

# Horizon Montessori Public Schools



## Campus Improvement Plan

2020 - 2021

**Horizon Montessori III**

*Updated 10-13-20*

## **Campus Administration**

Dr. Gabriela Rodriguez - Principal  
Mrs. Ana Smith - Asst. Principal  
Mrs. Andrea Loya - Counselor

## **Horizon Montessori Public Schools Board of Trustees 2020 – 2021**

Alim U. Ansari	Chairman/Superintendent
James O. Hayes	Secretary
Hassan Ahmad, Ph.D	President
Randall Summers	Member
Sofia Kamal	Member
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## **Horizon Montessori Public Schools Central Office Administration 2020 – 2021**

Alim U. Ansari	Superintendent
Yolanda Cantu	Dean of Instruction
Cristina Torres	Senior Accountant
Ludivina Vasquez	Special Education/Diagnostician Coordinator
Vacancy	Mathematics/Science Coordinator
Tammy Garza	PEIMS Coordinator
Telisa Muñoz	ELAR/ Testing Coordinator
Jenilee Farias	Human Resources Coordinator
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”

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## **HMIII Vision Statement**

**Horizon Montessori III is a school where we prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective and a respect for core values of honesty, loyalty, perseverance and compassion.**

## **HMIII Mission Statement**

**At Horizon Montessori III, we honor all cultures and are dedicated to developing students academically and socially through creative exploration, leadership, and technology through engaging and challenging curriculums which will prepare the students for future learning and real-life experiences.**

## **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 – May	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 III is located in Harlingen, Texas which is part of Cameron County. The campus serves students from PK3 - 8th grade.

Based on the PEIMS Fall First Submission, for the 2019-2020 school year, Horizon Montessori III had 348 students enrolled, 25 teachers and 26 other staff members. All employees were considered full-time. The student population was 89.37% Hispanic, 8.05% White, 0.29% American Indian, 0.86% African American, and 0.57% of students of two or more races. Other demographic information includes 4.31% students being serviced in Special Education Programs. Horizon Montessori III serves 52.87% At-Risk students and 72.41% Economically Disadvantaged students. In addition, 8.04% of our students receive Bilingual/ESL Education, and 5.17% are part of the Gifted and Talented Education Program.

According to the 2018-2019 Texas Academic Performance Report (TAPR), teachers serving the campus are 80.8% Hispanic, and 19.2% White with 35% being beginning teachers and 53.8% having 1-5 years of experience. On average, teachers tend to stay for 2.4 years at Horizon Montessori III. The number of average students per teacher in the classroom is 14.7.

The 2018-2019 TAPR indicates no students in non-special education rates were retained from grades Kindergarten - 8th grade in comparison to the state with a 7.2%. In the same way, students in special programs were also at a 0% retention rate while the state had a 12.7%. There is no concern in this particular area.

This school year, our enrollment was 348 students while in 2018-2019, there was an average of 383 students enrolled. Horizon Montessori III has decreased in the number of students enrolled in the upper grade levels.

In terms of annual attendance rate, Horizon Montessori has maintained a steady attendance rate for three consecutive years at a 96.4%.

### Problem Statements Identifying Demographic Needs

Problem Statement 1: Student leaving the campus in grades PK-1<sup>st</sup> grade (**Root Cause: parents seeking to provide their child with a Montessori foundation in the lower grades**)

Problem Statement 2: Attendance rate was not increase in the last three years (Root Cause: Incentive program needs implementation since the beginning of the year with a more rewarding outcome for students)

# Student Achievement

## Summary

Horizon Montessori received a C rating for the 2018-2019 school year. Due to the pandemic that occurred in the Spring of 2020, students were not able to take the state assessments (STAAR) for this year. Therefore, the state has decided that the rating will stay the same for the following school year.

According to the TAPR 2018-2019 report for our campus, students are doing well in the 7th and 8th grade. They demonstrate drastic increases in percentage achievement. In terms of student progress, Mathematics in 2018 had 86% of students at approaches, 0% at meets, and 0% at masters earning a 28% average passing grade. However, in 2019 students were at 100% at approaches, 60% at meets, and 15% at Masters earning a 58% average passing grade.

		TEXAS EDUCATION AGENCY Texas Academic Performance Report 2018-19 Campus STAAR Performance													Total Students: 383 Grade Span: PK - 08 School Type: Elementary		
District Name: HORIZON MONTESSORI PUBLIC SCHOOLS																	
Campus Name: HORIZON MONTESSORI III																	
Campus Number: 108802103																	
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing		2018	18%	20%	18%	-	19%	-	-	-	-	-	-	-	-	-	-
At Approaches Grade Level or Above		2019	70%	75%	75%	-	75%	-	-	-	-	-	-	67%	86%	67%	89%
		2018	69%	67%	62%	-	65%	*	-	-	-	*	-	58%	67%	65%	75%
At Meets Grade Level or Above		2019	42%	50%	50%	-	50%	-	-	-	-	-	-	44%	57%	42%	56%
		2018	43%	41%	24%	-	25%	*	-	-	-	*	-	33%	11%	24%	25%
At Masters Grade Level		2019	18%	13%	19%	-	19%	-	-	-	-	-	-	33%	0%	17%	22%
		2018	15%	7%	0%	-	0%	*	-	-	-	*	-	0%	0%	0%	0%
Grade 8 Reading*		2019	86%	91%	95%	-	95%	*	-	-	-	*	-	100%	89%	93%	89%
At Approaches Grade Level or Above		2018	86%	86%	71%	-	71%	*	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above		2019	55%	69%	70%	-	68%	*	-	-	-	*	-	91%	44%	67%	78%
		2018	49%	46%	43%	-	43%	*	-	-	-	*	-	*	*	*	*
At Masters Grade Level		2019	28%	34%	25%	-	26%	*	-	-	-	*	-	36%	11%	13%	44%
		2018	27%	25%	14%	-	14%	-	-	-	-	-	-	*	*	*	*
Grade 8 Mathematics*		2019	88%	100%	100%	-	100%	*	-	-	-	*	-	100%	100%	100%	100%
At Approaches Grade Level or Above		2018	86%	88%	86%	-	86%	*	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above		2019	57%	63%	60%	-	58%	*	-	-	-	*	-	73%	44%	53%	67%
		2018	51%	44%	0%	-	0%	*	-	-	-	*	-	*	*	*	*
At Masters Grade Level		2019	17%	17%	15%	-	16%	*	-	-	-	*	-	27%	0%	13%	11%
		2018	15%	18%	0%	-	0%	*	-	-	-	*	-	*	*	*	*
Grade 8 Science		2019	81%	95%	90%	-	89%	*	-	-	-	*	-	100%	78%	87%	78%
At Approaches Grade Level or Above		2018	76%	69%	100%	-	100%	*	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above		2019	51%	65%	60%	-	58%	*	-	-	-	*	-	82%	33%	53%	67%
		2018	52%	41%	57%	-	57%	*	-	-	-	*	-	*	*	*	*
At Masters Grade Level		2019	25%	25%	20%	-	21%	*	-	-	-	*	-	27%	11%	13%	33%
		2018	28%	14%	0%	-	0%	*	-	-	-	*	-	*	*	*	*
Grade 8 Social Studies		2019	69%	87%	95%	-	95%	*	-	-	-	*	-	100%	89%	93%	89%
At Approaches Grade Level or Above		2018	65%	59%	71%	-	71%	*	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above		2019	37%	55%	70%	-	68%	*	-	-	-	*	-	82%	56%	67%	56%
		2018	36%	29%	43%	-	43%	*	-	-	-	*	-	*	*	*	*
At Masters Grade Level		2019	21%	35%	45%	-	42%	*	-	-	-	*	-	64%	22%	33%	44%
		2018	21%	24%	29%	-	29%	*	-	-	-	*	-	*	*	*	*

Several concerns fall on the 4th grade Reading and Writing scores from 2019. (5th grade students for 2019-2020). In comparison to the Benchmark scores of the 2019-2020 school year, that student cohort seems to stay stagnant or be regressing which is concerning for fulfilling the student progress requirement.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																
<b>Grade 3 Reading</b>																
At Approaches Grade Level or Above	2019	76%	75%	<b>73%</b>	-	70%	*	-	-	-	*	*	67%	79%	68%	60%
	2018	77%	62%	<b>69%</b>	-	67%	*	-	-	-	*	*	80%	64%	60%	20%
At Meets Grade Level or Above	2019	43%	44%	<b>27%</b>	-	22%	*	-	-	-	*	*	42%	14%	23%	20%
	2018	43%	28%	<b>28%</b>	-	23%	*	-	-	-	*	*	40%	23%	20%	*
At Masters Grade Level	2019	27%	25%	<b>15%</b>	-	13%	*	-	-	-	*	*	17%	14%	14%	20%
	2018	25%	12%	<b>16%</b>	-	10%	*	-	-	-	*	*	20%	14%	12%	*
<b>Grade 3 Mathematics</b>																
At Approaches Grade Level or Above	2019	79%	88%	<b>81%</b>	-	78%	*	-	-	-	*	*	83%	79%	77%	80%
	2018	78%	79%	<b>69%</b>	-	67%	*	-	-	-	*	*	90%	59%	68%	*
At Meets Grade Level or Above	2019	49%	49%	<b>42%</b>	-	39%	*	-	-	-	*	*	42%	43%	41%	40%
	2018	47%	33%	<b>25%</b>	-	20%	*	-	-	-	*	*	30%	23%	20%	25%
At Masters Grade Level	2019	25%	21%	<b>12%</b>	-	9%	*	-	-	-	*	*	8%	14%	9%	20%
	2018	23%	17%	<b>16%</b>	-	10%	*	-	-	-	*	*	10%	18%	16%	*
<b>Grade 4 Reading</b>																
At Approaches Grade Level or Above	2019	75%	70%	<b>50%</b>	-	48%	*	-	-	-	*	*	57%	48%	50%	20%
	2018	73%	65%	<b>73%</b>	-	70%	*	-	-	-	*	*	71%	75%	67%	44%
At Meets Grade Level or Above	2019	44%	38%	<b>25%</b>	-	23%	*	-	-	-	*	*	43%	20%	21%	0%
	2018	46%	39%	<b>42%</b>	-	36%	*	-	-	-	*	*	43%	42%	29%	25%
At Masters Grade Level	2019	22%	17%	<b>9%</b>	-	6%	*	-	-	-	*	*	29%	4%	7%	0%
	2018	24%	20%	<b>27%</b>	-	23%	*	-	-	-	*	*	43%	21%	18%	13%
<b>Grade 4 Mathematics</b>																
At Approaches Grade Level or Above	2019	75%	85%	<b>78%</b>	-	77%	*	-	-	-	*	*	100%	72%	79%	60%
	2018	78%	72%	<b>74%</b>	-	70%	*	-	-	-	*	*	71%	75%	67%	44%
At Meets Grade Level or Above	2019	48%	42%	<b>25%</b>	-	23%	*	-	-	-	*	*	43%	20%	21%	0%
	2018	49%	45%	<b>44%</b>	-	35%	*	-	-	-	*	*	43%	45%	28%	22%
At Masters Grade Level	2019	28%	20%	<b>9%</b>	-	6%	*	-	-	-	*	*	28%	4%	7%	0%
	2018	27%	20%	<b>30%</b>	-	20%	*	-	-	-	*	*	29%	30%	17%	22%
<b>Grade 4 Writing</b>																
At Approaches Grade Level or Above	2019	67%	67%	<b>50%</b>	-	48%	*	-	-	-	*	*	71%	44%	50%	40%
	2018	63%	52%	<b>56%</b>	-	52%	*	-	-	-	*	*	71%	50%	39%	22%
At Meets Grade Level or Above	2019	35%	30%	<b>22%</b>	-	19%	*	-	-	-	*	*	29%	20%	18%	0%
	2018	39%	34%	<b>44%</b>	-	39%	*	-	-	-	*	*	71%	35%	28%	11%
At Masters Grade Level	2019	11%	10%	<b>9%</b>	-	6%	*	-	-	-	*	*	14%	8%	11%	0%
	2018	11%	15%	<b>19%</b>	-	13%	*	-	-	-	*	*	29%	15%	11%	11%
<b>Grade 5 Reading*</b>																
At Approaches Grade Level or Above	2019	86%	80%	<b>80%</b>	-	76%	100%	-	-	-	*	*	83%	78%	74%	44%
	2018	84%	81%	<b>72%</b>	-	70%	*	-	-	-	*	*	78%	69%	64%	40%
At Meets Grade Level or Above	2019	54%	48%	<b>47%</b>	-	40%	80%	-	-	-	*	*	42%	50%	43%	33%
	2018	54%	50%	<b>52%</b>	-	48%	*	-	-	-	*	*	67%	44%	43%	20%

In other grade levels though, based on the data provided from the Benchmarks for 2019-2020, students showed a great increase in performance from the Fall Benchmark to the Spring Benchmark. This was due to the efforts of focusing on student data to drive instruction. However, few opportunities were provided for data analysis.

Another area of improvement could fall on the special programs such as the Bilingual students. According to the 2018-2019 TAPR Report, in all core testing areas, students labeled as Bilingual always score lower than the campus average.

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>														
<b>All Grades All Subjects</b>														
At Approaches Grade Level or Above	2019	78%	79%	75%	-	-	-	-	53%	-	53%	64%	53%	55%
At Meets Grade Level or Above	2018	77%	74%	72%	47%	47%	-	-	-	-	-	11%	47%	42%
	2019	50%	45%	41%	-	-	-	-	22%	-	22%	29%	22%	23%
At Masters Grade Level	2018	48%	41%	35%	9%	9%	-	-	-	-	-	0%	9%	8%
	2019	24%	20%	17%	-	-	-	-	5%	-	5%	14%	5%	7%
	2018	22%	19%	15%	4%	4%	-	-	-	-	-	0%	4%	3%
<b>All Grades ELA/Reading</b>														
At Approaches Grade Level or Above	2019	75%	76%	73%	-	-	-	-	45%	-	45%	50%	45%	46%
At Meets Grade Level or Above	2018	74%	73%	74%	44%	44%	-	-	-	-	-	*	44%	43%
At Masters Grade Level	2019	48%	46%	40%	-	-	-	-	20%	-	20%	33%	20%	23%
	2018	46%	40%	37%	17%	17%	-	-	-	-	-	*	17%	14%
	2019	21%	23%	19%	-	-	-	-	5%	-	5%	17%	5%	8%
	2018	19%	19%	16%	6%	6%	-	-	-	-	-	*	6%	5%
<b>All Grades Mathematics</b>														
At Approaches Grade Level or Above	2019	82%	85%	80%	-	-	-	-	70%	-	70%	67%	70%	69%
At Meets Grade Level or Above	2018	81%	83%	77%	58%	58%	-	-	-	-	-	*	58%	50%
At Masters Grade Level	2019	52%	44%	37%	-	-	-	-	25%	-	25%	17%	25%	23%
	2018	50%	47%	36%	11%	11%	-	-	-	-	-	*	11%	9%
	2019	26%	18%	13%	-	-	-	-	0%	-	0%	17%	0%	4%
	2018	24%	24%	17%	5%	5%	-	-	-	-	-	*	5%	5%
<b>All Grades Writing</b>														
At Approaches Grade Level or Above	2019	68%	70%	58%	-	-	-	-	40%	-	40%	*	40%	50%
At Meets Grade Level or Above	2018	66%	58%	58%	22%	22%	-	-	-	-	-	*	22%	18%
At Masters Grade Level	2019	38%	37%	31%	-	-	-	-	0%	-	0%	*	0%	17%
	2018	41%	37%	35%	0%	0%	-	-	-	-	-	*	0%	0%
	2019	14%	11%	13%	-	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	12%	10%	0%	0%	-	-	-	-	-	*	0%	0%
<b>All Grades Science</b>														
At Approaches Grade Level or Above	2019	81%	78%	72%	-	-	-	-	36%	-	36%	*	36%	42%
At Meets Grade Level or Above	2018	80%	74%	66%	60%	60%	-	-	-	-	-	*	60%	50%
At Masters Grade Level	2019	54%	55%	50%	-	-	-	-	27%	-	27%	*	27%	25%
	2018	51%	38%	25%	0%	0%	-	-	-	-	-	*	0%	0%
	2019	25%	22%	18%	-	-	-	-	9%	-	9%	*	9%	8%
	2018	23%	11%	3%	0%	0%	-	-	-	-	-	*	0%	0%
<b>All Grades Social Studies</b>														
At Approaches Grade Level or Above	2019	81%	87%	95%	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	78%	59%	71%	*	*	-	-	-	-	-	*	*	*
At Masters Grade Level	2019	55%	55%	70%	-	-	-	-	*	-	*	*	*	*
	2018	53%	29%	43%	*	*	-	-	-	-	-	*	*	*
	2019	33%	35%	45%	-	-	-	-	*	-	*	*	*	*
	2018	31%	24%	29%	*	*	-	-	-	-	-	*	*	*
<b>School Progress Domain - Academic Growth Score</b>														
All Grades Both Subjects	2019	69%	68%	66%	-	-	-	-	64%	-	64%	75%	64%	65%
All Grades ELA/Reading	2018	69%	67%	62%	69%	69%	-	-	-	-	-	67%	69%	68%
All Grades Mathematics	2019	68%	71%	66%	-	-	-	-	53%	-	53%	*	53%	57%
	2018	69%	68%	63%	83%	83%	-	-	-	-	-	*	83%	80%
	2019	70%	65%	66%	-	-	-	-	75%	-	75%	*	75%	74%
	2018	70%	66%	62%	54%	54%	-	-	-	-	-	*	54%	57%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>														
Reading	2019	41%	45%	32%	-	-	-	-	18%	-	18%	*	18%	17%

### Problem Statements Identifying Student Achievement

Problem Statement 1: Teachers are not provided allotted time to align and make adjustments to the curriculum based on assessments during the year. **(Root Cause: Trainings, workshops need to be more aligned to the new TEKS to better support student gaps)**

Problem Statement 2: Students in special programs are performing significantly lower than other students. **(Root Cause: differentiated curriculum needs to be set in place for teachers and students to make adjustments based on students' needs.)**



## Campus Culture and Climate

### *Summary*

Horizon Montessori provides a warm and welcoming environment. All stakeholders of HM3 have high expectations for students both academically and socially/behaviorally. HM3 staff and students are able to feel safe and supported in the school environment. HM3 has a tremendously low rate of student discipline issues and maintains state attendance rates. HM3 believes in fostering 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, parent meetings, 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 form to inform teachers, counselors, administration, and parents.

Student attendance for all HM3, from data collected from 2018 – 2019 TAPR report, shows a stagnant 96.4% for the past two years. PEIMS and attendance clerks work diligently to call parents, initiated a process for tardy entries, and began a perfect attendance incentive program for students.

### **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 III 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. HM3 is part of the Project Rise Grant provided by Region One which provides Professional Development opportunities for teachers.

### ***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 focuses 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*. Teachers are also encouraged to attend Professional Development sessions and are given a financial incentive to attend. Incentives initiatives are provided through the Project Rise Grant.

### ***Staff Retention***

HM3 has had a high teacher turnover rate. 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.

HM3 is part of the Project Rise Grant which has a performance pay initiative. Teachers are able to receive a stipend based on campus student performance, teacher's student learning objectives (SLOs) and their TTESS summative evaluations.

Our District continues to recognize current employees through: Teacher of the Year and each campus celebrates and highlights Teacher and Staff of the Month. HM3 recognized our Teacher of the Year for Elementary and Middle School through the selection of Teacher of the Month. Our Campus staff votes in May for the final Winner.

### **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 a 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. **SUPPLEMENTALS: Motivation Math, Reading, Science and Social Studies .**

Data is available online for disaggregation through Data Management for Assessment and Curriculum system (DMAC), Lead4ward, School Report Card and TAP Report.

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 learning the English language and mastering state standards. The ESL Pull-Out Program is an English acquisition program that serves students in grades 6<sup>th</sup> – 12<sup>th</sup> 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 3<sup>rd</sup> 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.

Our campus 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 web pages, and connect each campus with the community.

Our campus hosts a numerous amount of events throughout the year, including:

- Meet the Teacher Night
- Grandparents Day
- Book Fairs
- Report Card Nights
- Holiday Programs
- End of the Year Awards
- Coffee with the Principal
- Donuts with Grandparents
- International Fest
- Muffins with mom
- Donuts with Dad
- Music Recitals
- Awards Assemblies
- Mother - Son Dance
- Father - Daughter Dance

### Student Involvement Activities/Events

- Spirit Week (September)
- Fire Prevention Week (September)
- 16 de Septiembre (September)
- 5 de Mayo (May)
- Cancer Awareness Dance (October)
- Red Ribbon Week (October)
- 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 our 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. Furthermore, teachers asked for more computers on wheels (COWs), printers for the classroom, new projectors, and more chromebooks. The needs assessment also identified the need for Interactive TVs, SmartBoards, iPads and new document cameras.

### **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 develop and retain Highly Qualified Staff

**Performance Objective 1:** Hire and retain Highly Qualified Staff

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Maintain and retain 100% qualified teachers on campus.	Local Title I	HR Coordinator District Dean Principal	TTESS Evaluation Certifications				
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	Title I	Teachers Para-professionals Principals Assistant Principals Academic Officer	Student Progress Reports Classroom walkthroughs Turn around trainings				
Attend and provide all teachers with weekly, days, and Saturdays to plan. (Guidelines, timelines, lesson plans, assessments and students' data analysis.	Federal Local	District Dean HR coordinator District Coordinators Principal	Agendas Sign-in sheets Guidelines Timelines Lesson plans Assessments Student data analysis				
Participate in job fairs hosted by Region Centers, universities, community and HMPS Job Fair.	Local	District Dean HR Coordinator Principal	Sign-in Sheets Lists of Candidates Agendas				
Implement a Mentorship program where high performing teachers will mentor new teachers or teachers in need of assistance.	Federal Local	District Dean Senior Accountant HR Coordinator Principal	Agendas Sign-in sheets Mentorship documentation Walkthroughs Student Data				

Hire a certified school counselor that will implement a character-building curriculum to improve social-emotional competencies, promote positive behavior and improve academic performance	Local Funds	HR Coordinator Principal Senior Accountant	Flyers Sign in Sheets School Calendars Newsletters				
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**Goal 2: Academic Performance**

**Performance Objective 1:** HMPS will assist campuses to review and disaggregate data reports.

Strategy Description	Resources	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	Federal Local	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	Federal Local	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	Local	Teachers Principals Assistant Principals Instructional Officers	Ongoing data walls/intervention reports, assessment results				
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**Goal 2: Academic Performance**

**Performance Objective 2:** 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.

Strategy Description	Resources	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	Federal Local	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 every 6 weeks				
Provide a system of support for campus principals to monitor and ensure high quality instructional practices among teachers and staff	Federal Local	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	Federal	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.	Title I Title II Local	Teachers Principals Academic Officer Dean of Instruction	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
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## Goal 2: Academic Performance

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

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Attend District PD on all district initiative programs to ensure quality and fidelity for student success.	Federal  Local	Teachers Para-professionals Principals Assistant Principal District Dean	Agendas Sign – in sheets PD evaluations Surveys Usage reports Benchmark results PD Certificates				
Provide training on the development of common formative assessments	Local	Teachers Principal District Coordinators District Dean	CBAs Mini assessments				
Special education training for IEP reviews, accommodations, and modifications, inclusion model training	Sped funds	Principal Special Ed Coordinator Instructional Officers District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide a rigorous, in depth PK – 8 <sup>th</sup> ELAR program that prepares all students for success.	Local	Teachers Principal District Coordinators District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide a rigorous, in depth PK – 8 <sup>th</sup> Math program that prepares all students for success.	Local	Teachers Principal District Coordinators District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide a rigorous, in depth PK – 8 <sup>th</sup> Science program that prepares all students for success.	Local	Teachers Principal District Coordinators District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide a		Teachers	Workshop Agenda				

rigorous, in depth PK – 8 <sup>th</sup> Electives program that prepares all students for success.	Local	Principal District Coordinators District Dean	Workshop Sign-in Lesson plans Walkthroughs				
Provide a rigorous, in depth PK – 8 <sup>th</sup> Physical Education program that prepares all students for success.	Local	Teachers Principal District Coordinators District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide a rigorous, in depth PK – 8 <sup>th</sup> Social Studies program that prepares all students for success.	Local	Teachers Principal District Coordinators District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide literature, instructional materials and other resources to facilitate teacher implementation of research based reading and writing strategies. Materials & Programs <i>Accelerated Reader</i> <i>EPIC &amp; Vooks</i> <i>Novels Writing Program.</i>	Local	Teachers Principal District Coordinators District Dean	Workshop Agenda Workshop Sign-in Lesson plans Walkthroughs				
Provide instruction, counseling, and emotional/behavioral support to restore the whole child	Local	Teachers Principals Instructional Officer Counselors Assistant Principals	Attendance Logs				
Provide teachers updated information regarding Performance Based Measures,	Local	Academic Officer Dean of Instruction	Training Agenda Sign-in Sheets				

and state and federal accountability.							
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**Goal 2: Academic Performance**

**Performance Objective 4:** The District will require that all students must pass the reading and math in the 5<sup>th</sup> and 8<sup>th</sup> grade.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide accelerated instruction to the 5 <sup>th</sup> and 8 <sup>th</sup> grade students who failed the reading STAAR under (SSI). Parents will be notified.	Local Title I	Principal Teachers Counselors	Materials SSI Reports Parent meetings				
Provide instructional extended day and extended week programs for students in need of additional assistance	Local Title I	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	Title I Local	Teachers Principals Academic Officer Dean of Instruction	Attendance records Counselor collaboration Lesson Logs				
After 3 <sup>rd</sup> 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.	Local	Principal Teachers Counselors ARD Committee LPAC Committee	AGP minutes Promotion/Retention Lists				
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## Goal 2: Academic Performance

**Performance Objective 5:** 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	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide 504/Dyslexia trainings to all teachers to better serve our students by learning how to implement accommodations and modifications.	Federal	District Dean Senior Accountant HR Coordinator District Coordinators Principal	Sign in sheets Agendas Lesson plans IEPs PD Certificates from Service Center.				
Explore different research-based options for dyslexia instruction	Federal	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	Federal	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	Federal	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	Federal  Local	Special Ed Coordinator Principals Counselors	Data reports				

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**Goal 2: Academic Performance**

**Performance Objective 6:** HMPS will help campuses improve Special Education students' performance and to ensure they receive appropriate instruction.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide SPED trainings to all teachers to better serve our students by learning how to implement accommodations and modifications.	Federal  SPED Funds  Service Center	District Dean District Coordinator Principal	Agenda Sign-in sheets Service center certificates. Lesson plans.				
Targeted subject specific intervention for struggling students	Federal	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	Local	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	Federal	Special Ed Coordinator	Checklist of requirements				
Collaborate with 504/RtI Coordinator to support appropriate interventions in ELAR	Federal	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	Local Federal	Principal Assistant Principals Instructional Officers Special Ed Coordinator Dean on Instruction	Workshop Agenda Workshop Sign-in PLC with teachers serving special pops Observation forms				

Implement policies and procedures for the Special Education department to ensure uniformity and standardization of practices	Federal	Special Education Director Principals Assistant Principals	Audits Logs Observations				
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**Goal 2: Academic Performance**

**Performance Objective 7:** HMPS will monitor the Bilingual/ESL Program to help campuses improve EL performance and to ensure they receive appropriate instruction.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Implement Bilingual program that will help ELL students succeed in their Early Exit Bilingual Education.	Title I and II Funds  Local funds	District Dean Senior Accountant HR Coordinator District Coordinators	Agenda Sign-in sheets Lesson Plans Guidelines Service Center Certificates.				
Participate in staff development of Chapter 89 (Bilingual/ESL) guidelines, practices, testing, procedures, etc.	Title II	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	Title II	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	Title II	Academic Officer Principals Assistant Principals Counselors Instructional Officer	Summative – Intervention Plans				
Word Walls will be implemented in bilingual	Title II	Teachers Instructional Officers					

classrooms in grades PK-8 to improve vocabulary development and academic language		Principals Dean of Instruction Academic Officer					
Differentiated instruction for sub population	Federal	Academic Officer District Coordinators Dean of Instruction	Sign-in sheets Lesson plans				
Sheltered Instruction Training for all staff	Title II	Academic Officer District Coordinators Dean of Instruction	Sign-in sheets Lesson plans				
Provide instructional extended day and extended week programs for students in need of additional assistance	Title I Local	Teachers Principals Assist Principals Instructional Officers Counselors	Attendance records Counselor collaboration Lesson Logs				
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**Goal 2:** Academic Performance

**Performance Objective 8:** HMPS will monitor the Gifted and Talented Program for identification of students and instruction.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide Gifted & Talented trainings to all teachers to better serve our students by learning how to implement accommodations and modifications.	Federal	Academic Officer District Dean District Coordinators Teachers Principals Counselors	Agenda Sign-in sheets Lesson plans Guidelines IEPs				
Campus counselor will provide an overview of the GT Program	Federal Local	Principals Counselors					

Each campus will provide instruction for GT students	Federal	Principals Teachers Instructional Officers					
GT students will be reevaluated for continue and designation in the program	Federal	Teachers Principals	GT Summer Program GT recommendations/acceptance				
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**Goal 2: Academic Performance**

**Performance Objective 9:** HMPS will provide classes that will help students advance academically.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide our middle school students with College board courses in all core areas to enhance their education and give them the opportunity to advance academically. College Pre-AP courses.	Local Funds	District Dean District coordinators Principal Counselor	Agenda Sign-in sheets Lesson Plans Student List certificates				
Provide our MS students with UTHS (University of TX High School) courses in all subject areas to enhance their academic education.	Local Funds	District Dean District Coordinators Principal Counselor	Agenda Sign-in sheets Lesson Plans Student List certificates				
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**Goal 3:** Horizon Montessori Public School will increase community and parental involvement

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

Strategy Description	Resources	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.	Local Title I	Parental Liaison Principals Counselors	Webpages Class DOJO				
The District will require campuses to have positive recognition programs	Title I Local	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.	Title I Local	Parental Liaison Principals Counselor	Webpages Class DOJO				
Webpage Class DOJO Facebook Remind 101	Title I Local	Parental Liaison Teachers Principals Counselors	Webpages Class DOJO				
Increase campus and district parental participation in sessions/activities in each category (academic, college readiness, family engagements, informational,	Title I Local	Parent Liaisons Principals Counselors Teachers	Workshop Agenda Workshop Sign-in				

decision-making, and educational).							
Utilize different modes of communication to invite parents and community to participate in various school and community activities, sessions, trainings	Title I Local	Parent Liaisons Principals Counselors Teachers	Workshop Agenda Workshop Sign-in				
Provide opportunities for students to be part of clubs and extracurricular activities.	Federal Local Funds	Counselor Teachers Principal Asst. Prinicipal.	Lesson Plans Club Activities Agendas Flyers				
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**Goal 3:** Horizon Montessori Public School will increase community and parental involvement

**Performance Objective 2:** For the 2020-2021 school year, the student attendance rate will meet or exceed 96%.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Attendance incentives for students	Local	PEIMS Principals Counselors	Certifications Assemblies				
Attendance incentives for staff	Local	PEIMS Principals	Certificates				
Provide attendance incentives each quarter supplemented by district and campus to include additional technology	Local	Teachers Principals Assist Principals Instructional Officers PEIMS	Attendance records				
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**Goal 3:** Horizon Montessori Public School will increase community and parental involvement

**Performance Objective 3:** 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	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Bilingual Meetings for parents	Title II	Principal Parental Liaison	Sign-in Sheets Meeting agendas				
Bilingual/ESL certification preparation for teachers	Title II	Academic Officer	Sign-in sheets				
College exploration for all students in grades PK-8 <sup>th</sup>	Title I Local	Counselors Principals Teachers	Classroom environment Presentations Lesson Plans Counseling Calendar				
High school requirements and pathways for students in 8 <sup>th</sup> grade	Local	Counselors Principals	Sign-in sheets Agendas Monthly Calendars				
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**Goal 3:** Horizon Montessori Public School will increase community and parental involvement

**Performance Objective 4:** The District will continue to expand and support family and community engagement in the district.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Hire a Parent Liaison that will fulfill Title I parental involvement requirements and help with the registration process.	Title I Local Funds	HR Coordinator Principal District Dean Senior Accountant Parent Liaison	Agendas Sign ins				
Parent Liaison will recruit and coordinate efforts to increase parent/community participation in campus-wide meetings/activities	Title I Local Funds	Parent Liaison Principal	Flyers Sign in Sheets				

Parent Communication portals will be available to communicate with parents.	Title I Local Funds	Parent Liaison Principal Counselor	Flyers Website Facebook Newsletters Monthly meetings Parent – Teacher Conferences				
The District will provide sessions to discuss and educate parents/families on the curriculum standards in each grade level: <ul style="list-style-type: none"> <li>● TEKS</li> <li>● STAAR</li> <li>● TPRI</li> <li>● CIRCLE</li> <li>● TELPAS</li> </ul>	Local	Principals Counselors Academic Officer Dean of Instruction	Sign-in Sheets Agendas Flyers Newsletters				
The District will host parent/community meetings to provide information on the various programs offered by the district, including, but not limited to: <ul style="list-style-type: none"> <li>● Bilingual/E SL</li> <li>● Special Education</li> <li>● Guidance</li> <li>● Social Services</li> <li>● Testing and Evaluating</li> <li>● Technology</li> <li>● EOC/STAAR</li> <li>● Section 504</li> <li>● RtI</li> <li>● Character Education</li> </ul>	Title I Local	Principals Counselors Academic Officer Dean of Instruction	Sign-in Sheets Agendas Flyers Newsletters				
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**Goal 4:** HMPS will provide a Safe Learning Environment

**Performance Objective 1:** Provide ongoing training, support programs and instructional strategies for students and staff.

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Principals will receive training on Discipline	Local	Academic Officer Dean of Instruction	Meeting Agendas Sign-in Sheets				
School Counselor will provide a character-building curriculum to improve social emotional behavior	Local	Counselor District Dean Principals	Meeting Agendas Sign-in Sheets				
School Counselor will emphasize positive character traits by presenting various modes on a daily basis/ PA System	Local	Counselor District Dean Principals	Calendar Curriculum Guide				
School Counselor will provide guidance and counseling to all student populations as needed (SPED, RTI's, 504 programs)	Local	Counselor District Dean Principals	Sign-in Sheet or Log Curriculum Guide				
Provide staff/students with guidance and awareness in assemblies as needed on the following: Anti-Bulling Suicide Prevention Character Education Drug Awareness Sexual Harassment Red Ribbon Week	Local Funds	Counselor Principal Asst. Principal Teachers Parent Liaison	Calendar Curriculum guides.				

Follow HMPS student code of conduct to ensure fair and consistent implementation of school-wide discipline management.	Local Funds	District Dean Principal Asst. Principal Counselor	Reduced number of referrals. Approved Code of Conduct				
Provide training and fulfill practices for fire drills and lock-downs to ensure proper procedures are in place to ensure safety for all students and staff	Local Funds	District Dean Senior Accountant Operations Manager Principal Asst. Principal	Fire Drill Logs Lock Down Guidelines Practice Drills Documentation.				
Purchase the Raptor System and badge identification system. Screen all visitors at the door and use access control	Local Funds	District Dean Senior Accountant Principal Asst. Principal	Purchase order Usage Log				
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**Goal 5:** Horizon Montessori Public School will ensure that all students have the best technology resources to be able to have access to all educational programs.

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

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Provide training to all online programs being implemented	Local Funds	District Dean IT Senior Accountant Principal	Agendas Sign-in Sheets Flyers				
Provide a ratio 1:1 chrome book to each student on campus in order to ensure that all students have the technology tools necessary to continue their educational	Local Funds	District Dean IT Senior Accountant Principal	Purchase Orders Lesson Plans				

learning.							
Provide the use of Google Classroom platform, Google Hangouts and Meets in every grade level	Local Funds	District Dean Senior Accountant Principal	Purchase orders Lesson Plans Individual Google Classrooms.				
The campuses will utilize IStation, TPRI, CIRCLE, EBSCO, MacKin Via, Think Central, DMAC, Renaissance, Study Island, and other web-based computer applications	Local	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 <sup>st</sup> Century Skills.	Local	IT Support Principals					
All grades K-8 <sup>th</sup> will have access to technology applications each day of the week	Local	Teachers Principals					
The District will continue to integrate technology such as iPads, computers, laptops, tablets, etc. to enhance instructional practices	Local	Teachers Principals					
The District will continue to replace classroom projectors as needed and install ceiling mounted projectors when	Local	IT Support Principals					

possible.							
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**Goal 5:** Horizon Montessori Public School will ensure that all students have the best technology resources to be able to have access to all educational programs.

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

Strategy Description	Resources	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	Local Federal	Teachers Principals	Lesson Plans  Bitmoji Classrooms  Google Classrooms				
Teachers at all campuses will increase students' proficiencies in Technology Applications by utilizing on-line library resources, computer labs and Internet	Local Federal	Teachers Principals Librarian/Clerks	Lesson Plans  Bitmoji Classrooms  Google Classrooms				
Provide classrooms with Smart TVs to enhance student's education with technology tools.	Local Federal	Teachers IT support Principal District Dean Senior Accountant	Purchase orders Training Agendas				
<b>☐=Accomplished    M=Considered/Modified    P=Some Progress    0= No Progress    X=Discontinue</b>							



**Goal 5:** Horizon Montessori Public School will ensure that all students have the best technology resources to be able to have access to all educational programs.

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

Strategy Description	Resources	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Hire an IT support staff to help manage district/school webpage, technology support to all teachers, wifi wiring, computer maintenance and technology support needed.	Local Funds	HR Coordinator District Dean Principal Senior Accountant	Principal Work Orders				
The District will implement an annual review of existing computer systems for the purpose of upgrading or replacing the equipment	Local Federal	IT Support	Purchase Orders Teacher Surveys				
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	Local Federal	IT Support	Purchase Orders Work orders				
<b>☐=Accomplished    M=Considered/Modified    P=Some Progress    0= No Progress    X=Discontinue</b>							

**Goal 5:** Horizon Montessori Public School will ensure that all students have the best technology resources to be able to have access to all educational programs.

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

Strategy Description	Resources	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	Local	IT Support Teachers Principals	Google Classrooms  Sign In Sheets  Training Agendas				
The District will provide training for technological equipment and application to increase its use to enhance student centered instruction	Local	IT Support Teachers Principals	Sign In Sheets Training Agendas				
The District will provide training to utilize basic technology applications	Local	IT Support Principals Teachers	Sign In Sheets Training Agendas				
<b>☐=Accomplished    M=Considered/Modified    P=Some Progress    0= No Progress    X=Discontinue</b>							