

Horizon Montessori Public Schools



District Improvement Plan

2019-2020

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Board of Trustees
2019 – 2020**

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**Horizon Montessori Public Schools
Central Office Administration
2019 – 2020**

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Yolanda Espinoza	Asst. Business Manager
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Isis Montes	Employee Benefits Specialist

HMPS Vision Statement

Horizon Montessori Public Schools maximizes the educational potential of each student by providing an experience of continuous learning for every student. Instruction is delivered through multiple forms of delivery from: aesthetic, ethical, intellectual, physical, and technological. HMPS provides a well-organized, flexible and varied program of classroom and out-of-classroom activities.

HMPS Mission Statement

Horizon Montessori Public Schools provides the highest quality education possible to all students. HMPS students will have the opportunity to expand their capability to think logically, independently, creatively, and communicate effectively.

HMPS Motto

“Where Leaders Are Made”

Montessori Philosophy

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.

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

Comprehensive Needs Assessment

Demographics Summary

Horizon Montessori Public Schools is located in Hidalgo County. HMPS has three campuses servicing students in PK3 – 8th grade. Horizon Montessori I is located in McAllen, Texas. Horizon Montessori II is located in Weslaco, Texas. Horizon Montessori III is located in Harlingen, Texas. During the 2019-2020 school year, we will open a new site in Pearland, Texas.

For the 2017-2018 PEIMS Fall Submission, Horizon Montessori Public Schools had 1,236 students and employed 187 staff, all full time employees. The student population was 94.3% Hispanic and 76.2% Economically Disadvantaged. Other demographic information includes 4% students serviced in Special Education Programs. HMPS serves 57.6% At-Risk students and 40% EL students. In addition, HMPS serves 36.9% students in Bilingual/ESL Education and 4.1% in Gifted and Talented Education.

According to the most recent 2017-2018 TAP Report, teachers serving the district are 81% Hispanic with 44.8% having 1-5 years experience, with an average of 4.8 years experience. On average, teachers have remained in the District for 2.4 years. The teacher turn-over rate is 37.3% for the District as compared to 16.6% at the State level. The district rate for the class size average is 15.8%.

The 2017-2018 TAP report indicates retention rates for non-special education students are comparable to the state rate for grades Kindergarten and 3rd – 5th grades. The first grade non-special education retention rate for Horizon Montessori Public Schools is 4.2% compared to the state rate at 3.4%, second grade is 6% as compared to the state rate at 2.1%, seventh grade at 2.4% as compared to the state rate at .5% and eighth grade of 3.2% as compared to the state rate of .6%. The greatest difference in retention rates for special education students is also in first grade. The first grade special education retention rate for Horizon Montessori Public Schools is 12.5% as compared to the state rate of 6.2%.

Currently, the district has 1,324 students enrolled as of October 26, 2018, which includes students in grade PK3 – 8th grade. HMPS has held a steady enrollment rate. As per the 2016-2017 TAPR report, student enrollment was at 1,350.

A report compiled annually by the Region One Service Center, *Budgeting Tools 2018-2019*, indicates 391 students (grades PK-8th) in a two-year period (2016-2017 and 2017-2018), left the district to attend home schools and 124 students left to attend IDEA Academy, Vanguard Academy, South Texas ISD. A breakdown of grade levels indicates the majority of students leave in grades Kindergarten and first grade. (Region One Service Center, *Budgeting Tools 2018-2019* is available at <http://www.esc1.net/Page/3574>)

Horizon Montessori Public Schools shows a slight decrease in attendance from 96.2% in 2015-2016 to 96.1% in 2016-2017.

Problem Statements Identifying Demographic Needs

Problem Statement 1: Student leaving the district in grades PK-1st grade (**Root Cause: Only 1 campus Montessori 100% at lower level**)

Problem Statement 2: Retention rates in grades 2, 7, and 8 and in special education (**Root Cause: no clear focus on data**)

Student Achievement

Summary

House Bill 22 has made changes to the 2018 State Accountability System. Districts are to receive a A-F rating for overall performance and performance in each domain. Campuses will receive A-F ratings beginning August 2019.

Student Achievement – evaluates performance across all subjects for all students, on both general and alternative assessments.

School Progress – measures district and campus outcomes in two areas: the number of students who progress at least one year academically (measured by STAAR) and achievement of students relative to campus comparison grouping.

Closing the Gaps – uses demographic data to demonstrate differentials and align with Every Student Succeeds Act (ESSA.)

(<https://www.esc11.net/cms/lib3/TX21000259/Centricity/Domain/490/HB%2022%20Overview%20Fall%202017.pdf>)

Texas Education Agency 2018 Accountability Ratings Overall Summary HORIZON MONTESSORI PUBLIC SCHOOLS (108802)

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		76	C
STAAR Performance	45	76	
College, Career and Military Readiness Graduation Rate			
School Progress		86	B
Academic Growth	67	73	C
Relative Performance (Eco Dis: 76.2%)	45	86	B
Closing the Gaps	69	82	B

Distinction Designations

Postsecondary Readiness

Not Earned

Problem Statements Student Achievement

Problem Statement 1: Special education students hold biggest retention rate (**Root Cause: professional development needed at all levels**)

Problem Statement 2: Data driven instruction has been limited (**Root Cause: No Academic Calendar**)

2017-18 District STAAR Performance Bilingual Education/English as a Second Language
District Name: HORIZON MONTESSORI PUBLIC SCHOOLS (108802)

		State	Region 01	District
STAAR Performance Rate by Subject and Performance Level				
All Grades ELA/Reading				
At Approaches Grade Level or Above	2018	74%	72%	73%
	2017	72%	69%	75%
At Meets Grade Level or Above	2018	46%	43%	40%
	2017	44%	39%	40%
At Masters Grade Level	2018	19%	16%	19%
	2017	19%	15%	21%
All Grades Mathematics				
At Approaches Grade Level or Above	2018	81%	83%	83%
	2017	79%	80%	84%
At Meets Grade Level or Above	2018	50%	52%	47%
	2017	46%	47%	49%
At Masters Grade Level	2018	24%	25%	24%
	2017	22%	21%	22%
All Grades Writing				
At Approaches Grade Level or Above	2018	66%	68%	58%
	2017	67%	70%	75%
At Meets Grade Level or Above	2018	41%	42%	37%
	2017	36%	38%	36%
At Masters Grade Level	2018	13%	12%	12%
	2017	11%	11%	8%
All Grades Science				
At Approaches Grade Level or Above	2018	80%	81%	74%
	2017	79%	78%	74%
At Meets Grade Level or Above	2018	51%	50%	38%
	2017	49%	46%	31%
At Masters Grade Level	2018	23%	20%	11%
	2017	19%	15%	9%
All Grades Social Studies				
At Approaches Grade Level or Above	2018	78%	79%	59%
	2017	77%	75%	50%
At Meets Grade Level or Above	2018	53%	50%	29%
	2017	49%	43%	22%
At Masters Grade Level	2018	31%	26%	24%
	2017	27%	20%	14%

School Progress Domain – Academic Growth Score

All Grades Both Subjects	2018	69	70	67
All Grades ELA/Reading	2018	69	69	68
All Grades Mathematics	2018	70	72	66

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8				
Reading	2018	38%	40%	38%
	2017	35%	37%	38%
Mathematics	2018	47%	53%	39%
	2017	43%	47%	43%

Texas Education Agency
2018 Closing the Gaps Data Table
HORIZON MONTESSORI PUBLIC SCHOOLS (108802)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement (Percent at Meets Grade Level or Above)														
ELA/Reading														
% at Meets GL Standard or Above	40%	-	39%	72%	*	100%	-	-	37%	29%	38%	*	42%	39%
# at Meets GL Standard or Above	207	-	189	13	*	**	-	-	146	58	14	*	111	96
Total Tests (Adjusted)	516	-	490	18	*	**	-	-	398	199	37	*	267	249
Mathematics														
% at Meets GL Standard or Above	47%	-	45%	72%	*	100%	-	-	43%	39%	46%	*	50%	43%
# at Meets GL Standard or Above	240	-	221	13	*	**	-	-	172	78	16	*	133	107
Total Tests (Adjusted)	515	-	489	18	*	**	-	-	398	199	35	*	266	249
Growth (Academic Growth)														
ELA/Reading														
Academic Growth Score	68	-	67	73	*	100	-	-	67	63	83	*	71	64
Growth Points	263.0	-	248.0	9.5	*	**	-	-	201.0	93.0	26.5	*	143.0	120.0
Total Tests	388	-	369	13	*	**	-	-	300	148	32	*	201	187
Mathematics														
Academic Growth Score	66	-	65	65	*	100	-	-	65	64	68	*	65	67
Growth Points	257.5	-	243.0	8.5	*	**	-	-	197.0	97.0	20.5	*	130.5	127.0
Total Tests	390	-	371	13	*	**	-	-	303	151	30	*	200	190
Graduation (Federal Graduation Rate)														
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Proficiency														
TELPAS Progress Rate										56%				
TELPAS Progress										165				
TELPAS Total										293				
Student Success (Student Achievement Domain Score: STAAR Component Only)														
STAAR Component Score	45	-	44	68	*	92	-	-	42	37	38	*	48	42
% at Approaches GL Standard or Above	74%	-	74%	88%	*	100%	-	-	72%	66%	52%	*	78%	70%
% at Meets GL Standard or Above	41%	-	40%	73%	*	94%	-	-	37%	31%	38%	*	44%	39%
% at Masters GL Standard	19%	-	18%	44%	*	81%	-	-	16%	14%	24%	*	23%	16%
Total Tests	1,402	-	1,332	48	*	**	-	-	1,084	538	102	*	720	682
School Quality (College, Career, and Military Readiness Performance)														
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	100%	-	100%	95%	*	100%	-	-	100%	100%	100%	91%	100%	100%
# Participants	547	-	520	19	*	**	-	-	423	208	38	10	274	273
Total Tests	548	-	520	20	*	**	-	-	423	208	38	11	275	273
Mathematics														
% Participation	100%	-	100%	95%	*	100%	-	-	100%	100%	100%	91%	100%	100%
# Participants	546	-	519	19	*	**	-	-	423	208	36	10	273	273
Total Tests	547	-	519	20	*	**	-	-	423	208	36	11	274	273

Horizon Montessori Public Schools STAAR Results Comparison

Grade	Subject	McAllen							Weslaco							Harlingen						
		Dec. Bchmrk	2018	2017	2016	2015	2014	2013	Dec. Bchmrk	2018	2017	2016	2015	2014	2013	Dec. Bchmrk	2018	2017	2016	2015	2014	2013
3rd	Math	45	92	84	82	85	75	64	48	69	85	75	65	45	78	36	68	76	84	67	40	30
4th	Math	70	77	94	84	76	65	66	76	65	94	83	47	52	56	33	73	79	73	84	46	25
5th	Math	89	100	93	92	98	94	100	54	94	93	81	47	53	70	67	92	87	86	69	50	46
6th	Math	53	95	89	92	66	93	62	35	80	65	92	46	80	69	35	81	87	83	87	56	47
7th	Math	83	84	75	56	91	57	60	59	69	67	64	60	60	75	53	68	75	86	46	56	*
8th	Math	71	82	44	78	88	71	73	80	89	80	93	88	88	100	60	88	73	67	50	*	*
3rd	Reading	49	69	69	67	64	71	84	80	50	64	45	68	59	84	59	68	76	74	64	70	40
4th	Reading	53	66	81	72	67	83	64	66	53	63	79	74	57	64	52	73	71	58	81	42	25
5th	Reading	67	84	71	67	81	86	91	56	83	67	62	65	53	91	63	73	74	90	58	50	62
6th	Reading	57	79	74	78	80	93	86	43	70	52	92	62	84	86	41	77	74	56	87	75	47
7th	Reading	62	68	70	69	87	87	56	67	81	67	73	75	75	56	61	82	67	100	38	78	*
8th	Reading	74/45	82	64	96	94	58	75	80	100	90	83	94	88	75	84	75	80	100	100	*	*
5th	Science	58	84	78	49	85	68	94	41	89	72	52	59	53	74	43	54	77	77	46	60	77
8th	Science	64	60	60	52	59	71	78	67	91	70	76	41	63	100	65	100	80	60	67	*	*
8th	Social Studies	64	63	24	12	41	29	27	73	80	65	65	35	38	100	65	75	20	50	83	*	*
4th	Writing	55/31	62	74	58	67	83	68	45/17	35	69	66	89	76	56	27/16	57	75	54	73	50	68
7th	Writing	67/40	53	80	70	87	83	56	67/61	88	75	90	69	81	75	69/42	59	58	71	77	56	*

TSDS PEIMS Student Roster Summary By Early Reading Indicator 2016-2018

Grade Level	1				2				3			
	Eligible for Accelerated Reading Svcs				Not Eligible for Accelerated Reading Svcs				Not Assessed			
	2016	2017	2018	Diff	2016	2017	2018	Diff	2016	2017	2018	Diff
KG	46	30	53	23	9	37	28	-9	12	19	20	1
1	56	10	50	40	13	59	16	-43	17	23	15	-8
2	36	43	27	-16	31	31	42	11	8	16	5	-11

2018-2019 PBMAS Goals:

	2018 Cut Score	2018 District Rate	2018 Performance Indicator	2019 Goal	2019 Average	2020 Increase Projections on 2018
BE STAAR 3-8 Passing Rate						
Writing	70.0-100	38.9	3	15.55	54.45	15.55
ESL STAAR 3-8 Passing Rate						
Science	65.0-100	37.5	3	13.75	51.25	13.75
Social Studies	70.0-100	66	3	2	68	2
LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate						
Reading	70.0-100	48.7	3	10.65	59.35	59.35
SPED STAAR Alt 2 Participation Rate						
	0-10.0	32.4	3			

District Culture and Climate

Summary

Horizon Montessori provides a warm and welcoming environment. All stakeholders of HMPS have high expectations for students both academically and socially/behaviorally. HMPS staff and students are able to feel safe and supported in the school environment. HMPS has a tremendously low rate of student discipline issues and maintains state attendance rates. HMPS believes in foster the whole child and will offer students multiple opportunities to be involved in extracurricular activities. Parents and community members are welcomed and encouraged to participate in the educational process through SBDM, assemblies, events for each member of the family and school trips.

Campus administrators and PEIMS clerks track referrals and the majority of offenses on each campus were reported as minor violations of the student code of conduct. Detailed information is gathered on the referral to inform teachers, counselors, administration, and parents.

Student attendance for all HMPS, from data collected from 2014 – 2018 TAP reports, show a stagnant 96.2%. PEIMS and attendance clerks work diligently to call parents, initiated a process for tardy entries, and began an incentive program for students and staff.

HMPS campus staff attendance shows a total of 1858.5 days of absences from August 1, 2018 to April 30, 2019. Personal/sick days make up 706.5 days. And, 536 days are centered around staff vacancies that occurred late in the second semester.

Problem Statements Identifying Demographic Needs

Problem Statement 1: Extra-curricular activities a minimum (**Root Cause: Focus heavily on STAAR**)

Problem Statement 2: Parent meetings center on achievements (**Root Cause: Mindset of celebration**)

Problem Statement 3: Stagnant at all schools (**Root Cause: PK3 afternoon classes**)

Problem Statement 4: Stagnant attendance rates for all campuses (**Root Cause: Failure to adhere to HMPS attendance policy**)

Problem Statement 4: High staff/teacher absences (**Root Cause: No teacher incentives; Principal PD on substitute budget**)

Staff Quality, Recruitment, and Retention

Summary

Horizon Montessori Public School values hiring and retaining highly qualified and effective personnel. HMPS provides high-quality, focused professional development for new and current educators throughout the year and tenure. The focus of each professional development is narrowed and focused for effective outcomes. Topics are determined through an analysis of both campus and district data along with teacher input.

Staff Quality

Horizon Montessori allocates ten days at the beginning of the 2019-2020 school year and an additional three days within the school calendar. During the ten day period, district-wide professional development focus primarily on providing training on: Sheltered Instruction, ELPS Training, servicing SPED and special pops, GT Training, integrating technology, and data driven instruction using DMAC. All teachers in all subjects will complete professional development covering writing in every subject and the *Balanced Literacy Framework*.

Staff Retention

The HMPS 2017-2018 TAP Report indicates the teacher turnover rate is above state average of 16.6. The district turnover rate has increased from 26.8 in 2015-2016 to 25.2 in 2016-2017 and 37.3 in 2017-2018. The recruitment efforts of the district include participation in regional job fairs (Region One, UTRGV, and state-wide job fairs). In addition, coordination with regional universities and alternative certification programs for placement of student teachers. Job postings are advertised on Indeed, LinkedIn, and HMPS websites for online applications. Horizon Montessori will recruit Bilingual/ESL certified teachers and multi-certified teachers to allow and accommodate EL student growth. Current employees servicing bilingual and ESL students will have to retain Bilingual/ESL Certification prior to employment for the 2020-2021 school year.

Instructional stipends include areas that support the needs of our district in the areas of special populations (Special Education and Bilingual). Furthermore, stipends are extended to include teachers who continue their education with a Master's Degree in the field they teach.

The District continues to recognize current employees through: Teacher of the Year and each campus celebrates and highlights Teacher and Staff of the Month.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Horizon Montessori is losing educators to neighboring school districts **Root Cause:** Competitive salaries at neighboring districts and contracts

Curriculum, Instruction, and Assessment

Summary

Horizon Montessori Public Schools provides the TEKS Resource System (TRS). TEKS Resource is viable, equitable, and aligned curriculum for ELAR, SLAR, Math, Science, and Social Studies in grades K-12. In addition, campuses have discretion in utilizing components of TRS and campus-selected supplemental resources and activities. **(LIST SUPPLEMENTALS)**

Data is available online for disaggregation through Data Management for Assessment and Curriculum system (DMAC). Lead4Ward **(ADD TO)**

Curriculum Based Assessments (CBAs) are utilized across grade levels and content areas, developed by district coordinators and teacher input. Data is monitored and reviewed to track student progress and areas of need. Common assessments are administered every 3 weeks and district Benchmarks are administered twice a year – in December and February. Pre-Kindergarten students are assessed through the C.I.R.C.L.E. which is administered three times during the year, and data from this assessment is submitted to TEA. TPRI/Tejas Lee is administered twice a year in grades K-2, as well as IStation, which serves as the state reading readiness assessment.

Horizon Montessori implements the Early Exit Transitional Bilingual Program that serves English Learners for grades PK-5 in both English and Spanish, and transfers the student to English-only instruction. The program is designated to assist ELs in the learning the English language and mastering state standards. The ESL Pull-Out Program is an English acquisition program that serves students in grades 6th – 12th identified as EL's through English instruction by a certified ESL teacher under TEC 29.061(c), through ELAR. ELs receive sheltered instruction in all content areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement 1: Sub population of ELs show biggest gaps **Root Cause:** No clear Sheltered Instruction Training with follow-up

Problem Statement 2: Mini-assessments do not accurately show what is taught **Root Cause:** No curriculum mapping for the year in all subjects

Problem Statement 3: Reading gaps beginning in 3rd grade **Root Cause:** No implementation of Oral Daily Language or writing across curriculum to help with comprehension

Parent and Community Engagement

Summary

Horizon Montessori strives to involve parents of all students in a variety of roles: attendee, volunteer, and a decision maker. HMPS assigns a parental/community liaison at each campus to facilitate involvement in all aspects of a student's education.

Parental Liaison ensures ongoing academic awareness by inviting parents to tour the campus and classrooms. In addition, the liaisons use Class DOJO to keep parents informed of daily events, update campus webpages, and connect each campus with the community.

Each campus hosts a copious amount of events throughout the year:

- Meet the Teacher Night, Report Card Nights
- Movie Nights
- Annual Renaissance Festivals
- Grandparents Day
- Book Fairs
- Report Card Nights
- Holiday Programs
- End of the Year Awards
- Pastries with the Principal
- Coffee with the Principal
- Donuts with Grandparents
- International Fest
- Muffins with mom
- Donuts with Dad
- Music Recitals
- Awards Assemblies

Student Involvement Activities/Events

- Spirit Week (September)
- Fire Prevention Week (September)
- 16 de Septiembre (September)
- Cancer Awareness Dance (October)
- Red Ribbon Week (October)
- 2 Can Dance (November)
- Christmas Spirit Week (December)
- Winter Dance (December)
- Valentines Dance (February)
- Dr. Seuss Week (March)
- 100 Days of School
- STAAR Pep-rallies

Problem Statements Parent Community Engagement

Problem Statement 1: Celebrations geared on successes **Root Cause:** No academic parent sessions to work as partners to close gaps

Technology

Implementation and Usage Summary:

Horizon Montessori is working diligently to improve available technology resources for staff and students. A needs assessment was conducted at each campus utilizing teacher input to determine future needs. Items analyzed included: infrastructure, hardware, software, programs, student achievement, technology resources, staff development, and technical support. Findings from this needs analysis are as follows:

The needs assessment analysis noted a need for increased number of Wi-Fi access points and greater Internet bandwidth in order to speed up wireless access speeds and more one-on-one technology in lower grade levels. The analysis also indicated a need for a replacement cycle plan for out of date equipment, the need for more rigorous software applications to supplement classroom learning, and the importance of promoting the Bring Your Own Device to enhance learning opportunities. Further study also revealed some staff members are not adequately trained in using hardware and software, therefore not effectively utilizing technology in the classroom. Due to this lack of knowledge, teacher training on hardware and software usage needs to be offered.

Problem Statements Parent Community Engagement

Problem Statement 1: Lack of usage by students and staff **Root Cause:** Website & technology training provided to teachers by qualified staff members; Written procedures in place on acceptable use of the Internet and network management and staff technology training for more effective utilization and integration of technology during instruction and assessments

Problem Statement 2: Slow computers **Root Cause:** Increased Wi-Fi access points and Internet bandwidth

Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-8 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 1: All HMPS campuses will provide students with a quality education that supports mastery of TEKS by building upon a Montessori foundation.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Teachers from each campus will attend Montessori training		Teachers Academic Officer	Progress Reports Classroom walkthroughs Turn around trainings				
Create Montessori classroom environments beginning in PK3-K		Principals Assistant Principals Instructional Officer Academic Officer	Classroom walkthroughs				
Para-professionals will work with students in grades PK3-K during normal school day hours under the direct supervision of a teacher and will provide instructional assistance, one on one, or small group for eligible students within the regular classroom in order to increase student achievement		Teachers Para-professionals Principals Assistant Principals Instructional Officer Academic Officer	Student Progress Reports Classroom walkthroughs Turn around trainings				
<input checked="" type="checkbox"/> =Accomplished M=Considered/Modified P=Some Progress 0= No Progress X=Discontinue							

Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-8 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 2: HMPS will assist campuses to review and disaggregate data reports.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Monitor PK3-K literary components for every grading period to ensure fidelity through data meetings, teacher/student tracking sheets, observations, PLCs		Principal Assistant Principals Instructional Officer Academic Officer Dean on Instruction	Guided Reading Assessments PK C.I.R.C.L.E. TPRI/IStation STAAR CBAs Mini-assessments				
DMAC training – use data tools to track growth and improvement and monitor instructional interventions for efficacy		Principals Assistant Principals Instructional Officers Academic Officer Dean of Instruction	Meeting agenda Sign-in sheets Teacher data binders				
Use data walls during PLCs to track value and monitor instructional interventions for efficacy		Teachers Principals Assistant Principals Instructional Officers	Ongoing data walls/intervention reports, assessment results				
<input checked="" type="checkbox"/> =Accomplished M=Considered/Modified P=Some Progress 0= No Progress X=Discontinue							

Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-8 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 3: HMPS will assist campuses to implement strategies and differentiate instruction to increase scores at all grade levels and subject areas and will monitor student progress and passing standards for all demographics. EL reading passing percentage will increase 10.65%, EL science passing percentage will increase 13.75% and EL writing passing percentage will increase 15.55%. Special Ed retention rate will decrease 50% in all areas.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Progress Monitoring (Student tracking) in the areas of English, Math, Science, Social Studies, and Writing		Teachers Counselors Principals Academic Officer Dean of Instruction	Student tracking sheets BOY,MOY, EOY CBAs Mini-assessments District Benchmarks				
Monitor inclusion practices, accommodations, strategies		Special Ed Coordinator Principals Teachers Counselors	Inclusionary Practice Walk-through Tool Progress Monitoring meetings very 6 weeks				
Provide a system of support for campus principals to monitor and ensure high quality instructional practices among teachers and staff		Principals Assistant Principals Instructional Officer Math Coordinator Academic Officer Dean of Instruction	Classroom observations Student performance from local/state assessments				
Implementation and monitor TPRI and IStation		Principal Assistant Principals Instructional Officer Academic Officer Dean on Instruction	TPRI Data IStation Data Intervention/Lesson plans				
Sheltered Instruction Training and increase the number of teachers with Bilingual and ESL cert.		Teachers Principals Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
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Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
ELPS integration		Teachers Principals Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Identify and ensure economically disadvantaged students attend intervention and after school tutorials		Teachers Principals Assistant Principals Instructional Officer	Scores local/state assessments Progress Reports Intervention logs				
Identify and ensure EL students attend intervention and after school tutorials		Teachers Principals Assistant Principals Instructional Officer	Scores local/state assessments Progress Reports Intervention logs				
Academic Calendars for each subject		Teachers Principals Assistant Principals Instructional Officers Academic Officer Dean of Instruction	Mapped Academic Calendar Curriculum meeting sign-in sheets Lesson plans Curriculum Based Aligned Assessments				
Utilize coaching and modeling.		Principals Assistant Principals Instructional Officers Academic Officer Dean of Instruction	Coaching logs Observation forms				
Campus wide lesson plan template to highlight differentiated instruction and sub population support		Principals Assistant Principals Instructional Officers	Lesson plans				
Provide informational meetings with campus leaders on interventions for sub-populations		Coordinators Academic Officer Dean of Instruction	Training Agenda Sign-in Sheets				
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Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-12 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 3: HMPS will plan and implement a staff development program that is based on campus and district needs.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide training on the development of common formative assessments		District Coordinators Academic Officer Dean of Instruction	CBAs Mini assessments				
Special education training for IEP reviews, accommodations, and modifications, inclusion model training		Principals Special Ed Coordinator Instructional Officers Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
TEKS training in updated ELAR standards		Teachers Principals Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
TEKS training in updated Social Studies standards		Teachers Principals Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Writing integrated in all subjects		Teachers Principals Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide instruction, counseling, and emotional/behavioral support to restore the whole child		Teachers Principals Instructional Officer Counselors Assistant Principals	Attendance Logs				

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide teachers updated information regarding Performance Based Measures, and state and federal accountability.		Academic Officer Dean of Instruction	Training Agenda Sign-in Sheets				
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Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-12 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 5: The District will require that all students must pass the reading and math in the 5th and 8th grade.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide accelerated instruction to the 5 th and 8 th grade students who failed the reading STAAR under (SSI). Parents will be notified.		Principal Teachers Counselors	Materials SSI Reports Parent meetings				
Provide instructional extended day and extended week programs for students in need of additional assistance		Teachers Principals Assist Principals Instructional Officers Counselors	Attendance records Counselor collaboration Lesson Logs				
Identify students at risk for failing and ensure students attend interventions during and after school		Teachers Principals Academic Officer Dean of Instruction	Attendance records Counselor collaboration Lesson Logs				
After 3 rd administration, campuses will follow the GPC process and review all parent appeals regarding retention. A new AIP will be created for the student for the following year.		Principal Teachers Counselors ARD Committee LPAC Committee	AGP minutes Promotion/Retention Lists				
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Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-12 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 6: The District will implement a reading program to address dyslexia and other reading difficulties. Students determined to have dyslexia or related disorder will be provided reading support.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Explore different research-based options for dyslexia instruction		Special Ed Coordinator Principal Assistant Principal Instructional Officer Academic Officer Dean of Instruction	Data collection				
Assist in the development of a district wide process for improving the RtI process and information for teachers		Special Ed Coordinator Principals	Checklist Meeting agendas Sign-in sheets				
Assist in the review of the district RtI handbook and identify areas that need to be updated		Special Ed Coordinator Principals Academic Officer Dean of Instruction	Checklist Meeting agendas Sign-in sheets				
All campuses will implement SuccessEd, an online compliance program, to remain in compliance with the state regarding the identification and implementation of each campus dyslexia program		Special Ed Coordinator Principals Counselors	Data reports				
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Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-12 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 7: HMPS will help campuses improve Special Education students’ performance and to ensure they receive appropriate instruction.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Targeted subject specific intervention for struggling students		Teachers Principal Assistant Principal Instructional Officer Special Ed Coordinator Academic Officer Dean on Instruction	Intervention Goals and Student lists Lesson plans Observations Data local/state assessments				
Enhance use of PLCs as a system of support for curriculum planning and improved student achievement		Teachers Principal Assistant Principal Instructional Officer Special Ed Coordinator Academic Officer Dean on Instruction	Sign-in Sheets PLC agendas				
Annually monitor active 504 folders, SpEd folders to ensure compliance		Special Ed Coordinator	Checklist of requirements				
Collaborate with 504/RtI Coordinator to support appropriate interventions in ELAR		Principal Assistant Principals Instructional Officers Special Ed Coordinator	Local/State assessments				
Provide professional development for campus principals to improve instructional services for students receiving Special Education Services		Principal Assistant Principals Instructional Officers Special Ed Coordinator Dean on Instruction	Workshop Agenda Workshop Sign-in PLC with teachers serving special pops Observation forms				

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Implement policies and procedures for the Special Education department to ensure uniformity and standardization of practices		Special Education Director Principals Assistant Principals	Audits Logs Observations				
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Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-12 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 8: HMPS will monitor the Bilingual/ESL Program to help campuses improve EL performance and to ensure they receive appropriate instruction.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Participate in staff development of Chapter 89 (Bilingual/ESL) guidelines, practices, testing, procedures, etc.		Bilingual Administrator Counselor Teachers Academic Officer	Sign-in Sheets PLC agendas				
Prepare the annual LPAC folder for audits to ensure proper documentation is in place for all ELs academic success		Academic Officer	LPAC Audit process Campus Level District Level				
Update and monitor EL/LEP Intervention Forms for differentiated instruction in grades K-8 for students in the Bilingual/ESL programs		Academic Officer Principals Assistant Principals Counselors Instructional Officer	Summative – Intervention Plans				
Word Walls will be implemented in bilingual classrooms in grades PK-8 to improve vocabulary development and academic language		Teachers Instructional Officers Principals Dean of Instruction Academic Officer					
Differentiated instruction for sub population		Academic Officer District Coordinators Dean of Instruction	Sign-in sheets Lesson plans				
Sheltered Instruction Training for all staff		Academic Officer District Coordinators Dean of Instruction	Sign-in sheets Lesson plans				

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide instructional extended day and extended week programs for students in need of additional assistance		Teachers Principals Assist Principals Instructional Officers Counselors	Attendance records Counselor collaboration Lesson Logs				
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Goal 1: Horizon Montessori Public School shall provide professional development opportunities that prepare out teachers to deliver Montessori methodologies with K-12 standardized TEKS curriculum to ensure students receive exemplary teaching and learning environment.

Performance Objective 9: HMPS will monitor the Gifted and Talented Program for identification of students and instruction.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
All teachers will be provided hours in GT staff development		Academic Officer Dean of Instruction Teachers Principals					
Campus counselor will provide an overview of the GT Program		Principals Counselors					
Each campus will provide instruction for GT students		Principals Teachers Instructional Officers					
GT students will be reevaluated for continue and designation in the program		Teachers Principals	GT Summer Program GT recommendations/acceptance				
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Goal 2: Horizon Montessori Public School will improve or maintain school climate and a positive atmosphere for all stakeholders. Success will be measured using a Teacher survey (BOY/EOY) and Principal Reports.

Performance Objective 1: HMPS will promote programs that communicate in a positive way to all stakeholders.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
All campuses will post articles that recognize students and maintain a positive outlook for each edition. Campuses will ensure all post are translated into Spanish for our Spanish speaking constituents.		Parental Liaison Principals Counselors	Webpages Class DOJO				
The District will require campuses to have positive recognition programs		PEIMS Principals Assistant Principals Instructional Officer Coordinators Academic Officer Dean of Instruction	Teacher of the Week/Month Teacher of the Year Attendance incentives Accountability incentives Student of the Week Student of the Month Six Weeks Awards assemblies				
The District will post information on all campuses that highlight the positive programs that are established and implemented during the year.		Parental Liaison Principals Counselor	Webpages Class DOJO				
Webpage Class DOJO Facebook Remind 101		Parental Liaison Teachers Principals Counselors	Webpages Class DOJO				
Increase campus and district parental participation in sessions/activities in each		Parent Liaisons Principals Counselors Teachers	Workshop Agenda Workshop Sign-in				

category (academic, college readiness, family engagements, informational, decision-making, and educational).							
Utilize different modes of communication to invite parents and community to participate in various school and community activities, sessions, trainings		Parent Liaisons Principals Counselors Teachers	Workshop Agenda Workshop Sign-in				
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Goal 2: Horizon Montessori Public School will improve or maintain school climate and a positive atmosphere for all stakeholders. Success will be measured using a Teacher survey (BOY/EOY) and Principal Reports.

Performance Objective 2: For the 2019-2020 school year, the student attendance rate will meet or exceed 96%.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Attendance incentives for students		PEIMS Principals Counselors	Certifications Assemblies				
Attendance incentives for staff		PEIMS Principals	Certificates				
Provide attendance incentives each quarter supplemented by district and campus to include additional technology		Teachers Principals Assist Principals Instructional Officers PEIMS	Attendance records				
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Goal 2: Horizon Montessori Public School will improve or maintain school climate and a positive atmosphere for all stakeholders. Success will be measured using a Teacher survey (BOY/EOY) and Principal Reports.

Performance Objective 3: Discipline

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Principals will receive training on Discipline		Academic Officer Dean of Instruction	Meeting Agendas Sign-in Sheets				
Principals and Staff will receive training on student field trips		Academic Officer Dean of Instruction Principals	Meeting Agendas Sign-in Sheets				
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Goal 2: Horizon Montessori Public School will improve or maintain school climate and a positive atmosphere for all stakeholders. Success will be measured using a Teacher survey (BOY/EOY) and Principal Reports.

Performance Objective 3: HMPS will utilize strategies to attract and retain highly qualified professional staff.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
New Teacher Academy for teachers from 0-3 years experience.		Principals Assistant Principals Instructional Officer Special Ed Coordinator Math Coordinator Academic Officer Dean of Instruction	Six Week meeting agendas Sign-in Sheets Observations for specific strategies covered Make and Take materials				
All administration will conduct a minimum of (2-3) 15 minute walkthrough observations per semester on every teacher with post-observation feedback		Principals Assistant Principals Instructional Officers	Summative on DMAC				
Provide and maintain support for all teachers in TEKS, ELPS, etc.		Math Coordinator Special Education Coordinator Principal Assistant Principals Academic Officer Dean of Instruction	Sign-in Sheets Agendas				
Teacher reward programs							
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Goal 3: Horizon Montessori Public School will support and increase parental and community school involvement as measured by a Parent Survey and Principal Reports.

Performance Objective 1: The District will make teachers, parents, families, and the community aware of education requirements in the areas of: Title III, Higher Education (college), jobs, etc.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Bilingual Meetings for parents		Principal Parental Liaison	Sign-in Sheets Meeting agendas				
Bilingual/ESL certification preparation for teachers		Academic Officer	Sign-in sheets				
College exploration for all students in grades PK-8 th		Counselors Principals Teachers	Classroom environment Presentations Lesson Plans Counseling Calendar				
High school requirements and pathways for students in 8 th grade		Counselors Principals	Sign-in sheets Agendas Monthly Calendars				
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Goal 3: Horizon Montessori Public School will support and increase parental and community school involvement as measured by a Parent Survey and Principal Reports.

Performance Objective 1: The District will continue to expand and support family and community engagement in the district.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>The District will provide sessions to discuss and educate parents/families on the curriculum standards in each grade level:</p> <ul style="list-style-type: none"> • TEKS • STAAR • TPRI • CIRCLE • TELPAS 		<p>Principals Counselors Academic Officer Dean of Instruction</p>	<p>Sign-in Sheets Agendas Flyers Newsletters</p>				
<p>The District will host parent/community meetings to provide information on the various programs offered by the district, including, but not limited to:</p> <ul style="list-style-type: none"> • Bilingual/ESL • Special Education • Guidance • Social Services • Testing and Evaluating • Technology • EOC/STAAR • Section 504 • RtI • Character Education 		<p>Principals Counselors Academic Officer Dean of Instruction</p>	<p>Sign-in Sheets Agendas Flyers Newsletters</p>				
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Goal 4: Horizon Montessori Public School will implement a technology plan that will prepare students to succeed in today’s technological society.

Performance Objective 1: The District will identify and apply strategies for supporting the use and integration of technology in learning.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
The campuses will utilize IStation, TPRI, CIRCLE, EBSCO, MacKin Via, Think Central, DMAC, Renaissance, Study Island, and other web-based computer applications		Teachers Principals					
The District will convert to G Suite for Education as a tool to aid teachers in delivering content, collaboration, and movement toward student mastery of 21 st Century Skills.		IT Support Principals					
All grades K-8 th will have access to technology applications each day of the week		Teachers Principals					
The District will continue to integrate technology such as iPads, computers, laptops, tablets, etc. to enhance instructional practices		Teachers Principals					
The District will continue to replace classroom projectors as needed and install ceiling mounted projectors when possible.		IT Support Principals					
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Goal 4: Horizon Montessori Public School will implement a technology plan that will prepare students to succeed in today’s technological society.

Performance Objective 2: The District will identify and apply strategies for supporting the use and integration of technology by teachers.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Teachers at all campuses will develop and implement strategies to integrate technology, as available to them		Teachers Principals					
Teachers at all campuses will increase students’ proficiencies in Technology Applications by utilizing on-line library resources, computer labs and Internet		Teachers Principals Librarian/Clerks					
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Goal 4: Horizon Montessori Public School will implement a technology plan that will prepare students to succeed in today’s technological society.

Performance Objective 3: The District will establish appropriate policies, guidelines, and procedures for standardization and for the use of technology in schools.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
The District will implement an annual review of existing computer systems for the purpose of upgrading or replacing the equipment		IT Support					
The District will repair, maintain, and evaluate a yearly replacement cycle of computer equipment and install wiring and wireless infrastructure as necessary to keep in compliance with LRPT for technology		IT Support					
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Goal 4: Horizon Montessori Public School will implement a technology plan that will prepare students to succeed in today’s technological society.

Performance Objective 4: The District will provide training for administrators, teachers, staff, and parents in educational technology.

Strategy Description		Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
The District will ensure that all staff members are trained on how to maintain and create individual teacher webpages/Google classroom		IT Support Teachers Principals					
The District will provide training for technological equipment and application to increase its use to enhance student centered instruction		IT Support Teachers Principals					
The District will provide training to utilize basic technology applications		IT Support Principals Teachers					
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