

Horizon Montessori Public Schools



District Improvement Plan

2019-2020

Developed by Horizon Montessori Public Schools in collaboration with School Board,
Superintendent, Administrators, Teachers, Parents, Business Representatives and
Community Representatives.

Table of Contents

- I. Board of Education, Central Office Administration
- II. District Planning Committee
- III. Crossroads-10 Components of a School-Wide Program
- IV. Mission Statement, Background Information
- V. District Improvement Plan 2019-2020
- VI. Goal I Academic Performance
- Goal II Technology
- Goal III Highly Qualified Teaching Staff/NCLB
- Goal IV School Climate, Safety and Facilities
- Goal V Parental Involvement
- Goal VI College Readiness and Advanced Academics
- VII. Appendix
- Correlation of District Goals
- VIII. Comprehensive Evaluation and Needs Assessment 2019-2020

Horizon Montessori Public Schools
Board of Trustees
2019-2020

| | |
|------------------------|-------------------------|
| Alim U. Ansari | Chairman/Superintendent |
| James O. Hayes | Secretary |
| Hassan Ahmad, Ph.D | President |
| Randall Summers | Member |
| Sofia Kamal | Member |
| Aurora Saenz | Member |
| Patricia Quesada, Ph.D | Member |

Horizon Montessori Public Schools
Central Office Administration

| | |
|------------------|---|
| Alim U. Ansari | Superintendent |
| Yolanda Cantu | Dean of Instruction |
| Angela Gonzalez | Senior Accountant |
| Lizet Valenciana | ELAR/Bilingual Coordinator |
| Ludivina Vazquez | Special Education/Diagnostician Coordinator |
| Vacancy | Mathematics/Science Coordinator |
| Amanda Najjar | Accountant |
| Tammy Garza | PEIMS Coordinator |
| Yolanda Espinoza | Asst. Business Manager |
| Gracie Marin | HR Coordinator |
| Isis Montes | Employee Benefits Specialist |
| Belinda Mendoza | Business/HR Clerk |

2019-2020 District Planning Committee (DPC)

| School Board | | HI-McAllen | |
|---------------------------|--|---------------------------|---|
| Chairman | Alim U. Ansari | Professional Staff | Emmy Diaz |
| Member | | | |
| | | Non-Teaching Staff | Christina Guerrero |
| Superintendent | Alim U. Ansari | | |
| | | H2-Weslaco | |
| Principals | | Professional Staff | Alexis Bocanegra |
| HI-McAllen | Ms. Patricia Masso | | |
| H2-Weslaco | Mrs. Janis De Luna | Non-Teaching Staff | Jessica Hernandez |
| H3-Harlingen | Dr. Gabriela Rodriguez | | |
| | | H3-Harlingen | |
| Parents | | Professional Staff | Ana Smith |
| HI-McAllen | Daniela Velaverde | | |
| H2-Weslaco | | Non-Teaching Staff | |
| H3-Harlingen | Diana Uribe | | |
| | | | |
| Community Representatives | Randy Summers Davis Realty | Central Office Staff | Angela Gonzalez Senior Accountant |
| | Ofelia Tafoya International Bank | | |
| | | | |
| | | | |
| Business Representatives | Aurora Saenz New York Life | | |
| | | | |

Ten {10} Components of a School-Wide Program

| | |
|--|---|
| Comprehensive Needs Assessment | Increase Parental Involvement |
| School-Wide Reform Strategies | Transition of Pre-School Children |
| Highly Qualified Teachers | Teacher Decisions Regarding Assessment |
| Professional Development | Assistance to AT-RISK Students |
| Recruitment and Retention of Highly Qualified Teachers | Coordination & Integration of Services & Programs |

District Improvement Plan-2019-2020

HMPS Vision Statement

The vision of Horizon Montessori Public Schools is to maximize the education potential and the experience of continuous learning by every student within the school and community environment. It includes instruction in all forms of human potential: aesthetic, ethical, intellectual, physical and technological. With this concept of education in mind, HMPS assumes the responsibility for providing a well-organized, flexible and varied program of classroom and out-of-classroom activities. Since students differ in interests, attitudes and abilities and parents have various aspirations for their children; the learning process needs to allow for the personal growth of individuals and families.

HMPS Mission Statement

The mission of Horizon Montessori Public Schools is to provide the highest quality education possible to all students. To the full extent of their individual abilities, students will be provided the opportunity to develop the capability to think logically, independently, and creatively, and to communicate effectively.

HMPS Motto

"Where Leaders Are Made"

The Montessori Academy acknowledges the impact of critical learning periods in early childhood on developing social, emotional, intellectual, physical, and moral competencies. The influence of a Montessori-based education respects the uniqueness of each person and preserves and nurtures an innate capacity to reach full potential as contributing world citizens. This is accomplished through individually paced academic instruction and activities directed by Montessori certified professionals working in concert with students and their families. Our curriculum provides for concept development and skill acquisitions in prepared classrooms with a focus on learning-by-doing. Our methods enable students to develop respect for individual differences as they engage in purposeful, collaborative learning. Our students use inner discipline, concentration, and task completion for lifelong critical thinking and discovery.

Montessori Philosophy

Planning Procedures

The purpose of planning is to provide direction for school personnel in the implementation of quality programs for all students. Planning at HMPS is a collaborative process. The district planning cycle defines the process of planning:

| | | | |
|------------|---|------------|---|
| April-June | Collect and Compile Data | August | Campus/District Planning |
| June | Evaluation and Assessment | September | Approval of the Campus/District Improvement Plans |
| June | Goal Setting District | Aug.-May | Implementation of DIP and CIPs |
| June | Planning | January | Mid-Year Evaluation |
| July | Approval of the District Improvement Plan | April-June | Collect and Compile Data |

New Initiatives and Guidelines for 2019-2020

1. FHSP- College- Career- Instruction

Indicates whether a student in grades seven or eight has received instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.

2. Family Engagement (Highly qualified PK Teachers)

Family engagement is the mutual responsibility of families, schools and communities; which builds relationships to support student learning and achievements and to support family well being, family- student relationships and on-going learning and development of children, families, and educators. Family engagement is fully integrated in the child's educational experience and supports the whole child. It is culturally and linguistically responsive and is continuous through a child's life.

3. Performance in Community and student Engagement as Component of overall District and Campus Rating(TEC 39.0546)

For purposes of including the local evaluation of districts and campuses under Section 39.053(c)(5) and assigning an overall rating under Section 39.054, before the beginning of each school year:

(1) Each School District Shall:

- (A) Select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211 (H.B.5), Acts of the 83rd Legislature, Regular Session, 2013, under which the district will evaluate district performance;
- (B) Submit to the agency the criteria the district will use to evaluate district performance rating: and
- (C) Make the information described by Paragraphs (A) and (B) available on the district's Internet website: and

(2) Each Campus shall:

- (A) Select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211(H.B.5), Acts of the 83rd legislature, Regular Session, 2013, under which the campus will evaluate campus performance
- (B) Submit to the agency the criteria the campus will use to evaluate campus performance and assign the campus a performance rating: and
- (C) Make the information described by Paragraphs (A) and (B) available on the internet website of the campus.

(b) Based on the evaluation under this section, each school district shall assign the district and each campus shall assign the campus a performance rating of A, B, C, D, or F, for both overall performance and for each program or category evaluated.

District Areas of Concern/Areas in Need of Improvement

| Grade Level | Subject | Approaches | Meets | Masters |
|-----------------|------------|------------|-------|---------|
| 3 rd | Reading | 70% | 39% | 19% |
| 3 rd | Math | 66% | 39% | 16% |
| 4 th | Reading | 62% | 29% | 13% |
| 4 th | Math | 81% | 39% | 14% |
| 4 th | Writing | 49% | 22% | 7% |
| 5 th | Reading | 82% | 47% | 27% |
| 5 th | Math | 86% | 39% | 17% |
| 5 th | Science | 68% | 49% | 20% |
| 6 th | Reading | 66% | 30% | 18% |
| 6 th | Math | 72% | 29% | 10% |
| 7 th | Reading | 82% | 58% | 32% |
| 7 th | Math | 76% | 34% | 9% |
| 7 th | Writing | 75% | 48% | 11% |
| 8 th | Reading | 95% | 70% | 28% |
| 8 th | Math | 100% | 60% | 15% |
| 8 th | Science | 95% | 51% | 24% |
| 8 th | S. Studies | 88% | 54% | 34% |
| 8 th | English I | 90% | 67% | 5% |
| 8 th | Algebra I | 100% | 62% | 33% |

Horizon Montessori Public Schools

Areas of Concern

Math

- 7th Grade math is the weakest for the district based on STAAR Performance
- STAAR Math performance for students in special education is below the PBMAS standard
- Federal safeguards were missed in all the student and Hispanic Area

ELA

3rd Grade Reading is the weakest for the district based on STAAR Performance

4th Grade Writing is the weakest based on STAAR Performance

STAAR Reading performance for students in Special Ed. is below the PBMAS standard

STAAR Reading and writing performance for students in Bil/ESL programs is below the PBMAS standard

Federal safeguards were missed in the all student and Hispanic area

Minimal students scoring at the advance level

3rd Grade Reading performance is 12 points below the state average

Science

5th Grade Science is the weakest for the district based on STAAR performance

District Science performance is 12 points below the state average

8th Grade Science performance is 17 points below the state average

Attendance

Goal 1:

By 2020, 90% of all students and each student group, including Special Education and English Language Learners, will pass the reading, writing, math, science and social studies portions of the STAAR state assessment.

Objective 1:

The district will help campuses to review data, compile and analyze a disaggregated report of all assessment results.

| Activity | Persons Responsible | Resources/Fund(s) | Timelines | Formative Evaluation | Summative Evaluation |
|---|--|---|------------------|---|---|
| <p>Activity 1.</p> <p>The district will require principals to disaggregate the STAAR, ISIP, District Benchmark scores to include a breakdown of scores by objective, teacher, and by any other method that will demonstrate strengths and needs. This information is to be discussed with the teachers to ensure that appropriate strategies are being implemented to reach the stated goal and objective.</p> | <p>Principals, Assistant Principals, Instructional Officer, Lead Teachers, District Coordinators</p> | <p>STAAR ISIP, Benchmark Scores, DMAC</p> | | <p>Improved Six Weeks Grades Reduced Failure Rate</p> | <p>Assessment Report Disseminated to Teachers</p> |

| Activity | Persons Responsible | Resources/Fund(s) | Timelines | Formative Evaluation | Summative Evaluation |
|---|--|--|-----------|--------------------------------------|--|
| <p>Activity 2.</p> <p>Principals and teachers will identify all "bubble students" that scored 5 percentage points above satisfactory and 5 percentage points below satisfactory. The teachers and principals will monitor the progress of the identified "bubble" students on District Benchmark scores throughout the year.</p> | <p>Principals ,Assistant Principal, Instructional Officer, Lead Teachers</p> | <p>DMAC</p> | | | <p>District Benchmark Scores, Strategies Listed on Campus CIPs</p> |
| <p>Activity 3.</p> <p>The District and Campuses will monitor the advanced academic performance to determine if the district and campuses are at or above the state averages in grades 3-8 in all tested subject areas.</p> | <p>Principals, Assistant Principal, Instructional Officer, Lead Teachers, District Coordinators,</p> | <p>Curriculum Developed Commended List</p> | | <p>State/Local Comparison Scores</p> | <p>STAAR Results</p> |
| <p>Activity 4.</p> <p>The GPC will develop an AIP for each student that did not meet the standard on the 5th or 8th grade reading and/or math STAAR assessment.</p> | <p>GPC Committee, Principals, ARD Committee, LPAC</p> | <p>Staff, AIP</p> | | <p>Committee Minutes</p> | <p>AIP</p> |

Objective2:

The district will help campuses to implement STAAR strategies to increase scores at all grade levels and subject areas.

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|--|---------------------------------|------------------------------|---|---------------------------|
| <p>Activity 1. District Coordinators will meet with Principals at the beginning of every six weeks to plan and discuss curriculum goals and instruction.</p> | <p>District Coordinators, Dean of Instruction Principals</p> | <p>Time, Staff, Place</p> | | <p>Meeting Agendas, Sign-In Sheets</p> | |
| <p>Activity 2. A total of two District Benchmarks in all subject areas will be created by District Coordinators and will be given to students in grades 1-8 three times per year.</p> | <p>District Coordinators, Principals, Assistant Principal, Instructional Officer</p> | <p>DMAC, STAAR I</p> | | <p>Completed Assessments</p> | <p>Assessment Results</p> |
| <p>Activity 3. District Curriculum Coordinators and Principals will disaggregate the results of the District Benchmarks and share with the teachers.</p> | <p>District Coordinators, Principals, Assistant Principal, Instructional Officer</p> | <p>DMAC, Time, Place, Staff</p> | <p>After Each Assessment</p> | <p>Disaggregated District Benchmark Results</p> | <p>STAAR Results</p> |

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|---|---------------------------|------------------------------|--|---|
| <p>Activity 4.</p> <p>The campuses will provide tutoring for all "bubble" students as per STAAR assessment results, District Benchmark Results, and TPRI/Tejas LEE results.</p> | <p>Principals, Assistant Principal, Instructional Officer Teachers</p> | <p>Time, Place, Staff</p> | <p>Weekly</p> | | <p>STAAR Results</p> |
| <p>Activity 5.</p> <p>Principals will review STAAR Blueprints with their teachers to identify any changes in structure or content that may affect student performance for the 2014- 2015 school year.</p> | <p>Principals, Assistant Principal, Instructional Officer, Lead Teachers</p> | <p>Time, Place, Staff</p> | | <p>Meeting Agendas, Sign-In Sheets</p> | <p>Meeting Agendas, Sign-In Sheets, STAAR Results</p> |
| <p>Activity 6.</p> <p>A Principal's Report will be completed and returned to the District Central Office every six weeks. The report will detail areas of the District Improvement Plan for each six weeks.</p> | <p>Dean of Instruction, District Coordinators, Principals, Assistant Principal, Instructional Officer</p> | <p>Principal's Report</p> | <p>End of Each Six Weeks</p> | <p>Principal's Report</p> | <p>Comprehensive Needs and Evaluation Report</p> |

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|---|---------------------------|-------------------------------|--|----------------------------|
| <p>Activity 7.</p> <p>The district will require that principals to have collaborative meetings with their staff to discuss STAAR assessments during the school year. At least one meeting will be held with the grade level above and on meeting with the grade level below.</p> | <p>Principals, Assistant Principal, Instructional Officer</p> | <p>Time, Staff, Place</p> | <p>Twice a Year</p> | <p>Meeting Agendas, Sign-In Sheets</p> | <p>Plan of Action</p> |
| <p>Activity 8.</p> <p>All campuses will implement Saturday Academies throughout the year.</p> | <p>Principals, Teachers</p> | <p>Time, Staff</p> | <p>Fall 2018, Spring 2019</p> | <p>Student Rosters</p> | <p>STAAR Results</p> |
| <p>Activity 9.</p> <p>Freedom Week will be observed September 2015.</p> | <p>Principals, Staff</p> | <p>Time, Staff</p> | | <p>Lesson Plans</p> | <p>Principal's Reports</p> |
| <p>Activity 10.</p> <p>District Coordinators will attend Region Meetings to bring back to the campuses the latest updates from TEA regarding all aspects of education</p> | <p>Dean of Instruction District Coordinators</p> | <p>Time, Staff</p> | <p>Fall 2018, Spring 2019</p> | <p>Meeting Agendas</p> | <p>Summary Reports</p> |

Objective3:

The district will plan and implement a staff development program that is based on campus and district needs and that is developed by the Campus Planning Committees and approved by the District and Campus Planning Committees.

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|---|----------------------|-------------------|--|---|
| <p>Activity 1. The district will distribute surveys to all campuses to establish in-service needs of teachers based on the results.</p> | <p>Dean of Instruction, District Coordinators, Principals, Campus Personnel</p> | <p>Surveys, Time</p> | <p>April 2018</p> | <p>Staff Development Survey</p> | <p>Staff Development Survey Results</p> |
| <p>Activity 2. A professional development schedule will be developed and implemented that is based on the review of the staff development survey.</p> | <p>Dean of Instruction, District Coordinators, Principals</p> | <p>Surveys, Time</p> | | <p>Staff Development Priority List</p> | <p>Staff Development Schedule</p> |
| <p>Activity 3. The district will implement the CSCOPE curriculum in the areas of reading, ELA, math, and science</p> | <p>Dean of Instruction, District Coordinators, Principals, Lead Teachers</p> | <p>Time, Staff</p> | <p>Daily</p> | <p>Region I Contract</p> | <p>Curriculum Frameworks, Lesson Plans, STAAR Results</p> |

Objective4:

The district will monitor students' reading, math, writing, science and social studies progress utilizing District benchmarks and grades.

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|--|--------------------------|------------------------------|-----------------------------------|--------------------------------------|
| <p>Activity 1. The district will monitor students' reading ability and fluency rates in grades K-2 using the TPRI/Tejas LEE assessments. A report of the results will be sent to parents three times annually. Principals will monitor the student results to ensure at least 90% passing rate on each task.</p> | <p>District Coordinators, Principals, Assistant Principal, Instructional Officer, Teachers</p> | <p>Time, Staff, ISIP</p> | <p>BOY MOY EOY</p> | <p>Progress Reports</p> | <p>Principal's Reports</p> |
| <p>Activity 2. Accelerated instruction will be provided to any student who is in danger of failing any portion of the STAAR assessment.</p> | <p>Principals, Assistant Principal, Instructional Officer, Teachers</p> | <p>Time, Staff</p> | | <p>Student Rosters</p> | <p>Accelerated Instruction Plans</p> |
| <p>Activity 3. The campuses will share with parents the results of the District Benchmark Results.</p> | <p>Principals, Assistant Principal, Instructional Officer, Teachers</p> | <p>Time, Staff</p> | <p>After Each Assessment</p> | <p>Parent Notification Letter</p> | <p>District Benchmark Results</p> |

Objective 5:

The district will implement supplementary programs using State Compensatory Funds to help At-Risk students improve their academic performance at all grade levels.

| Activity | Persons Responsible | Resources/Fund(s) | Timelines | Formative Evaluation | Summative Evaluation |
|---|--|------------------------|--------------|--|---------------------------------|
| <p>Activity 1.</p> <p>State Compensatory Funds will be used for salaries to supplement the regular educational program through the use of tutoring programs.</p> | <p>Assistant Business Manager, Senior Accountant, Principals, Teachers</p> | <p>Materials, Time</p> | <p>Daily</p> | <p>Lesson Plans, Sign- In Sheets, Tutoring Schedules</p> | <p>STAAR Results</p> |
| <p>Activity 2.</p> <p>State Compensatory funds will be used for salaries to supplement the regular instructional program for at-risk students by providing supplemental instruction by teacher aids in the classrooms.</p> | <p>Assistant Business Manager, Senior Accountant, Principals, Teacher Assistants</p> | <p>Time, Staff</p> | <p>Daily</p> | <p>Class Schedule</p> | <p>STAAR Scores, ISIP, ITBS</p> |
| <p>Activity 3.</p> <p>State Compensatory Funds will be used for counselors' salaries to provide for supplementary counseling services to at-risk students.</p> | <p>Assistant Business Manager, Senior Accountant, Principals, Counselors</p> | <p>Time, Staff</p> | <p>Daily</p> | <p>Counselors' Logs</p> | <p>Schedules</p> |

Objective 6:

The district will help campuses improve Special Education student's performance and to ensure that they receive appropriate instruction.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|-----------------|-----------|--------------------------------|----------------------|
| Campus Administration Special Education Teachers | Local | Aug-May | Benchmarks Mini-Assessments | STAAR |

Objective 7:

The district will monitor the Bilingual/ESL Program to help campuses improve English Language Learners' performance and to ensure that they receive appropriate instruction.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|-----------------|-----------|--------------------------------|---|
| Campus Administration Bilingual/ESL Teachers | Local | Aug-May | Benchmarks Mini-Assessments | STAAR STAAR Spanish STAAR L TELPAS |

Objective 8:

The district will conduct research to facilitate the implementation of a Gifted and Talented Program for the 2018-2019 school year.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--------------------------------------|-----------------|-----------|-------------------------------------|----------------------|
| Campus Administration GT Teachers | Local | Aug-May | GT Educational Program and Projects | |

Goal 2:

HMPS will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development and budgeting strategies.

Objective 1:

The district will identify and apply strategies for supporting the use and integration of technology in learning.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|------------------------|------------------|---------------------------------|-----------------------------|
| Campus Administration Technology Teacher | Local | Aug-May | Teacher Survey Parent Survey | |

Objective 2:

The district will identify and apply strategies for supporting technology integration by all teachers.

| Persons Responsible | Resources/Fund | Timelines | Formative Evaluation | Summative Evaluation |
|---|-----------------------|------------------|---------------------------------|-----------------------------|
| Campus Administration Technology Teacher | Local | Aug-May | Teacher Survey Teacher Input | |

Objective 3:

The district will provide training for administrators, teachers, and staff in educational technology.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|-------------------------------|-----------------|----------------------------|---------------------------------------|----------------------|
| Central Office Administration | Local | Aug/Staff Development Days | Evaluation Forms Staff Development | |

Objective 4:

The district will provide all principals their allocated budget for staff development for technology.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---------------------|-----------------|-------------------------------|--------------------------------------|----------------------|
| Senior Accountant | Local | Aug Staff Development Days | Principal Meetings and Planning Time | |

Goal 3:

HMPS, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained as per NCLB requirements.

Objective1:

The district will utilize strategies to attract highly qualified professional staff.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|-----------------------------|------------------------|------------------|---|-----------------------------|
| Human Resources Coordinator | Local | Aug-May | Social Media District Website Region I ESC | |

Objective 2:

The district will utilize strategies to retain highly qualified professional staff.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|---|-----------------------------|
| Human Resources Coordinator Campus Administration | Local | Aug-May | Longevity pay Stipend Opportunities Staff Development Opportunities | |

Goal 4:

HMPS will maintain or improve a positive school climate for students, teachers, and parent and all students will be educated in a learning environment that is safe, drug free and conducive to learning. Facilities will be up to date and all safety requirements will be in place.

Objective 1:

The district will promote programs that communicate with students, parents and staff in a positive way.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|-----------------------------|-----------------------------|
| Campus Administration Parent Liaisons | Local | Aug-May | Survey February | |

Objective 2:

The percentage of attendance for each six weeks at each campus will be at 96% or above.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|--------------------------------------|----------------------------------|
| Campus Administration PEIMS Coordinator | Local | Aug-May | Six Weeks Reports Fall Submission | End of Year Summer Submission |

Objective 3:

The district will continue to provide for a building program to improve the physical plant so that HMPS students can have a comfortable and safe learning environment.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|------------------------|------------------|-------------------------------------|-----------------------------|
| Campus Administration Central Office | Local | Aug-May | Formal Campus Inspections WSAR's | |

Objective 4:

The district will promote a safe and disciplined environment at each campus. Campus principals will ensure that students, parents, and staff have and understand the Discipline Management Plan, Campus Discipline Management Plans and all rules and procedures.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|------------------------|------------------|-----------------------------|-----------------------------|
| Campus Administration Central Office | Local | Aug-May | Student/Parent Handbook | |

Objective 5:

The district will help campuses to promote a comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|-----------------------------|-----------------------------|
| Campus Administration Nursing Staff | Local | Aug-May | Yearly Screenings | |

Goal 5:

HMPS will continue to support and increase parental and community school involvement.

Objective 1:

The district will support the Parental Volunteers and Parental Support at the campuses.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|---|-----------------------------|
| Campus Administration Campus Liaisons | Local | Aug-May | Performance Rating Summer Submission District and Campus | |

Objective 2:

The district will support the volunteer programs at the campuses.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|---|-----------------------------|
| Campus Administration Parent Liaisons | Local | Aug-May | Performance Rating Summer Submission District and Campus | |

Objective 3:

The district will continue all parental involvement programs and strive for higher participation levels.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|--|-----------------------------|
| Campus Administration Parent Liaisons | Local | Aug- May | Performance Rating Summer Submission District and Campus | |

Goal 6:

HMPS will implement programs that will make students college ready.

Objective1:

The district will ensure that instructional strategies being implemented are promoting college readiness.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|---|------------------------|------------------|--------------------------------|-----------------------------|
| Campus Administration Counselors Teachers Central Office | Local | Aug-May | Benchmarks Mini-Assessments | STAAR Data |

Objective 2:

The district will promote programs that make HMPS students college ready.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|--|------------------------|------------------|---|---|
| Campus Administration Counselors Teachers Central Office | Local | Aug-May | BYU Enrollment Students may earn high school credit FH SP-College Career instruction | 7 th and 8 th Grade students received instruction in preparation for H.S, College and Career. |

Objective3:

The district will establish staff/counselor intervention strategies to further promote student achievement to ensure college readiness.

| Persons Responsible | Resources/Funds | Timelines | Formative Evaluation | Summative Evaluation |
|-------------------------------------|------------------------|------------------|---------------------------------|-----------------------------|
| Campus Administration Counselors | Local | Aug-May | Aptitude Tests College Tours | |

Academic Performance- Special Education Department

Horizon Montessori Public Schools-2019-2020

District Goal 1 Provide all students with a high-quality education through effective programs and to prepare for transition in to high school.

Performance objective: Increased achievement of student with disabilities on designated assessments.

Summative Evaluation: Teacher information; Assessment Results

| Strategies and Initiatives | Persons Responsible | Timeline Start/End | Resources | Formative Evaluation |
|---|---|--------------------|---|---|
| Provide training to designated personnel on the ARD Decision Making Process as well as allowable accommodations for designated state assessments. | Special Education Administration | August-May | Federal Funding: DOE/TEC/SBOE Regulations | ARD Testing Decisions Implementing of Accommodations |
| Special Education administration will meet with campus staff and administrators in order to determine best practices for meeting the instructional needs of students with disabilities. | Special Education Administration | August-May | Review of Weekly grades/reports | Teacher made tests; district assessments |
| Conduct classroom walkthroughs and observations to provide feedback on all instructional practices. | Dean of Instruction District Coordinators Campus Administrators | August-May | All curriculum and instruction staff | Walkthrough form |

| | | | | |
|---|---|------------|----------------------------------|---|
| Allow students to access curriculum through the use of assistive technology to include computers; laptops, tablets, applications, and use of online learning opportunities. | Special Education Staff; Content Area Staff | August-May | Federal/State Funding | Software data usage reports, teacher reports |
| Provide instructional support for students who meet eligibility for extended learning time i.e. after-school tutoring, summer school, intensive instructional interventions or any additional instructional program deemed necessary by the ARDC. | Special Education Staff | August-May | Federal/State Funding | Classroom walkthroughs, progress reports, Review of ARD paperwork; teacher notes. |
| Provide supplementary instructional material for students and staff to allow achievement. | Special Education Staff, General Education Staff | August-May | Federal/State funding | Test Results; Teacher notes |
| Communicate with campus administrators to ensure that students who do not perform satisfactorily on state assessments are provided with intensive program of instruction. | Special Education Administration; Campus Administration; Content Area Staff | August-May | Curriculum and Instruction Staff | Classroom walkthroughs, Teacher Notes; Progress Reports; Campus Administrators |

Academic Performance- Mathematics Department

| Horizon Montessori Public Schools 2019-2020 | | | | |
|---|--|---------------------|---|---|
| District Goal: | Students will be provided with research based quality instruction to prepare them for success in college and beyond. | | | |
| Performance Objective: | 90% of the student population will achieve mastery on all reading and writing STAAR Tests by 2020 | | | |
| Summative Evaluation | Federal and State Accountability Ratings based on STAAR performance | | | |
| Strategies and Initiatives | Persons Responsible | Timeline Start/End | Resources | Formative Evaluation |
| Strategy 1: Provide staff development, guidance on state adopted curriculum such as Go Math, Compass Learning, and Think Through Math | Dean Math Coordinator | August 2017- TBD | Go Math, Compass Learning, STAAR Ready, Motivational Math, Title I Funds | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 2: Further develop and align district resources with the district curriculum frameworks. | Dean Math Coordinator | August 2017-TBD | Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS. | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 3: Provide staff development and support with Compass Learning and develop a district implementation plan. | Dean of Instruction Math Coordinator | August 2016- TBD | Compass Learning, State Compensatory Funds, Technology Team | Compass Learning Reports, Walk-Throughs, Grade Level Meetings, Teacher Conferences |
| Strategy 4: Gather feedback from teachers on needed revisions to the curriculum frameworks and YAG. | Dean of Instruction Math Coordinator | May-August 2019 | TEKS, State Adopted Textbooks, Frameworks, YAG, Compass Learning, Think Through Math and Study Island | Sign In Sheets, Agendas, Grade Level Meetings, teacher conferences |
| Strategy 5: Provide staff development and support on building academic vocabulary through interactive notebooks. | Dean Math Coordinator | August 2018 | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals |
| | | | | |

| | | | | |
|---|---|----------------|---|--|
| Strategy 6: Monitor the implementation of the TEKS in daily instruction | Dean of Instruction Math Coordinator | Ongoing | Coordinators, Principals and Instructional officers, DMAC, TEKS resources | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 7: Provide RTI intervention for all students who fail to respond to the general curriculum in Mathematics. | Dean Math Coordinator | Ongoing | Coordinators Counselors | Student Journals, Compass Learning, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |
| Strategy 8: Implement writing across the content areas including Mathematics, | Dean Math Coordinator | Ongoing | Step Up to Writing, Region I, Title I, III | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals, teacher bulletins |
| Strategy 9: Provide opportunities for students to work on math activities after school and during the summer. | Dean Math Coordinator | Ongoing | Libraries, Title I, III, Local and State Compensatory | Parent sign-in sheets, Campus flyers, summer school proposals, school web pages |
| Strategy 10: Utilize sheltered instruction strategies such as graphic organizers, think alouds, word walls, and interactive notebooks | Dean of Instruction Math Coordinator | Ongoing | Thinking Maps Consulting, Region I, Title I, Title III, Sate Compensatory | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy II: Provide staff development and support in the area of differentiated instruction . | Dean Math Coordinator | Ongoing | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | Student Journal, Compass Learning, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |

| | | | | |
|--|---|--------------------|--|--|
| <p>Strategy 12: Provide staff development on integrating the English Proficiency Standards (ELPS).</p> | <p>Dean Math Coordinator</p> | <p>August 2018</p> | <p>Region I, ELPS Instructional Tool Kit, Title IJ and State Bilingual Funds</p> | <p>Student Journal, Compass Learning, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment</p> |
| <p>Strategy 13: Develop an RTI district plan to include effective research based strategies and intervention activities for students in Tier I, II and III.</p> | <p>Dean of Instruction Math Coordinator</p> | <p>June 2018</p> | <p>State Compensatory Funds, Title I, Success Ed</p> | <p>Student Journal, Compass Learning, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment</p> |
| <p>Strategy 14: Provide district structures and supports that provide students in Tier 2 and Tier 3 effective diagnostics to determine performance gaps and develop appropriate interventions.</p> | <p>Dean Math Coordinator</p> | <p>Ongoing</p> | <p>State Compensatory Funds, Title I, Success Ed</p> | <p>Student Journal, Compass Learning, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment</p> |

Academic Performance- Science Department

| Horizon Montessori Public Schools 2019-2020 | | | | |
|--|--|----------------------|---|---|
| District Goal: | Students will be provided with research based quality instruction to prepare them for success in college and beyond. | | | |
| Performance Objective: | 90% of the student population will achieve mastery on all reading and writing STAAR Tests by 2020 | | | |
| Summative Evaluation | Federal and State Accountability Ratings based on STAAR performance | | | |
| Strategies and Initiatives | Persons Responsible | Timeline Start/End | Resources | Formative Evaluation |
| Strategy 1: Provide staff development, guidance on state adopted curriculum such as Science Fusion | Dean Science Coordinator | August 2017-2020 | Science Fusion, STAAR Ready, Motivational Science, Title I Funds | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 2: Further develop and align district resources with the district curriculum frameworks. | Dean Science Coordinator | August 2017-2020 | Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS. | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 3: Provide staff development and support with Study Island and develop a district implementation plan. | Dean of Instruction Science Coordinator | August 2017-2020 | Study Island, State Compensatory Funds, Technology Team | Study Island Reports, Walk-Throughs, Grade Level Meetings, Teacher Conferences |
| Strategy 4: Gather feedback from teachers on needed revisions to the curriculum frameworks and YAG. | Dean of Instruction Science Coordinator | May-August 2017-2020 | TEKS, State Adopted Textbooks, Frameworks, YAG, and Study Island | Sign In Sheets, Agendas, Grade Level Meetings, teacher conferences |
| Strategy 5: Provide staff development and support on building academic vocabulary through interactive notebooks. | Dean of Instruction Science Coordinator | August 2017-2020 | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals |
| Strategy 6: Monitor the implementation of the TEKS in daily instruction | Dean of Instruction Science Coordinator | | Coordinators, Principals and Instructional officers, DMAC, TEKS resources | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |

| | | | | |
|---|--|------------------|--|--|
| Strategy 7: Provide RTI intervention for all students who fail to respond to the general curriculum in Science. | Dean Science Coordinator | Ongoing | Coordinators Counselors | Student Journals, Study Island, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |
| Strategy 8: Implement writing across the content areas including Science. | Dean Science Coordinator | Ongoing | Step Up to Writing, Region I, Title I, III | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals, teacher bulletins |
| Strategy 9: Provide opportunities for students to work on Science activities after school and during the summer. | Dean Science Coordinator | August 2018-2019 | Libraries, Title I, III, Local and State Compensatory | Parent sign-in sheets, Campus flyers, summer school proposals, school web pages |
| Strategy 10: Utilize sheltered instruction strategies such as graphic organizers, think alouds, word walls, and interactive notebooks | Dean of Instruction Science Coordinator | Ongoing | Thinking Maps Consulting, Region I, Title I, Title III, State Compensatory | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy II: Provide staff development and support in the area of differentiated instruction. | Dean Science Coordinator | August 2018 | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | Student Journal, Study Island, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |

| | | | | |
|--|--|--------------------|---|---|
| <p>Strategy 12: Provide staff development on integrating the English Proficiency Standards (ELPS).</p> | <p>Dean of Instruction Science Coordinator</p> | <p>August 2018</p> | <p>Region I, ELPS Instructional Tool Kit, Title III and State Bilingual Funds</p> | <p>Student Journal, Brain Pop, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment</p> |
| <p>Strategy 13: Develop an RTI district plan to include effective research based strategies and intervention activities for students in Tier I, II and III.</p> | <p>Dean of Instruction Science Coordinator</p> | <p>June 2018</p> | <p>State Compensatory Funds, Title I, Success Ed</p> | <p>Student Journal, Brain Pop, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment</p> |
| <p>Strategy 14: Provide district structures and supports that provide students in Tier 2 and Tier 3 effective diagnostics to determine performance gaps and develop appropriate interventions.</p> | <p>Dean of Instruction Science Coordinator</p> | <p>Ongoing</p> | <p>State Compensatory Funds, Title I, Success Ed</p> | <p>Student Journal, Brain Pop, Study Island, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment</p> |

Academic Performance- English Language Arts Department

| Horizon Montessori Public Schools 2019-2020 | | | | |
|---|--|----------------------|---|---|
| District Goal: | Students will be provided with research based quality instruction to prepare them for success in college and beyond. | | | |
| Performance Objective: | 90% of the student population will achieve mastery on all reading and writing STAAR Tests by 2020 | | | |
| Summative Evaluation | Federal and State Accountability Ratings based on STAAR performance | | | |
| Strategies and Initiatives | Persons Responsible | Timeline Start/End | Resources | Formative Evaluation |
| Strategy 1: Provide staff development, guidance on state adopted curriculum such as Journeys, Mile Stones, and Reach program. | Dean Secondary Education Coordinator Principals | August 2017-2020 | National Geographic Representative, Journeys, Milestones, Reach, Title I Funds | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 2: Further develop and align district resources with the district curriculum frameworks. | Dean of Instruction Secondary Education Coordinator Principals Instructional Officers Teachers | August 2017-2020 | Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS. | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 3: Provide staff development and support with IStation and develop a district implementation plan. | Dean of Instruction Secondary Education Coordinator Principals | ongoing | I Station, State Compensatory Funds, Technology Team | I Station Reports, Walk-Throughs, Grade Level Meetings, Teacher Conferences |
| Strategy 4: Gather feedback from teachers on needed revisions to the curriculum frameworks and YAG. | Dean Secondary Education Coordinator Principals Instructional Officers | May-August 2017-2020 | TEKS, State Adopted Textbooks, Frameworks, YAG, I Station, Compass Learning, Lexia and Study Island | Sign In Sheets, Agendas, Grade Level Meetings, teacher conferences |
| Strategy 5: Provide staff development and support on building academic vocabulary through journal writing. | Dean Secondary Education Coordinator Principals | ongoing | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals |

| | | | | |
|---|---|------------------|---|--|
| Strategy 6: Monitor the implementation of the TEKS in daily instruction | Dean of Instruction Secondary Education Coordinator Principals Instructional Officers Teachers | Ongoing | Coordinators, Principals and Instructional officers, DMAC, TEKS resources | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 7: Provide RTI intervention for all students who fail to respond to the general curriculum in Reading and writing. | Dean of Instruction Secondary Education Coordinator Principals Instructional Officers Teachers | Ongoing | Succeed Program Coordinators Counselors | Student Journals, I Station, reading projects, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |
| Strategy 8: Implement writing across the content areas | Dean of Instruction Secondary Education Coordinator Principals Instructional Officers Teachers | Ongoing | Step Up to Writing, Region I, Title I, III | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals, teacher bulletins |
| Strategy 9: Provide opportunities for students to read afterschool and during the summer. | Dean of Instruction Secondary Education Coordinator Principals Instructional Officers | August 2015-2020 | Libraries, Title I, III, Local and State Compensatory | Parent sign-in sheets, Campus flyers, summer school proposals, school web pages |
| Strategy 10: Utilize sheltered instruction strategies such as graphic organizers, think alouds, paraphrasing, and anchor charts. | Dean Secondary Education Coordinator Principals Instructional Officers | Ongoing | Thinking Maps Consulting, Region I, Title I, Title III, Sate Compensatory | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 11: Provide staff development and support in the area of differentiated instruction. | Dean Secondary Education Coordinator Principals | August 2017-2020 | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | Student Journals, I Station, reading projects, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |

| | | | | |
|--|---|-------------------------|---|---|
| <p>Strategy 12: Provide staff development on integrating the English Language Proficiency Standards (ELPS).</p> | <p>Dean of Instruction Secondary Education Coordinator Principals</p> | <p>August 2017-2020</p> | <p>Region I, ELPS Instructional Tool Kit, Title III and State Bilingual Funds</p> | <p>Student Journals, I Station, reading projects, Socratic Questioning, exit cards, short quizzes, pair- share, self-assessment</p> |
| <p>Strategy 13: Develop an RTI district plan to include effective research based strategies and intervention activities for students in Tier I, II and III.</p> | <p>Dean of Instruction Secondary Education Coordinator</p> | <p>June 2017-2020</p> | <p>State Compensatory Funds, Title I, Success Ed</p> | <p>Student Journals, I Station, reading projects, Socratic Questioning, exit cards, short quizzes, pair- share, self-assessment</p> |
| <p>Strategy 14: Provide district structures and supports that provide students in Tier 2 and Tier 3 effective diagnostics to determine performance gaps and develop appropriate interventions.</p> | <p>Dean of Instruction Secondary Education Coordinator</p> | <p>Ongoing</p> | <p>State Compensatory Funds, Title I, Success Ed</p> | <p>Student Journals, I Station, reading projects, Socratic Questioning, exit cards, short quizzes, pair- share, self-assessment</p> |

Academic Performance- Social Studies Department

| Horizon Montessori Public Schools 2019-2020 | | | | |
|--|--|----------------------|--|--|
| District Goal: | Students will be provided with research based quality instruction to prepare them for success in college and beyond_ | | | |
| Performance Objective: | 90%ofthestudent population willachieve mastery on allsocialstudiesSTAARTests by 2020 | | | |
| Summative Evaluation | Federal and State Accountability Ratings based on STAAR performance | | | |
| Strategies and Initiatives | Persons Responsible | Timeline Start/End | Resources | Formative Evaluation |
| Strategy 1: Provide staff development, guidance on the state adopted curriculum in social studies. | Dean Social Studies Coordinator Principals | August 2017-2020 | Pearson textbooks, Pearson website, Title I Funds | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 2: Further develop and align district social studies resources with the district curriculum frameworks. | Dean Social Studies Coordinator Principals | August 2017-2020 | Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS, Pearson realize Website. | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System |
| Strategy 3: Provide staff development and support on the social studies process skills, with specific focus in the process skills that support literacy, | Dean Social Studies Coordinator Principals | August 2016-2020 | State Compensatory Funds, Lead4ward resources, Region I social studies specialist. | I Station Reports, Walk-Throughs, Grade Level Meetings, Teacher Conferences |
| Strategy 4: Gather feedback from teachers on needed revisions to the social studies curriculum frameworks and YAG. | Dean of Instruction Social Studies Coordinator Principals | May-August 2017-2020 | Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS, Pearson Website. | Sign In Sheets, Agendas, Grade Level Meetings, teacher conferences |
| Strategy 5: Provide staff development and support on academic vocabulary development opportunities to help students bring meaning to content. | Dean of Instruction Social Studies Coordinator Principals | August 2017-2020 | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals |

| | | | | |
|---|---|------------------------|---|--|
| Strategy 6: Monitor the implementation of the TEKS in daily instruction | Dean Social Studies Coordinator Principals | Ongoing | Coordinators, Principals and Instructional officers, DMAC, TEKS resources | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, unit assessments |
| Strategy 7: Provide RTI intervention for all students who fail to respond to the general curriculum in social studies. | Dean Social Studies Coordinator Principals Teachers | Ongoing | Succeed Program Coordinators Counselors | Student Journals, I Station, social studies projects, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |
| Strategy 8: Utilize social studies exemplar lessons that are vertically aligned with the 5 th grade social studies concepts and integrated with ELA TEKS objectives. | Dean Social Studies Coordinator Principals Teachers | Ongoing | Step Up to Writing, Region I, Title I, III, Local funds | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals, teacher bulletins |
| Strategy 9: Utilize high-interest rigorous engagement activities that advance language and learning. | Dean Social Studies Coordinator Principals Instructional Officers Teachers | August 2018-2019 | Title I, III, Local and State Compensatory, Sheltered Instruction resources, ASCD best practices resources and ELPS Tool kit | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals, teacher bulletins |
| Strategy 10: Utilize sheltered instruction strategies such as graphic organizers, think-alouds, paraphrasing, and anchor charts. | Dean Social Studies Coordinator Principals Instructional Officers Teachers | Ongoing | Thinking Maps Consulting, Region I, Title I, Title III, State Compensatory, Thinking Maps Binders, Sheltered Instruction Resources. | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, |
| Strategy 11: Provide staff development and support in the area of differentiated instruction. | Dean Social Studies Coordinator Principals | August 2017 Ongoing | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, RTI strategies and Region I consultants. | Student Journals, I Station, reading projects, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |

| | | | | |
|--|--|------------------------|--|---|
| Strategy 12: Provide staff development on integrating the English Language Proficiency Standards into the social studies curriculum. | Dean of Instruction Social Studies Coordinator Principals | August 2017 Ongoing | Region I, ELPS Instructional Tool Kit, Title III and State Bilingual Funds | Student Journals, social studies projects, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |
| Strategy 13: Engage students in the use of primary resources and provide opportunities to connect to current events that support social studies TEKS objectives. | Dean of Instruction Social Studies Coordinator Principals Instructional Officers Teachers | Ongoing | State Compensatory Funds, Title I, Pearson realize Website, Discovery Education website | Student Journals, social studies projects, Socratic Questioning, exit cards, short quizzes, pair-share, self-assessment |
| Strategy 14: Provide opportunities for students to participate in contests such as National History Day to support social studies TEKS. | Dean of Instruction Social Studies Coordinator Principals Instructional Officers Teachers | Ongoing | State Compensatory Funds, Title I, local museums, chamber of commerce, region I, public library, local business partners, local universities | School web page, campus newsletters, student projects, emails |
| Strategy 15: Provide opportunities for teacher collaboration that supports the use of best practices in social studies instruction and allows for mentoring and team planning. | Dean Social Studies Coordinator Principals Instructional Officers Teachers | Ongoing | State Compensatory Funds, Title I, III, Local funds, ASCD best practices articles and journals. | TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, teacher conferences, team planning |

Academic Performance-Bilingual Department

| Horizon Montessori Public Schools 2019-2020 | | | | |
|---|---|---------------------------|---|---|
| District Goal: | Students will be provided with research based quality instruction to prepare them for success in college and beyond | | | |
| Performance Objective: | 85% of the LEP student population will meet expectation on the STAAR ELL Progress Measure by the year 2020 | | | |
| Summative Evaluation | State accountability ratings on the STAAR ELL Progress Measure | | | |
| Strategies and Initiatives | Persons Responsible | Timeline Start/End | Resources | Formative Evaluation |
| Strategy 1: Access all students the first six weeks of school with ISIP to find all students independent instructional and frustration levels of reading. | Dean of Instruction Secondary Education Coordinator, technology teachers | September 2017-Ongoing | Title III funds, state bilingual funds, ISIP, Technology Teachers. | ISIP Reports, Six Weeks grades, Accelerated Reading STAR reports |
| Strategy 2: Provide staff development on the four components of reading. | Dean of Instruction Secondary Education Coordinator, | August 2017- Ongoing | Title III funds and state bilingual funds, Region I | Agendas, sign-in- sheets, Walk-throughs, TEK Resource System |
| Strategy 3: Provide student-choice reading selections throughout the school year. | Dean of Instruction Secondary Education Coordinator, teachers | Ongoing | Title III and state bilingual funds, District Reading resources e.g. Lexia | AR reports, ISIP reports, six weeks grades, reading journals |
| Strategy 4: Provide small group instruction to students who demonstrate deficiencies in reading performance. | Dean Secondary Education Coordinator, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds | Weekly or unit assessments, Compass Learning reports, ISIP reports, AR reports |
| Strategy 5: Provide ongoing job-embedded teacher training on using data to drive intervention activities in the area of reading. | Dean of Instruction Secondary Education Coordinator, | Ongoing | Title III funds and state bilingual funds, Region I | Agendas and sign-in- sheets, teacher certificates, DMAC reports, student intervention folders. |
| Strategy 6: Provide staff development for teachers in the area of Sheltered Instruction. | Dean Secondary Education Coordinator, | Ongoing | Title III funds and state bilingual funds, Region I | Agendas, sign-in- sheets, Walk-throughs, TEK Resource System |

| | | | | |
|--|---|---------|---|--|
| Strategy 7: Increase the development of academic language across all subject areas using research based strategies. | Dean Secondary Education Coordinator, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds | Vocabulary journals, writing projects, six weeks grades, teacher bulletin boards, student folders |
| Strategy 8: Increase the use of student engagement by incorporating the use of graphic organizers, foldables, and interactive journals across the content areas. | Dean of Instruction Secondary Education Coordinator, instructional officers, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds, Thinking Maps Binder | Vocabulary journals, writing projects, six weeks grades, teacher bulletin boards, student folders |
| Strategy 9: Provide the opportunity to engage in peer tutoring, small group discussion and pair-share activities. | Dean Secondary Education Coordinator, instructional officers, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds | Walk-throughs, student folders, six weeks grades, unit tests, weekly tests, vocabulary journals |
| Strategy 10: Incorporate the use of scaffolding strategies to teach new and difficult concepts in all subject areas. | Dean of Instruction Secondary Education Coordinator, instructional officers, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds, Lead4Ward resources | Walk-throughs, student folders, six weeks grades, unit tests, weekly tests, vocabulary journals |
| Strategy II: Incorporate the use of journal writing across the content areas. | Dean Secondary Education Coordinator, instructional officers, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds, Composition books, Step UP to Writing Resources | Walk-throughs, student folders, six weeks grades, vocabulary journals, writing journals |

| | | | | |
|--|---|-------------------------|--|---|
| Strategy 12: Implement the use of big books in Pre-K, Kinder and leveled readers in grades 2-8th grade. | Dean Secondary Education Coordinator, instructional officers, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds, state adopted curriculum resources | Walk-throughs, student folders, six weeks grades, unit tests, weekly tests, vocabulary journals, writing journals, AR reports, !SIP reports |
| Strategy 13: Provide staff development opportunities on writing intervention strategies for LEP students. | Dean Secondary Education Coordinator, | August 2017- Ongoing | Title I, III and state bilingual funds, Region I | Agendas, sign-in- sheets, Walk- throughs, TEK Resource System |
| Strategy 14: Provide intervention for First year and Second year monitor students if students demonstrate inability to succeed in the general classroom. | Dean of Instruction Secondary Education Coordinator, instructional officers, counselors, teachers | Ongoing | Title III and state bilingual funds, state compensatory funds | MI and Mil monitoring in ELLA system, LPAC minutes, Intervention Logs. |
| Strategy 15: Provide extended learning opportunities for all LEP students and a summer reading program for LEP students in PreKinder and Kinder. | Dean of Instruction Secondary Education Coordinator, instructional officers, teachers | Summer 2017- Ongoing | Title III and state bilingual funds, state compensatory funds | Summer school reading proposals, LEP intervention list, TELPAS reports, STAAR reports, six weeks grades |

Human Resources

Horizon Montessori Public Schools 2019-2020

Objective 2: The district will utilize strategies to retain highly qualified professional staff.

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation |
|---|--|----------------------------|-------------------|--|
| Activity 1. The district will provide competitive salaries based among other districts with comparable ADA. | Senior Accountant HR Coordinator Payroll Staff | Local funds, Federal Funds | September -August | Texas Academic Performance Report Salary Summary |
| Activity 2. The district will provide longevity stipends based on a Board approved scale. | HR Coordinator Payroll Staff | Local funds, Federal Funds | September -August | Longevity Applications Payroll Report Service Records |
| Activity 3. The district will provide stipends for HQ staff with Masters Degrees and Bilingual/ESL Certification on a Board Approved scale. | HR Coordinator Payroll Staff | Local funds, Federal Funds | September -August | Stipend Applications Payroll Report Master Schedule |
| Activity 4. The district will provide stipends for HQ staff with at least 3 Preps and more based on a Board approved scale. | HR Coordinator Payroll Staff | Local funds, Federal Funds | September -August | Stipend Applications Payroll Report Master Schedule |
| Activity 5. The district will reimburse staff who acquire their Bilingual/ESL certification. | HR Coordinator Payroll Staff | Local funds, Federal Funds | September -August | Certificate Verification SBEC |
| Activity 6. The district will provide Professional Development Opportunities on a yearly basis. | Dean of Curriculum, 10 HR Coordinator | Local funds, Federal Funds | September -August | Professional Development Program Guide (August) Sign In Sheets, Agendas, Region One Training Transcripts Training Certificates |

Human Resources

Horizon Montessori Public Schools 2019-2020

Goal III: HMPS, highly qualified teachers will teach 100% of core academic classes and 100% highly qualified staff will be maintained.

Objective 1- The district will utilize strategies to attract and hire highly qualified professional staff .

| Activity | Persons Responsible | Resources/Funds | Timelines | Formative Evaluation |
|--|--------------------------------|-----------------|----------------------|--|
| Activity 1. The Human Resources Department supports the District's goals and objectives by providing quality and timely service to all stakeholders assuring respect and confidentiality. | HR Coordinator Principal | Local Funds | September- August | Master Schedule Staff Roster District Policy |
| Activity 2. The HR Department will push that applicants recommended for hire are screened to ensure they meet the criteria to be considered highly qualified for the position in which they are recommended. | HR Coordinator Principal | Local Funds | September- August | E Grant Highly Qualified Report |
| Activity 3. The HR Department will utilize local social media to advertise vacancies. | HR Coordinator | Local Funds | September- August | The Monitor, Valley Morning Star, School District Web Page, Facebook |
| Activity 4. The HR Department will utilize Region One online application webpage and school district webpage to advertise vacancies. | HR Coordinator | Local Funds | September- August | Region One Online Employment Webpage HMPS webpage |
| Activity 5. The HR Department will participate with job fairs in the area. | HR Coordinator | Local Funds | September- August | UTRGV Teacher Expo Fair Region One Teacher Job Fair Sign In Sheets |
| Activity 6. The HR Department will promote the Montessori Method to recruit. | HR Coordinator | Local Funds | September- August | HMPS Flyers HMPS Website |
| Activity 7. The HR Department will seek outside sources such as alternative certification programs to recruit HQ staff. | HR Coordinator | Local Funds | September- August | Texas Teachers, Teacher Builder, Region One |

