

# Horizon Montessori Public Schools



## District Improvement Plan

2018-2019

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

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2018-2019

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Horizon Montessori Public Schools  
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Gracie Marin	HR Coordinator
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## 2018-2019 District Planning Committee (DPC)

SchoolBoard			HI-McAllen:	
Chairman	Alim U. Ansari		ProfessionalStaff	Adan Sabedra
Member				
			Non-Teaching Staff	Sasha Rios
Superintendent	Alim U. Ansari			
			H2-Weslaco	
Principals:			ProfessionalStaff	Alexis Bocanegra
HI-McAllen	Mr. Miguel Castillo			
H2-Weslaco	Mrs. Janis Montemayor		Non-Teaching Staff	Jessica Hernandez
H3-Harlingen	Dr. Lauren Arce			
			H3-Harlingen	
Parents:			Professional Staff	Lorraine Vasquez
HI-McAllen	Astrid Carillo			
H2-Weslaco	Nancy Guillen		Non-Teaching Staff	Alondra Garcia
H3-Harlingen	Araceli Pina			
Community Representatives	Davis Realty, Randy Summers		CentralOffice Staff	
	InternationalBank, Ofelia Tafoya		Senior Accountant	Angela Gonzalez
Business Representatives	New York Life, Aurora Saenz			

## Ten {10} Components of a School-Wide Program

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

# **District Improvement Plan-2018-2019**

## **HMPS Vision Statement**

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

## **HMPS Mission Statement**

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

## **HMPS Motto**

"Where Leaders Are Made"

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

## **New Initiatives and Guidelines for 2018-2019**

### **1. FHSP- College- Career- Instruction**

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

### **2. Family Engagement(Highly qualified PK Teachers)**

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

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

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

#### **(1) Each School District Shall:**

(A) Select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211 (H.B.5), Acts of the 83rd Legislature, Regular Session, 2013, under which the district will evaluate district performance;

(B) Submit to the agency the criteria the district will use to evaluate district performance rating: and

(C) Make the information described by Paragraphs (A) and (B) available on the district's Internet website: and

#### **(2) Each Campus shall:**

(A) Select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211(H.B.5), Acts of the 83rd legislature, Regular Session, 2013, under which the campus will evaluate campus performance

(B) Submit to the agency the criteria the campus will use to evaluate campus performance and assign the campus a performance rating: and

(C) Make the information described by Paragraphs (A) and (B) available on the internet website of the campus.

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



Areas of Concern/Areas in Need of Improvement

Grade Level	Math	Reading	Science	Social Studies	Writing
3 <sup>d</sup>	76%	62%			
4 <sup>th</sup>	72%	64%			51%
5 <sup>th</sup>	95%	80%	76%		
6 <sup>th</sup>	85%	75%			
7 <sup>th</sup>	74%	77%			67%
8 <sup>th</sup>	86%	86%	84%	58%	

Horizon Montessori Public Schools

Areas of Concern

Math

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

ELA

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

4th Grade Writing is the weakest based on STAAR Performance

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

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

Federal safeguards were missed in the all student and Hispanic area

Minimal students scoring at the advance level

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

Science

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

District Science performance is 12 points below the state average

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

Social Studies Is

the weakest content area based on student performance (37%)

District social studies performance is 32 points below the state average

STAAR social studies performance for all students is below the PBMAS standard

State system safeguards were missed

Minimal students scoring at the advance level

8th grade social studies performance is 19 points below the state average

Goal1: By 2019, 90% of all students and each student group, including Special Education and English Language Learners, will pass the reading, writing, math, science and social studies portions of the STAAR state assessment.

Objective 1: The district will help campuses to review data, compile and analyze a disaggregated report of all assessment results.

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

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

**Objective 2: The district will help campuses to implement STAAR strategies to increase scores at all grade levels and subject areas.**

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

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

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

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education.

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**Objective 3: The district will plan and implement a staff development program that is based on campus and district needs and that is developed by the Campus Planning Committees and approved by the District and Campus Planning Committees.**

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



**Objective 4: The district will monitor students' reading, math, writing, science and social studies progress utilizing District benchmarks and grades.**

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

**Objective 5: The district will implement supplementary programs using State Compensatory Funds to help At-Risk students improve their academic performance at all grade levels.**

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

Objective 6: The district will help campuses improve Special Education student's performance and to ensure that they receive appropriate instruction.

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

Objective 7: The district will monitor the Bilingual/ESL Program to help campuses improve English Language Learners' performance and to ensure that they receive appropriate instruction.

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

Objective 8: The district will conduct research to facilitate the implementation of a Gifted and Talented Program for the 2018-2019 school year.

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

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

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

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

Objective 2: The district will identify and apply strategies for supporting technology integration by all teachers.

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

Objective 3: The district will provide training for administrators, teachers, and staff in educational technology.

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

Objective 4: The district will provide all principals their allocated budget for staff development for technology.

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

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

Objective 1: The district will utilize strategies to attract highly qualified professional staff.

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

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

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

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

Objective 1: The district will promote programs that communicate with students, parents and staff in a positive way.

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

Objective 2: The percentage of attendance for each six weeks at each campus will be at 96% or above.

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

Objective 3: The district will continue to provide for a building program to improve the physical plant so that HMPS students can have a comfortable and safe learning environment.

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

Objective 4: The district will promote a safe and disciplined environment at each campus. Campus principals will ensure that students, parents, and staff have and understand the Discipline Management Plan, Campus Discipline Management Plans and all rules and procedures.

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

Objective 5: The district will help campuses to promote a comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors.

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

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

Objective 1: The district will support the Parental Volunteers and Parental Support at the campuses.

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

Objective 2: The district will support the volunteer programs at the campuses.

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



Objective 3: The district will continue all parental involvement programs and strive for higher participation levels.

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

Goal VI: HMPS will implement programs that will make students college ready.

Objective 1: The district will ensure that instructional strategies being implemented are promoting college readiness.

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

Objective 2: The district will promote programs that make HMPS students college ready.

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

Objective 3: The district will establish staff/counselor intervention strategies to further promote student achievement to ensure college readiness.

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



# Academic Performance- Special Education Department

**Horizon Montessori Public Schools-2018-2019**

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

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

**Summative Evaluation:** Teacher information; Assessment Results

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

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



## Academic Performance- Mathematics Department

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

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



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

## Academic Performance- Science Department

Horizon Montessori Public Schools 2018-2019				
District Goal:	Students will be provided with research based quality instruction to prepare them for success in college and beyond.			
Performance Objective:	90% of the student population will achieve mastery on all reading and writing STAAR Tests by 2020			
Summative Evaluation	Federal and State Accountability Rating :s based on STAAR performance			
Strategies and Initiatives	Persons Responsible	Timeline Start/End	Resources	Formative Evaluation
Strategy 1: Provide staff development, guidance on state adopted curriculum such as Science Fusion	Dean Science Coordinator	August 2017-2020	Science Fusion, STAAR Ready, Motivational Science, Title I Funds	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System
Strategy 2: Further develop and align district resources with the district curriculum frameworks.	Dean Science Coordinator	August 2017-2020	Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS.	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System
Strategy 3: Provide staff development and support with Study Island and develop a district implementation plan.	Dean of Instruction Science Coordinator	August 2017-2020	Study Island, State Compensatory Funds, Technology Team	Study Island Reports, Walk-Throughs, Grade Level Meetings, Teacher Conferences
Strategy 4: Gather feedback from teachers on needed revisions to the curriculum frameworks and YAG.	Dean of Instruction Science Coordinator	May-August 2017-2020	TEKS, State Adopted Textbooks, Frameworks, YAG, and Study Island	Sign In Sheets, Agendas, Grade Level Meetings, teacher conferences
Strategy 5: Provide staff development and support on building academic vocabulary through interactive notebooks.	Dean of Instruction Science Coordinator	August 2017-2020	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals
Strategy 6: Monitor the implementation of the TEKS in daily instruction	Dean of Instruction Science Coordinator	Ongoing	Coordinators, Principals and Instructional officers, DMAC, TEKS resources	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System

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

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

## Academic Performance- English Language Arts Department

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

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

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

## Academic Performance- Social Studies Department

Horizon Montessori Public Schools 2018-2019				
District Goal:	Students will be provided with research based quality instruction to prepare them for success in college and beyond_			
Performance Objective:	90% of the student population will achieve mastery on all social studies STAAR Tests by 2020			
Summative Evaluation	Federal and State Accountability Ratings based on STAAR performance			
Strategies and Initiatives	Persons Responsible	Timeline Start/End	Resources	Formative Evaluation
Strategy I: Provide staff development, guidance on the state adopted curriculum in social studies.	Dean Social Studies Coordinator Principals	August 2017-2020	Pearson textbooks, Pearson website, Title I Funds	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System
Strategy 2: Further develop and align district social studies resources with the district curriculum frameworks.	Dean Social Studies Coordinator Principals	August 2017-2020	Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS, Pearson realize Website.	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System
Strategy 3: Provide staff development and support on the social studies process skills, with specific focus in the process skills that support literacy,	Dean Social Studies Coordinator Principals	August 2016-2020	State Compensatory Funds, Lead4ward resources, Region I social studies specialist.	I Station Reports, Walk-Throughs, Grade Level Meetings, Teacher Conferences
Strategy 4: Gather feedback from teachers on needed revisions to the social studies curriculum frameworks and YAG.	Dean of Instruction Social Studies Coordinator Principals	May-August 2017-2020	Curriculum maps, frameworks, STAAR resources, state adopted curriculum, TEKS, Pearson Website.	Sign In Sheets, Agendas, Grade Level Meetings, teacher conferences
Strategy 5: Provide staff development and support on academic vocabulary development opportunities to help students bring meaning to content.	Dean of Instruction Social Studies Coordinator Principals	August 2017-2020	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System	TEKS, District Walk-Through Forms, Frameworks, TEKS Resource System, student journals



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

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

## Academic Performance- Bilingual Department

Horizon Montessori Public Schools 2018-2019				
District Goal:	Students will be provided with research based quality instruction to prepare them for success in college and beyond_			
Performance Objective:	85% of the LEP student population will meet expectation on the STAARELL Progress Measure by the year 2020			
Summative Evaluation	State accountability ratings on the STAAR ELL Progress Measure			
Strategies and Initiatives	Persons Responsible	Timeline Start/End	Resources	Formative Evaluation
Strategy 1: Access all students the first six weeks of school with !SIP to fmd all students independent instructional and frustration levels of reading.	Dean of Instruction Secondary Education Coordinator, technology teachers	September 2017-Ongoing	Title III funds, state bilingual funds, !Station, Technology Teachers.	!Station Reports, Six Weeks grades, Accelerated Reading STAR reports
Strategy 2: Provide staff development on the four components of reading.	Dean of Instruction Secondary Education Coordinator,	August 2017- Ongoing	Title III funds and state bilingual funds, Region I	Agendas, sign-in-sheets, Walk-throughs, TEK Resource System
Strategy 3: Provide student-choice reading selections throughout the school year.	Dean of Instruction Secondary Education Coordinator, teachers	Ongoing	Title III and state bilingual funds, District Reading resources e.g. Lexia	AR reports, !SIP reports, six weeks grades, reading journals
Strategy 4: Provide small group instruction to students who demonstrate deficiencies in reading performance.	Dean Secondary Education Coordinator, teachers	Ongoing	Title III and state bilingual funds, state compensatory funds	Weekly or unit assessments, Compass Learning reports, !SIP reports, AR reports
Strategy 5: Provide ongoing job-embedded teacher training on using data to drive intervention activities in the area of reading.	Dean of Instruction Secondary Education Coordinator,	Ongoing	Title III funds and state bilingual funds, Region I	Agendas and sign-in-sheets, teacher certificates, DMAC reports, student intervention folders.
Strategy 6: Provide staff development for teachers in the area of Sheltered Instruction.	Dean Secondary Education Coordinator,	Ongoing	Title III funds and state bilingual funds, Region I	Agendas, sign-in-sheets, Walk-throughs, TEK Resource System

Strategy 7: Increase the development of academic language across all subject areas using research based strategies.	Dean Secondary Education Coordinator, teachers	Ongoing	Title III and state bilingual funds, state compensatory funds	Vocabulary journals, <b>writing projects, six</b> weeks grades, teacher bulletin boards, student folders
Strategy 8: Increase the use of student engagement by incorporating the use of graphic organizers, foldables, and interactive journals across the content areas.	Dean of Instruction Secondary Education <b>Coordinator,</b> instructional officers, <b>teachers</b>	<b>Ongoing</b>	Title III and state bilingual funds, state <b>compensatory funds,</b> Thinking Maps Binder	Vocabulary journals, <b>writing projects, six</b> weeks grades, teacher bulletin boards, student folders
Strategy 9: Provide the opportunity to engage in peer tutoring, small group discussion and pair-share activities.	Dean Secondary Education <b>Coordinator,</b> instructional officers, <b>teachers</b>	Ongoing	Title III and state bilingual funds, state compensatory funds	Walk-throughs, student <b>folders, six weeks</b> <b>grades, unit tests,</b> weekly tests, vocabulary journals
Strategy 10: Incorporate the use of scaffolding strategies to teach new and difficult concepts in all subject areas.	<b>Dean of Instruction</b> Secondary Education <b>Coordinator,</b> instructional officers, teachers	<b>Ongoing</b>	Title III and state bilingual funds, state <b>compensatory funds,</b> Lead4Ward resources	Walk-throughs, student folders, six weeks <b>grades, unit tests,</b> weekly tests, vocabulary journals
Strategy 11: Incorporate the use of journal writing across the content areas.	Dean Secondary Education Coordinator, instructional officers, <b>teachers</b>	Ongoing	Title III and state bilingual funds, state compensatory funds, Composition books, <b>Step UP to Writing</b> <b>Resources</b>	Walk-throughs, student folders, six weeks grades, vocabulary <b>journals, writing</b> journals

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

## Human Resources

### Horizon Montessori Public Schools 2018- 2019

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

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

# Human Resources

Horizon Montessori Public Schools 2018- 2019

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

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

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