginning of the year.</p>

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 5:** Students achieving the Meets Standard on state assessments in Science will increase by May 2020. 5th Science with increase 5% from 34% to 40%.

**Evaluation Data Source(s) 5:** 2020 State Accountability

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All fifth grade students will participate in the Austin Science Fair and complete the project individually.	2.4, 2.5, 2.6	5th Grade Teachers, Science Committee	Fifth grade students will be able to name the steps in the scientific method and how to use them to conduct the experiment.				
<b>Problem Statements:</b> Student Achievement 4							
2) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, IS	By benchmark, Austin will show a 40% Meets rate.				
<b>Problem Statements:</b> Student Achievement 4							
3) Fifth grade teachers will use the science alignment provided by the ECISD science department.	2.4, 2.5, 2.6	Principal, AP, IS	By following the prescribed alignment, Austin will show a Meets rate of 40%.				
<b>Problem Statements:</b> Student Achievement 4							
4) Motivation Science and Lonestar Science will be used during intervention times.	2.4, 2.5, 2.6	Principal, AP	By providing intervention materials, Austin will show a Meets rate of 40%.				
<b>Problem Statements:</b> Student Achievement 4							
<b>Funding Sources:</b> Title One School-wide - 1000.00							
							

**Performance Objective 5 Problem Statements:**


Student Achievement
<b>Problem Statement 4:</b> Fifth grade STAAR Science score of 73% did not meet campus expectations of the goal of 85%. <b>Root Cause 4:</b> Inconsistent science plan across classrooms.

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 6:** Austin Montessori student attendance rate will increase from 95.8% to 97.7% by May 2020 (State average was 95.8% in 2017).

**Evaluation Data Source(s) 6:** District attendance reports

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Our Austin office staff will call the parent of each students daily and document the call in eduphoria. After 3 absences, the attendance clerk will call the parents and document the call in eduphoria. After 5 absences, the teacher will call the parents and document the call in eduphoria. After 7 absences, an administrator will meet with the parent and complete a growth plan.		Principal, AP, Office Staff, classroom teachers	Increased parent contact with parents will lead to fewer absences for reasons other than student illness.				
	<b>Problem Statements:</b> Demographics 2						
2) Each month, the class from each grade level with the highest percentage of attendance will be awarded with a free dress pass for specific day of the week. Students will be recognized in morning assembly and on social media.		Principal, AP, Office Staff	Students and families will be encouraged to attend school every day they are well, increasing our attendance rate to the expected 97.7% for schools of choice.				
							

**Performance Objective 6 Problem Statements:**


Demographics
<b>Problem Statement 2:</b> Attendance rate for 2019 was 95.8%, 2.1 % below the campus goal. <b>Root Cause 2:</b> Lack of effective monitoring.

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 7:** Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

**Evaluation Data Source(s) 7:** FitnessGram Annual Report

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All students will participate in daily recess a minimum of 15 minutes.		Teachers, Recess monitors	Students will be physically active during the school day in addition to PE time				
<b>Problem Statements:</b> Demographics 1							
2) All students in grades 1-5 will participate in PE for 45 minutes daily. Students in Pre-K and Kinder will participate in PE for 45 minutes three times weekly.		Principal, AP, PE Coach, classroom teachers	Students will spend time each week doing physical activity.				
<b>Problem Statements:</b> Demographics 1							
3) Austin's PE coach will offer after school sports through the duration of the year. A Run Club has been established at Austin to promote wellness and the fun of running.		Principal, AP, PE Coach	By being physically active, students will exceed fitness level expectations.				
							

**Performance Objective 7 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> In 2019, discipline referrals increase from 22 to 56. <b>Root Cause 1:</b> Lack of opportunities for parent development on child self-regulation and gross and fine motor skills.

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 8:** English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

**Evaluation Data Source(s) 8:** TELPAS ratings 2020

**Summative Evaluation 8:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All bilingual students will be read to in English. Kinder and first grade teachers will read books in English during ESL time. Second through fifth grade teachers will read books in English during ESL time and students will read books in English that are on their reading level in English as determined by Istation and AR STAR assessments.	2.4, 2.5, 2.6	Bilingual teachers	Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by Istation and TELPAS.				
2) All EL students will practice speaking in English on an iPad.	2.4, 2.5, 2.6	Classroom teachers, AP	EL students will have frequent practice speaking into a microphone and listening to their own voice before TELPAS assessments.				
3) The LPAC committee will meet quarterly to discuss the progress of each student and determine needed interventions.	2.4	AP	The needs of all EL students will be met and their English Proficiency as measured by TELPAS will increase by the end of the school year.				
4) The Principal will meet with all student taking TELPAS online assessments to share the importance of doing his/her personal best.	2.4	Principal	Austin will show a 5% increase in Advanced and Advanced High composite scores.				
							

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 9:** Students achieving the Masters Standard on State assessment in Reading will increase from 22%-32% by May 2020.

**Evaluation Data Source(s) 9:** 2020 State Accountability

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, IS	By benchmark, Austin will show a 27% Masters rate.				
<b>Problem Statements:</b> Student Achievement 2							
2) All students in grades 3-5 will track reading assessment data using a folder. Teachers will monitor student progress towards goals and assist in goal setting.	2.4	Principal, AP, Teachers	All students will work towards improving math scores on formative and summative assessments.				
							

**Performance Objective 9 Problem Statements:**


Student Achievement
<b>Problem Statement 2:</b> 20% of students achieved at the Masters level on the 2019 STAAR test. <b>Root Cause 2:</b> Instructional decisions were not always centered around data driven decision making.

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 10:** Students achieving the Masters Standard on State assessments in Math will increase from 26%-36% by May 2020.

**Evaluation Data Source(s) 10:** 2020 State Accountability

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, IS	By benchmark, Austin will show a 31% Masters rate.				
<b>Problem Statements:</b> Student Achievement 2							
2) All students in grades 3-5 will track math assessment data using a folder. Teachers will monitor student progress towards goals and assist in goal setting.	2.4	Principal, AP, Teachers	All students will work towards improving math scores on formative and summative assessments.				
							

**Performance Objective 10 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> 20% of students achieved at the Masters level on the 2019 STAAR test. <b>Root Cause 2:</b> Instructional decisions were not always centered around data driven decision making.




**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 11:** Students achieving the Masters Standard on State assessments in Writing will increase from 4%-14% by May 2020.

**Evaluation Data Source(s) 11:** 2020 State Accountability

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, IS	By benchmark, Austin will show a 10% Masters rate.				
<b>Problem Statements:</b> Student Achievement 2							
2) All students in grades 3-5 will track writing assessment data using a folder. Teachers will monitor student progress towards goals and assist in goal setting.	2.4	Principal, AP, Teachers	All students will work towards improving math scores on formative and summative assessments.				
							

**Performance Objective 11 Problem Statements:**


Student Achievement
<b>Problem Statement 2:</b> 20% of students achieved at the Masters level on the 2019 STAAR test. <b>Root Cause 2:</b> Instructional decisions were not always centered around data driven decision making.

**Goal 1:** Austin Montessori will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 2024.

**Performance Objective 12:** Students achieving the Masters Standard on State assessments in Science will increase from 14%-24% by May 2020.

**Evaluation Data Source(s) 12:** 2020 State Accountability.

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.	2.4, 2.5, 2.6	Principal, AP, IS	By benchmark, Austin will show a 20% Masters rate.				
<b>Problem Statements:</b> Student Achievement 2							
2) All students in grades 3-5 will track science assessment data using a folder. Teachers will monitor student progress towards goals and assist in goal setting.	2.4	Principal, AP, Teachers	All students will work towards improving math scores on formative and summative assessments.				
							

**Performance Objective 12 Problem Statements:**


Student Achievement
<b>Problem Statement 2:</b> 20% of students achieved at the Masters level on the 2019 STAAR test. <b>Root Cause 2:</b> Instructional decisions were not always centered around data driven decision making.

## Goal 2: Austin Montessori will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 1:** By May 2021, Austin Montessori teacher turnover rate will increase from 88% to 95%.

**Evaluation Data Source(s) 1:** TAPR  
System Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will continue to encourage long term substitutes to obtain teacher certification.	2.4	Principal, AP	Zero vacancies by May 2020.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2							
2) New teachers and teachers with less than 3 years of experience will be mentored by a veteran teacher, the Instructional Specialist, Montessori Specialist or an administrator. Mentoring will include coaching, TEK study and lesson planning.	2.4	Admin, mentors, IS, Montessori Specialist	New teachers will be supported and able to implement quality instruction.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
							

### Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<b>Problem Statement 2:</b> Austin currently has three long term substitutes. <b>Root Cause 2:</b> Lack of HQ Teachers in the West Texas area.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Austin struggles to align the Montessori sequence to the district scope and sequence. <b>Root Cause 1:</b> Lack of planning time to create a standard Montessori alignment.

**Goal 2:** Austin Montessori will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 2:** Austin Montessori will reduce teacher vacancies from 5 in 2018-19 to zero vacancies by May 2020.

**Evaluation Data Source(s) 2:** TAPR Report - Retention

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin will continue to encourage long term substitutes to obtain teacher certification.	2.4	Principal, AP	Zero vacancies by May 2020.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2							

**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Austin currently has three long term substitutes. <b>Root Cause 2:</b> Lack of HQ Teachers in the West Texas area.

### Goal 3: Austin Montessori will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 1:** Parents will be provided with communication from school to be aware of all school events.


**Evaluation Data Source(s) 1:** Weekly/Monthly notes sent to parents

Parent Link


Remind application

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All written communication that goes home will be in English and Spanish.		Principal, AP	All parents will have communication from home in a language that they understand.				
2) All teachers will use Remind or Class dojo applications to communicate with parents.		Principal, AP, classroom teachers	All teachers will send out weekly reminders of school events so parents are informed.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Austin Montessori will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 2:** Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

**Evaluation Data Source(s) 2:** Artifacts from trainings, sign in sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Community health based agencies such as the Crisis Center will be invited to I CAN lab to talk to 1st-5th grade students.		Principal, AP, Counselor	Students and families will have access to information to assist in a time of family need.				

**Goal 3:** Austin Montessori will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 3:** Engage all parents in at least three events yearly.

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) A school event will be held monthly to engage parents in the school setting.	3.1, 3.2	Principal, AP, classroom teachers	All families will have opportunities to attend school to be exposed to learning that can take place at home and have more knowledge about the Montessori method.				
<b>Problem Statements:</b> School Culture and Climate 1							

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> The Montessori method is not fully understood by all parents. <b>Root Cause 1:</b> Lack of training opportunities for parents.


## Goal 4: Austin Montessori will provide and promote a safe climate that is conducive to learning.

**Performance Objective 1:** Peace education and Grace and Courtesy trainings will be offered to support the unique needs of students at various social/emotional levels of functioning in order to promote a safe climate that is conducive to learning.


**Evaluation Data Source(s) 1:** Evidence from staff trainings; sign in sheets

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All teachers will demonstrate the lessons as outlined in the monthly the Peace education alignment.	2.5	Principal, AP, Montessori Specialist.	Students will be able to better manage their emotions and responses to events.				
2) Teachers will follow the PBIS/GRACE plan established by the team.	2.5	Principal, AP, GRACE team	All students will have a peaceful and safe place to learn.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 4:** Austin Montessori will provide and promote a safe climate that is conducive to learning.

**Performance Objective 2:** Austin Montessori will ensure training for 100% of the staff will occur annually to promote the safety of all students.

**Evaluation Data Source(s) 2:** Staff sign-in, archived training documents

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All staff will be trained in the Standard Response Protocol. Monthly drills will be done to practice routines and procedures.		Principal, AP	All staff will know how to respond in the case of emergencies.				

## Goal 5: Austin Montessori will utilize financial resources in a responsible and data-driven manner to support student learning.

**Performance Objective 1:** All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

**Evaluation Data Source(s) 1:** Professional Development Plans

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) An initial plan will be developed to secure training for the 14 teachers at Austin that need Montessori training.	2.5	Principal, Curriculum	Students will be served by a certified Montessori teacher that has the knowledge deliver Montessori lessons, content and philosophy.				
<b>Problem Statements:</b> School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1							
2) A letter will be drafted with HR approval to retain teachers that are enrolled in Montessori training for three years.	2.4, 2.5	Principal, HR, Curriculum	A letter of intent to stay at Austin for three years will ensure that students are served by a Montessori trained teacher.				
<b>Problem Statements:</b> School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1							
							

### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 2:</b> All Austin teachers are not Montessori trained. <b>Root Cause 2:</b> Funds are needed to enroll teachers in a high quality training.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> There are currently 14 classroom teachers without Montessori training. <b>Root Cause 1:</b> Lack of funding for Montessori and lack of a training facility in close proximity.

## Goal 6: Austin Montessori will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 1:** Increase the use of parent portal activity to 100% by May, 2020.

**Evaluation Data Source(s) 1:** txConnect administrator reports.

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will demonstrate how to log in to parent portal during fall parent conferences.		classroom teachers, office staff	All parents will have immediate access to students grades and attendance.  All parents of returning students will be able to register their child online using parent portal.				

**Goal 6:** Austin Montessori will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 2:** Austin Montessori staff will use Facebook and Twitter applications to communicate with all stakeholders.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Campus Twitter and Facebook applications will be updated regularly to share happenings in the school.  Teachers will update Twitter accounts so that parents have the opportunity to see what is taking place in the classroom.		Principal, AP, classroom teachers	Parents will be informed of events taking place at school and get an inside look into what is taking place in the classroom.				
							


**Goal 6:** Austin Montessori will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 3:** Teachers will use technology weekly to enhance classroom lessons.


**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Austin's Technology specialist will provide professional learning once a month during PLC's.		Principal, AP, IS	Teachers will have new technology tools to use during instruction.				
2) All teachers will use technology a minimum of twice per week.	2.4, 2.5, 2.6	Principal, AP, IS, classroom teachers	Students will be able to demonstrate their understanding of the curriculum using technology.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Campus Improvement Team at Austin Montessori will meet to review and approve the Comprehensive Needs Assessment.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan was developed by the CIT committee members. Members of our CIT include teachers, administrator, counselor, special area teacher, parent and community member.

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan will be monitored and revised by CIT at scheduled meetings. Quarterly meetings will be conducted for monitoring purposes in October, December, March and May.

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

A copy of the Campus Improvement Plan will be available upon request in the Austin office. The CIP will be available to parent in Spanish if requested. English and Spanish Campus versions will be posted to the Austin web page.

## **2.4: Opportunities for all children to meet State standards**

Title I funds will be used to purchase materials that will be used during intervention so that all children meet State standards.

## **2.5: Increased learning time and well-rounded education**

Small group and individual lessons are provided to students regularly in the Montessori setting in order to provide a well-rounded education. Our campus community includes 12 paraprofessionals that spend a majority of their time providing instructional support.

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

Our campus improvement team has decided that our focus will be to order remediation tools in STAAR testing grades in the content areas of math, reading, science and writing. These materials will replace our tutoring as it was deemed ineffective last year. The materials we will be requesting are Motivation Math, Reading, Science and Writing materials through Mentoring Minds. Lone Star Math and Science materials will also be requested for grades 4 and 5.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy will be distributed to parents in English and Spanish. Feedback will be requested from parents at the end of the school year. Parent engagement funds will be used to purchase supplies for planned parental involvement activities.

## **3.2: Offer flexible number of parent involvement meetings**

Austin Montessori will offer a flexible number of parent involvement meetings at flexible times during the day: morning, lunch hour, afternoon and evening times.

# 2019-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tania Hagood	Principal
Classroom Teacher	Larissa Andis	EC Teacher
Classroom Teacher	Amy Richter	Elem II Teacher
Classroom Teacher	Lupe Portillo	Elem II Teacher
Classroom Teacher	Hope Gomez	GT Teacher
Counselor	Melanie Thayer	Counselor
Community Representative	Cari Butler	Community Partner
Parent	Lisa Aguilar	Parent
Classroom Teacher	Cristina Stevenson	EC Teacher
Classroom Teacher	Lori Stava	EC Teacher
Classroom Teacher	Iris Castaneda	Elem I Teacher
Classroom Teacher	Dana Martin	Elem I Teacher
Classroom Teacher	Rosa Zarate	Elem I Teacher
Classroom Teacher	Louigina Vasquez	Elem II Teacher



# Campus Funding Summary

<b>Title One School-wide</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Lonestar and Motivation materials		\$8,000.00
1	3	5	Motivation ELAR materials		\$3,000.00
1	3	6	AR Reading Licenses for Kinder through 5th grade		\$5,000.00
1	4	4	Motivation Math and Lonestar math		\$3,000.00
1	5	4	Lonestar Science and Motivation Science		\$1,000.00
<b>Sub-Total</b>					\$20,000.00
<b>Grand Total</b>					\$20,000.00