



Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 Weslaco, Texas 78596

DISTRICT CURRICULUM DEPARTMENT January 2020 Report

Mr. Alim Ansari

District Superintendent of Schools

Ms. Yolanda Cantu

District Dean of Instruction

Ms. Ludivina Vasquez

District Special Programs Coordinator

Ms. Lizet Valenciana

District Bilingual/ELAR Coordinator

I. DISTRICT FALL BENCHMARKS

TIMELINE	ITEM	INFORMATION
October , 31, 2019 to November 15, 2019	BUILD FALL BENCHMARKS	Teachers were provided with procedures and materials to build the Fall Benchmarks (DOK, STAAR Policies, Accommodations, Curriculum Components, Blueprints, Release Test, Lead4ward Snapshot, Year at Glance by grade level and subject. The assessment was made from 1st – 3rd 6 weeks TEKS only. Each campus build their own assessments as follows: 1st – 8th grade Math 1st – 8th grade Reading 4th and 7th grade Writing 5th and 8th grade Science 8th grade Social Studies 8th grade English I Curriculum Department revised all Benchmarks and chose the best or created a new assessment if necessary. Appendix 1

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December 2-6, 2019	FALL DISTRICT BENCHMARKS ADMINISTRATION	All campuses, except HMIV, follow the STAAR procedures during Testing. HMIV will test at the end of the 3 rd 6 weeks on January 14-17, 2020 Appendix 2 Appendix 3
	DISTRICT FALL BENCHMARK RESULTS	
December 14, 2019	PROFESSIONAL DEVELOPMENT DAY-DATA ANALYSIS	All teachers were provided with trainings on how to disaggregate and analyze students assessment data by Appendix 4
December 19, 2019	DATA ANALYSIS DEADLINE	Teachers needed to finalize and turn in their students' benchmark data. The data will be use during Monday, January 6, 2020 Teachers' workday. Teachers will build their 2 nd semester lesson plans by using spiral reviews to re-teach, tutor or use intervention time to master the TEKS not met or struggling.
	COORDINATORS' ACTION PLAN	Coordinators will continue helping teachers and they will be part of the school plans. Ms. Lizet Valenciana – Bilingual/ELAR Coordinator Ms. Ludivina Vasquez – Special Programs Coordinator Appendix 5

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II. CAMPUS TESTING COORDINATORS

TIMELINE	ITEM	INFORMATION
November 14, 2019, December 19, 2019 and January 23, 2020	CAMPUS TESTING COORDINATORS	Ms. Emmy Diaz, HMI Instructional Officer Mr. Alexis Bocanegra, HMII Assistant Principal Ms. Ana Smith, HMIII Assistant Principal Mr. Michael Gollihugh, HMIV Assistant Principal Meeting Monthly to get ready for TEPAS, STAAR and EOC assessments. CTCs working on students' data forms and logs for administration and teachers to better know our students. Appendix 6

III. PROFESSIONAL DEVELOPMENT DAYS

TIMELINE	ITEM	INFORMATION
October 18, 2019 November 22, 2019 December 14, 2019 January 23 rd -24 th , 2020	DISTRICT PROFESSIONAL DEVELOPMENT DAYS	We have been providing training on: Special Programs, Effective Communication with Families Small Group/Center Time Classroom Management Pearson Realize CLI Engage Student Data Analysis Special Programs Sheltered Instruction Appendix 7

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IV. BILINGUAL

TIMELINE	ITEM	INFORMATION
November 1 st , 2019	TEA SUBMISSION OF WAIVERS AND EXCEPTIONS	Ms. Lizet Valenciana submitted to TEA the list of teachers that will be on a waiver or exception this school year. In collaboration with Region One, we will provide our teachers with the necessary Professional Development to service our bilingual students We will provide our teachers with trainings so they can be better prepare to pass the ESL, Supplemental and/or PTLPT certification assessments. Appendix 8
Weekly School Visits Monday – HMI Tuesday – HMI Wednesday – HMII Thursday – HMIII Friday – Central Office – MHIV phone calls.	SCHOOL VISITS	Ms. Lizet Valenciana meets weekly with Principals', APs, PEIMS clerks, counselors and teachers to verify that our students' demographics and data are up to date. Target: Minimum 8 Classroom Observations per week/25 minutes Appendix 9

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V. SPECIAL PROGRAMS

TIMELINE	ITEM	INFORMATION
On-going	Special Programs: Special Education ARDs Special Education Monitoring 504 Monitoring RTIs Monitoring	Ms. Vasquez is assuring that all our Special Programs are up to date. Her priority is for all Special Program students services are met and our district is in compliance
Weekly School Visits Monday – HMIII Tuesday – HMIII Wednesday – HMI Thursday – HMII Friday – Central Office – MHIV phone calls.	SCHOOL VISITS	Ms. Vasquez meets with Principal, APs, Special Education Teachers to check on students' information and data. Target: Minimum 8 Classroom Observations per week/25 minutes

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VI. DISTRICT MEETINGS

TIMELINE	ITEM	INFORMATION
District Monthly Meetings	YEARLY DISTRICT MEETINGS SCHEDULE	Ms. Yolanda Cantu meets regularly with district personnel: District Coordinators, Principals, Assistant Principals, Counselors, Parent Liaisons, and Instructional Technology each month to monitor district plans. Appendix 10 Agenda Samples (latest agendas)
Weekly School Visits Monday – HMIII Tuesday – HMIII Wednesday – HMII Thursday – HMIII Friday – Central Office – MHIV phone calls.	SCHOOL VISITS	Ms. Yolanda Cantu visits schools on a weekly basis as well to meet with Principals, APs, and counselors. Target: Minimum 8 Classroom Observations per week/25 minutes Appendix 11
October 15, 2019 to January 9, 2020	DISTRICT SCHOOL ADMINISTRATIVE DUTIES	Ms. Yolanda Cantu goal was to have uniformed school administrative duties by the end of the first semester to better plan district meetings and items more efficiently. Appendix 12

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VII. RE-ENROLLMENT AND RECRUITMENT

TIMELINE	ITEM	INFORMATION
Monday, January 6, 2020 to Monday, January 13, 2020	RE-ENROLLMENT NUMBERS	<u>Our re-enrollment on 01/06/2020 numbers were as follow:</u> HMI: 126 students re-enrolled out of 420 = 30% re-enrolled HMII: 96 students re-enrolled out of 307 = 31% re-enrolled HMIII: 128 students re-enrolled out of 340 = 38% re-enrolled HMIV: 2 students re-enrolled out of 59 = 3% re-enrolled <u>Our re-enrollment on 01/13/2020 numbers were as follow:</u> HMI: 259 students re-enrolled out of 420 = 62% re-enrolled HMII: 272 students re-enrolled out of 307 = 89% re-enrolled HMIII: 268 students re-enrolled out of 340 = 79% re-enrolled HMIV: 29 students re-enrolled out of 86 = 34% re-enrolled Campuses work diligently during this week to increase re-enrollment numbers. They did a fantastic work. Our goal is 100% percent. On January and February, we will continue to have a day out of the week to concentrate on re-enrollment. Parent Liaisons are working on this item by planning together with our School Principals.
RECRUITMENT October 2019 - Date	NEW ENROLLMENT	Our Parent Liaisons submit a Weekly Log where their duties are as follows: • Two New Community Business Contacts per week • Six New Families per day • One Community Event per month Appendix 13 (samples)

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Appendix 1

Mathematical Process Standards					
5.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.					
Tools to Know		Ways to Show			
5.1(A)	5.1(B)	5.1(C)	5.1(D)	5.1(E)	5.1(F)
apply mathematics to problems arising in everyday life, society, and the workplace	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	create and use representations to organize, record, and communicate mathematical ideas	analyze mathematical relationships to connect and communicate mathematical ideas
					display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
Knowledge and Skills Statements					
5.2	Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.				
5.3	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.				
5.4	Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.				
5.5	Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.				
5.6	Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume.				
5.7	Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement.				
5.8	Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane.				
5.9	Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.				
5.10	Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.				

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
1	6	5.2(B) compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ 5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping	5.2(A) represent the value of the digit in decimals through the thousandths using expanded notation and numerals 5.2(C) round decimals to tenths or hundredths 5.4(A) identify prime and composite numbers 5.4(E) describe the meaning of parentheses and brackets in a numeric expression

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
2	Algebraic Relationships and Computations	5.3(E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers 5.3(G) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm 5.3(K) add and subtract positive rational numbers fluently 5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers 5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity 5.4(C) generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph	5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division 5.3(B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm 5.3(C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm 5.3(D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models 5.3(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models 5.3(H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations 5.3(I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models 5.3(J) represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models 5.4(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph
3	Geometry and Measurement	5.4(H) represent and solve problems related to perimeter and/or area and related to volume 5.5(A) classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties 5.8(C) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	5.6(A) recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible 5.6(B) determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base 5.7(A) solve problems by calculating conversions within a measurement system, customary or metric 5.8(A) describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin 5.8(B) describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane
4	Data Analysis and Personal Financial Literacy	5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	5.4(G) use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$) 5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots 5.9(B) represent discrete paired data on a scatterplot 5.10(A) define income tax, payroll tax, sales tax, and property tax 5.10(B) explain the difference between gross income and net income 5.10(E) describe actions that might be taken to balance a budget when expenses exceed income 5.10(F) balance a simple budget
# Items	36 (3 Griddable)	22-24 questions from Readiness Standards	12-14 questions from Supporting Standards

Mathematics Grade 5 YAG – 6 weeks

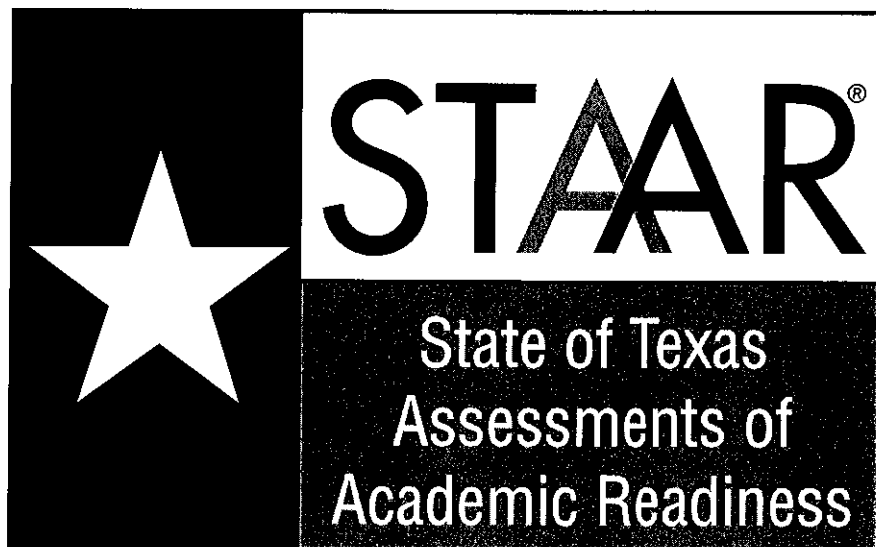
First Semester	Second Semester
1st Six Weeks	4th Six Weeks
<u>Unit 01: Extending Whole Number Operations (13 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3A, 5.3B, 5.3C, 5.3K <u>Unit 02: Algebraic Reasoning (12 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.4A, 5.4B, 5.4E, 5.4F	<u>Unit 08: Geometry and Measurement (15 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.4G, 5.4H, 5.5A, 5.6A, 5.6B, 5.7A <u>Unit 09: Patterns on a Coordinate Plane (10 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.4C, 5.4D, 5.8A, 5.8B, 5.8C
2nd Six Weeks	5th Six Weeks
<u>Unit 03: Financial Literacy (5 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F <u>Unit 04: Extending Decimals (6 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.2A, 5.2B, 5.2C, 5.3A, 5.3K, 5.4F <u>Unit 05: Decimal Multiplication and Division (14 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3A, 5.3D, 5.3E, 5.3F, 5.3G, 5.4F	<u>Unit 10: Representing Data (10 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.9A, 5.9B, 5.9C <u>Unit 11: Making Connections (10 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3E, 5.3G, 5.3I, 5.3K, 5.3L, 5.4F
3rd Six Weeks	6th Six Weeks
<u>Unit 06: Addition and Subtraction of Fractions (13 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3A, 5.3H, 5.3K, 5.4F <u>Unit 07: Multiplication and Division of Whole Numbers by a Fraction (12 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3A, 5.3I, 5.3J, 5.3L, 5.4F	<u>Unit 12: Essential Understandings of Decimals (12 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3A, 5.3D, 5.3E, 5.3F, 5.3G, 5.3K, 5.4F <u>Unit 13: Essential Understandings of Fractions (13 days for the entire unit)</u> 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.1G, 5.3A, 5.3H, 5.3I, 5.3J, 5.3K, 5.3L, 5.4F

Student Expectations (TEKS) in red: Identified by TEA as a Readiness Standard of the assessed curriculum
 Student Expectations (TEKS) in green: Identified by TEA as a Supporting Standard of the assessed curriculum
 Student Expectations (TEKS) in purple: Identified by TEA as a Process Standard of the assessed curriculum
 Student Expectations (TEKS) in black: Not identified by TEA as part of the assessed curriculum

STAAR Grade 5 Mathematics Blueprint



Reporting Categories			Number of Standards		Number of Questions	
Reporting Category 1: Numerical Representations and Relationships	Readiness Standards	2	6			
	Supporting Standards	4				
	Total	6				
Reporting Category 2: Computations and Algebraic Relationships	Readiness Standards	6	17			
	Supporting Standards	9				
	Total	15				
Reporting Category 3: Geometry and Measurement	Readiness Standards	3	9			
	Supporting Standards	5				
	Total	8				
Reporting Category 4: Data Analysis and Personal Financial Literacy	Readiness Standards	1	4			
	Supporting Standards	6				
	Total	7				
Readiness Standards	Total Number of Standards		12	60%–65%	22–24	
Supporting Standards	Total Number of Standards		24	35%–40%	12–14	
Total Number of Questions on Test				33 Multiple Choice 3 Griddable 36 Total		



GRADE 5
Mathematics

Administered April 2019

RELEASED

DMAC TEST KEY NUMBER - DISTRICT FALL BENCHMARK								
SUBJECT	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
MATH	MA.01.091.E	MA.02.093.E	MA.03.095.E	MA.04.097.E	MA.05.090.E	MA.06.083.E	MA.07.085.E	MA.08.088.E
READING	RE.01.071.E	RE.02.082.E	RE.03.074.E	RE.04.076.E	RE.05.079.E	RE.06.072.E	RE.07.074.E	RE.08.077.E
WRITING				WR.04.087.E			WR.07.096.E	
SCIENCE					SC.05.081.E			SC.08.089.E
S. STUDIES								SS.08.080.E
ALGEBRA I								
ENGLISH I								EN.09.070.E



Appendix 2



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District Fall Benchmark Schedule

	MONDAY December 2	TUESDAY December 3	WEDNESDAY December 4	THURSDAY December 5	FRIDAY December 6
ASSESSMENT	No assessment	Math 1 st – 8 th Algebra I – 8 th grade	Reading 1 st – 8 th English I – 8 th grade	Writing 4 th and 7 th Science 5 th and 8 th	Social Studies 8 th Make ups
	MONDAY December 9	TUESDAY December 10	WEDNESDAY December 11	THURSDAY December 12	FRIDAY December 13
ASSESSMENT	Make ups	Make ups	All Answer Documents Scanned	Teachers Print Students Data	Ready for Tomorrow PD

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District Fall Benchmark Schedule - HMIV Pearland

ASSESSMENT	MONDAY January 13	TUESDAY January 14	WEDNESDAY January 15	THURSDAY January 16	FRIDAY January 17
	No assessment	Math 1st – 4th	Reading 1st – 4th	Writing 4 th	Make ups

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Appendix 3



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2019-2020 DISTRICT FALL BENCHMARKS RESULTS

Ms. Yolanda Cantu
District Dean

HMI FALL BENCHMARK RESULTS OVERALL						
Assessment	Grade	# Students	Below %	Approaches %	Meets %	Masters %
Math	1st	43	9% (4)	91% (39)	60% (26)	19% (8)
Reading	1st	43	19% (8)	81% (35)	21% (9)	12% (5)
Math	2nd	53	11% (6)	89% (47)	68% (36)	6% (3)
Reading	2nd	53	17% (9)	83% (44)	42% (22)	13% (7)
Math	3rd	34	15% (5)	85% (29)	50% (17)	15% (5)
Reading	3rd	34	26% (9)	74% (25)	32% (11)	21% (7)
Math	4th	38	53% (20)	47% (18)	16% (6)	8% (3)
Reading	4th	38	45% (17)	55% (21)	29% (11)	16% (6)
Writing	4th	38	55% (21)	45% (17)	5% (2)	0% (0)
Math	5th	36	19% (7)	81% (29)	25% (9)	6% (2)
Reading	5th	36	28% (10)	72% (26)	36% (13)	17% (6)
Science	5th	36	44% (16)	56% (20)	14% (5)	3% (1)
Reading	6th	26	15% (4)	85% (22)	42% (11)	27% (7)
Math	6th	26	31% (8)	69% (18)	36% (9)	15% (4)
Reading	7th	22	9% (2)	91% (20)	41% (9)	9% (2)
Math	7th	22	23% (5)	77% (17)	27% (6)	0% (0)
Writing	7th	22	64% (14)	36% (8)	18% (4)	5% (1)
Math	8th	17	24% (4)	76% (13)	12% (2)	0% (0)
Reading	8th	15	40% (6)	60% (9)	13% (2)	0% (0)
Science	8th	17	24% (4)	76% (13)	29% (5)	0% (0)
Social Studies	8th	17	47% (8)	53% (9)	12% (2)	6% (1)
English I	8th					
Algebra I	8th					

HMII FALL BENCHMARK RESULTS OVERALL						
Assessment	Grade	# Students	Below %	Approaches %	Meets %	Masters %
Math	1st	31	23% (7)	77% (24)	19% (6)	0% (0)
Reading	1st	30	40% (12)	60% (18)	10% (3)	7% (2)
Math	2nd	34	12% (4)	88% (30)	41% (14)	3% (1)
Reading	2nd	34	0% (0)	100% (34)	38% (13)	6% (2)
Math	3rd	32	9% (3)	91% (29)	34% (11)	12% (4)
Reading	3rd	32	41% (13)	59% (19)	22% (7)	9% (3)
Math	4th	32	9% (3)	91% (29)	56% (18)	38% (12)
Reading	4th	32	27% (7)	78% (25)	44% (14)	12% (4)
Writing	4th	32	50% (16)	50% (16)	22% (7)	0% (0)
Math	5th	31	19% (6)	81% (25)	48% (15)	26% (8)
Reading	5th	31	32% (10)	68% (21)	29% (9)	16% (5)
Science	5th	30	37% (11)	63% (19)	37% (11)	3% (4)
Reading	6th	26	31% (8)	69% (18)	38% (10)	12% (3)
Math	6th	25	20% (5)	80% (20)	48% (12)	16% (4)
Reading	7th	13	38% (5)	62% (8)	31% (4)	8% (1)
Math	7th	13	31% (4)	69% (9)	23% (3)	8% (1)
Writing	7th	13	54% (7)	46% (6)	15% (2)	15% (2)
Math	8th	16	12% (2)	88% (14)	56% (9)	19% (3)
Reading	8th	16	25% (4)	75% (12)	44% (7)	25% (4)
Science	8th	15	13% (2)	87% (13)	47% (7)	27% (4)
Social Studies	8th	14	14% (2)	86% (12)	50% (7)	14% (2)
English I	8th					
Algebra I	8th					

HMIII FALL BENCHMARK RESULTS OVERALL						
Assessment	Grade	# Students	Below %	Approaches %	Meets %	Masters %
Math	1st	31	3% (1)	97% (30)	71% (22)	32% (10)
Reading	1st	31	32% (10)	68% (21)	13% (4)	10% (3)
Math	2nd	53	17% (9)	83% (44)	26% (14)	0% (0)
Reading	2nd	53	32% (17)	68% (36)	25% (13)	6% (3)
Math	3rd	39	28% (11)	72% (28)	41% (16)	8% (3)
Reading	3rd	39	41% (16)	59% (23)	33% (13)	18% (7)
Math	4th	22	18% (4)	82% (18)	23% (5)	5% (1)
Reading	4th	22	55% (12)	45% (10)	18% (4)	5% (1)
Writing	4th	21	62% (13)	38% (8)	14% (3)	0% (0)
Math	5th	29	48% (14)	52% (15)	7% (2)	3% (1)
Reading	5th	29	55% (16)	45% (13)	17% (5)	7% (2)
Science	5th	29	79% (23)	21% (6)	7% (2)	3% (1)
Reading	6th	23	4% (1)	96% (22)	61% (14)	35% (8)
Math	6th	23	26% (6)	74% (17)	52% (12)	13% (3)
Reading	7th	8	50% (4)	50% (4)	25% (2)	12% (1)
Math	7th	8	38% (3)	62% (5)	25% (2)	0% (0)
Writing	7th	8	75% (6)	25% (2)	0% (0)	0% (0)
Math	8th	14	14% (2)	86% (12)	29% (4)	7% (1)
Reading	8th					
Science	8th	13	38% (5)	62% (8)	31% (4)	8% (1)
Social Studies	8th	13	38% (5)	62% (8)	8% (1)	0% (0)
English I	8th	14	14% (2)	86% (12)	64% (9)	25% (4)
Algebra I	8th					

Appendix 4



2019–2020 Fall Benchmark Class Composition
Grade(s): HMI HMII HMIII HMIV

Teacher:

Reading Intervention	Math Intervention	Writing Intervention	Science Intervention	RTI	Bilingual
SPED	504	Dyslexia	Reading Tutorial	Math Tutorial	GT

Subject: _____ **Benchmark Date:** _____

Teacher: _____ Grade: _____ School: HMI HMII HMIII HMIV

Objective/Concept	% passing	readiness standard supporting standard application standard	Answer Choice %	Possible Causes	Plan of Action/ dates and times		
					reteach	intervention	tutorials
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					
		a) b) c) d)					



Teacher: Olmedo **2019– 2020 Fall Benchmark Class Composition**
Grade(s): 5th **School: HMI HMII HMIII HMIV**

Quintile 1	Quintile 2	Quintile 3	Science Intervention	RTI	Bilingual
Adrian Snachez Natalee Florez Guadalupe Gonzalez Aiden Arizpe Raul Segura Lily de Leon Brianna Ordonez Caylyn Zuniga		Enrique Gytan Daniel Luna Larissa Pina Angel Parra Denise Rodriguez Eliza Martinez Eterna Rodriguez	Adrian Snachez Natalee Florez Guadalupe Gonzalez Aiden Arizpe Raul Segura Lily de Leon Brianna Ordonez Caylyn Zuniga Eliza Martinez Eterna Rodriguez	Adrian Sanchez Brianna Ordonez Eliza Martinez	Enrique Gytan Larissa Pina Leonel Sandoval Ricardo Sandoval Rigoberto Tovar
eo	504	Dyslexia	Reading Tutorial	Math Tutorial	GT
Guadalupe Gonzalez Aiden Arizpe Caylyn Zuniga Lily De Leon Raul Segura	Natalee Flores Eterna Rodriguez	Natalee Flores Eterna Rodriguez			Alicia Hernandez Ethan Martinez Ricardo Sandoval

BENCHMARK DATA ANALYSIS



Subject: Science Benchmark Date: December 12, 2019

Teacher: Olmedo Grade: 5th School: HMI HMIII HMIV

Question #	Objective/Concept	% passing	readiness standard supporting standard application standard	Answer Choice %	Possible Causes	Plan of Action/ dates and times	
						reteach	intervention tutorials
22	5.6C Light (refraction/Reflection)	40	Standard	a) 20 b) 40 c) 3 d) 37	SPED and 504 needed to be able to distinguish between reflection vs. refraction		intervention
4	5.7A Sedimentary Rock	43	Standard	a) 13 b) 43 c) 43 d) 0	Needed more practice with this TEK it was recently introduced to the students	reteach/continue to practice	
14	3.7A Soil Formation	43		a) 43 b) 23 c) 27 d) 7	Needed more practice with this TEK it was recently introduced to the students	reteach/continue to practice	
23	5.6D Experimental Design with Force and Motion	43	Readiness	a) 43 b) 13 c) 20 d) 23	SPED and 504 Students saw an increase in mass and assumed the question was about mass and not about force	intervention	
9	5.6A Energy	50	Standard	a) 50 b) 17 c) 27 d) 7	SPED and 504 students saw the words movement and associated with mechanical energy and forgot about convection	intervention	
21	5.6A Matter	50	Standard	a) 23 b) 50 c) 20 d) 7	Students have seen in coffee shops that cardboard is used as an insulator so they choose letter A they forgot to pay close attention to least useful	intervention	
26	5.7A Sedimentary Rock/ Fossils	50	Standard	a) 10 b) 50 c) 10 d) 30	Needed more practice with this TEK it was recently introduced to the students	reteach/continue to practice	
	5.7D analyze and interpret			a) 50			

34	5.2 D analyze and interpret information to construct reasonable explanations	50	Process	b) 13 c) 17 d) 17	students needed to follow the path of the circuit	intervention
18	5.5 B Mixtures	53	Readiness	a) 17 b) 3 c) 27 d) 53	Students need to analyze the information presented in the paragraph	intervention
28	5.5 A classify matter based on measurable, testable, and observable physical properties	53	Standard	a) 33 b) 53 c) 10 d) 3	Students saw image and saw a bolt and assume bolt is magnetic they did not read the paragraph where it explain that the strong magnet did not attract the bolt.	intervention
10	5.6 C demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted.	57	Standard	a) 57 b) 3 c) 10 d) 30	Students need to review that light travels in a straight line	intervention
20	5.7 A explore the processes that led to the formation of sedimentary rocks and fossil fuels.	57	Standard	a) 13 b) 7 c) 57 d) 23	Needed more practice with this TEK it was recently introduced to the students	reteach/continue to practice
33	5.2 D analyze and interpret information to construct reasonable explanations	57	Process	a) 13 b) 57 c) 20 d) 10	Students knew that water reflects but forgot that when light travels through water it can also be refracted	intervention
7	5.2 D analyze and interpret information to construct reasonable explanations	60	Process	a) 13 b) 3 c) 60 d) 23	Students need to observe the effects of water evaporation in dyes	intervention
27	5.4 A collect, record, and analyze information using tools	60	Process	a) 27 b) 10 c) 10 d) 3	Students need to be able to differentiate between series and parallel	intervention
8	3.6 B demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons	63	Supporting	a) 23 b) 63 c) 7 d) 7	Student needs to remember that work is done when an object changes position	intervention
15	5.6 B demonstrate that the flow of electricity in closed circuits can produce light heat or sound	63	Readiness	a) 10 b) 63 c) 3	Students need to follow paths to find which bells are connected most of the students did not	intervention

	produce light, heat, or sound. 5.2 C collect and record				d) 23 a) 10 b) 63 c) 17 d) 10	highlight the path	
17	information using detailed observations and accurate measuring.	63	Process			Students must remember that work is done when an object changes position	<i>intervention</i>
29	5.6C Light (Refraction/Reflection)	63	Readiness		a) 17 b) 13 c) 7 d) 63	Picture shows reflection students did not pay attention to the image and went with the knowledge that light travels in straight lines	<i>intervention</i>
5	5.2D analyze and interpret information to construct reasonable explanations	67	Process		a) 67 b) 0 c) 17 d) 17	Students need to work on being able to identify appropriate hypothesis when presented with investigation data	<i>intervention</i>
31	5.2 D analyze and interpret information to construct reasonable explanations	67	Process		a) 10 b) 0 c) 67 d) 23	Students need to label the beakers with different mixtures. Students also need to remember oil is less dense than water.	<i>intervention</i>

Appendix 5

2019-2020 Horizon Montessori Public Schools Action Plan

Bilingual Students Ms. Lizet Valenciana – Bilingual/ELAR Coordinator

Strategy/Intervention (For the Teacher)	Intervention for the Student	Responsible Person/Support Team	Resources	Timeframe/ Deadline	Measurement of Success
Mrs. Valenciana will review with teachers the form Mrs. Cantu provided to identify the student's weakness (skill/concept and or language barrier if any) using the Dec. benchmark.	Once I have met with individual teachers, we will work on an intervention plan • Small group • One to One • iStation • iXL • study island	• ELAR/Homeroom teacher • Bilingual Coordinator • Administrative Team • Special Ed teachers if student is 504, RTI or SPED	Mrs. Valenciana will find grade level-free online resources and/or teacher made activities	Ongoing	1. Mini Assessments 2. Benchmark Scores 3. Student will show improvement in specific tasks
Provide assistance on particular strategies that will be implemented (via hands-on, or coordinator models the strategy for the teacher)	• Small group • One to One • iStation • iXL • study island	• Bilingual Coordinator • School Admin team • Homeroom teachers	Mrs. Valenciana will find grade level-free online resources and/or teacher made activities	Ongoing	1. Mini Assessments 2. Student will show improvement in specific tasks
Work with teachers to identify students that are struggling in multiple subjects and determine areas of concern.	• Small group • One to One • iStation • iXL • study island	• Bilingual Coordinator • School Admin team • Homeroom teachers	Mrs. Valenciana will find grade level-free online resources and/or teacher made activities	Ongoing	1. Mini Assessments 2. Informal Assessments 3. Student will show improvement in specific tasks



2019-2020 Horizon Montessori Public Schools Action Plan

RTI ✓ 504 ✓ Special Education ✓ Ms. Ludivina Vasquez – Special Programs Coordinator

Strategy/Intervention For the Teacher (Performed by Ludivina Vasquez)	Intervention for the Student	Responsible Person/Support Team	Resources	Timeframe/Deadline	Measurement of Success
Deliver professional development to teachers who need further assistance	(504 intervention here)	1.Administrative Team 2.Building staff Principals via teacher evaluation system	1.Parent-teacher conference 2.Purchase publications 3.Dedicate front page of school newsletter to Special Education	Ongoing monitoring	1.Parent Surveys 2.Benchmark Scores 3.Student will perform task with 80% accuracy
Provide a refresher on particular strategy that will be implemented (via research, video, hands-on, or coordinator takes student and models the strategy for the teacher)	Provide training on RTI TIER Levels of interventions	Collaborate with each campus to address the needs of students during PLCs	Collaborate with campuses with parent meetings	Sp. Ed. Teachers have to turn in every 3 wks Service Logs & SMAP to Campus Principals	Use data to make recommendations and changes
Provide teacher trainings to improve special education services		Collaborate with counselors to make sure we are addressing any counseling needs of students			
Observe Teachers and provide feedback to improve special education services		Provide support and guidance to all campuses regards to special education, 504, and RTI			



Appendix 6



2019-2020 Assessment Accommodations

ACCOMMODATIONS		CODE
TYPE 1		
Basic Transcribing** https://tea.texas.gov/sites/default/files/Basic%20Transcribing_tagged.pdf		1
Braille/Refreshable Braille** https://tea.texas.gov/sites/default/files/Braille_Refreshable%20Braille_tagged.pdf		2
Calculation Aids https://tea.texas.gov/sites/default/files/Calculation%20Aids_tagged.pdf		3
Content and Language Supports https://tea.texas.gov/sites/default/files/Content%20and%20language%20Supports_tagged.pdf		4
Content and Language Supports Guidelines (on-line only) https://tea.texas.gov/sites/default/files/Content%20and%20Language%20Supports%20Guidelines_tagged.pdf		5
Extra Time (Same Day)** https://tea.texas.gov/sites/default/files/Extra%20Time%20%28Same%20Day%29_tagged.pdf		6
Individualized Structured Reminders** https://tea.texas.gov/sites/default/files/Individualized%20Structured%20Reminders_tagged.pdf		7
Large Print** https://tea.texas.gov/sites/default/files/Large-Print_tagged.pdf		8
Manipulating Test Materials** https://tea.texas.gov/sites/default/files/Manipulating%20Test%20Materials_tagged.pdf		9
Mathematics Manipulatives** https://tea.texas.gov/sites/default/files/Mathematics%20Manipulatives_tagged.pdf		10
Oral/Signed Administration** https://tea.texas.gov/sites/default/files/Oral_Signed%20Administration_tagged.pdf NOTE: STUDENT can request a change to the level of reading support during testing only if this has been documented. Read parts of the test questions and/or answer choices at student request		11
Oral/Signed Administration** https://tea.texas.gov/sites/default/files/Oral_Signed%20Administration_tagged.pdf NOTE: STUDENT can request a change to the level of reading support during testing only if this has been documented. Read all test questions and answer choices throughout the test		12
Spelling Assistance https://tea.texas.gov/sites/default/files/Spelling%20Assistance_tagged.pdf		13
Supplemental Aids** https://tea.texas.gov/sites/default/files/Supplemental%20Aids_tagged.pdf		14
** RTI Accommodations		
TYPE 2		
* Complex Transcribing https://tea.texas.gov/sites/default/files/Complex%20Transcribing_tagged.pdf		15
* Extra Day https://tea.texas.gov/sites/default/files/Extra%20Day_tagged.pdf		16
* Mathematics Scribe https://tea.texas.gov/sites/default/files/Mathematics%20Scribe_tagged.pdf		17
* Other https://tea.texas.gov/sites/default/files/Other_tagged.pdf		18
NOTE: * This type of accommodation requires the submission of an Accommodation Request Form to T.E.A.		

LINGUISTIC ACCOMMODATIONS		CODE
Content and Language Supports https://tea.texas.gov/sites/default/files/Content%20and%20Language%20Supports_tagged.pdf		CS
Content and Language Supports Guidelines (on-line only) https://tea.texas.gov/sites/default/files/Content%20and%20Language%20Supports%20Guidelines_tagged.pdf		CG
Extra Time (Same Day) https://tea.texas.gov/sites/default/files/Extra%20Time%20%28Same%20Day%29_tagged.pdf		XT
Oral/Signed Administration https://tea.texas.gov/sites/default/files/Oral_Signed%20Administration_tagged.pdf		O
NOTE: It is recommended that final assessment & linguistic accommodation decisions not be made until close to the time of the test administration in order to take into account the student's progress in learning English. An EL whose parent or guardian has declined bilingual/ESL program services is not eligible for linguistic accommodations.		
LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for exit from the Bilingual/ESL program.		



STAAR Calculator Policy

Calculators are required for the following State of Texas Assessments of Academic Readiness (STAAR®) tests: **grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and Biology.**

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grade 5 science assessment unless the student meets the eligibility criteria. Information regarding calculators as a designated support for students with disabilities can be found on the [Accommodation Resources](#) webpage.

Requirement for STAAR Grade 8 Mathematics, Algebra I, and Algebra II

Districts must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics, Algebra I, or Algebra II assessments. Students must have a graphing calculator to use throughout the entire test (both paper and online versions). Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld graphing calculator, a graphing calculator application, or the graphing calculator tool included in the STAAR online testing platform.

Requirement for STAAR Grade 8 Science and Biology

Districts must ensure that students have access to a calculator with basic (i.e., four-function), scientific, or graphing capability when taking the STAAR grade 8 science and Biology assessments. There should be at least one calculator for every five students taking the grade 8 science and Biology assessments (both paper and online versions). If calculators are shared during the test, the calculator memory must be cleared after each student uses it. Districts may satisfy this requirement by providing students with any of the following types of calculating devices—a handheld calculator, a calculator application, or the calculator tools included in the STAAR online testing platform.

Additional Information About Calculators

The district may provide calculating devices, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

For handheld calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications that are not preinstalled by default must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

For calculator applications, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

The use of a calculating device on STAAR should not replace the teaching of the Texas Essential Knowledge and Skills (TEKS). If a student is using a certain calculator during classroom instruction, it is important to be aware of any functions on that device that could compromise the teaching of those skills. As such, district and school personnel should give careful consideration before recommending the use of these devices for the assessment.

Calculation devices that have a computer algebra system (CAS) are not allowed unless the CAS is disabled. Calculation applications on smartphones are also not allowed.

STAAR Dictionary Policy

Dictionaries must be available to **all** students taking

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- ESL dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted. If electronic dictionaries are used by a student during testing, Texas Education Agency (TEA) guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. The technology guidelines for state assessments, as well as a supplementary training presentation, can be found in these *District and Campus Coordinator Resources*.

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. Additional sections in the dictionary (e.g., abbreviations, biographical or geographical entries, style or grammar guides) do not have to be restricted as they are also a part of the dictionary used routinely during classroom instruction. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, specialty dictionaries such as teacher-made, student-made, subject-specific, or slang dictionaries are NOT allowed.

The minimum number of dictionaries a school must provide is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for English learners (ELs) who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the school year.



2019-2020 STAAR Grades 3rd – 8th Summary Assessment Decision Form

Yolanda Cantu
Dean of Instruction

STUDENT INFORMATION

CAMPUS	LAST, FIRST, MI	LOCAL ID#	DOB	GRADE

MEETING DATE

ARD	ARD AMENDMENT	504	LPAC	RTI

IF LEP, FILL OUT THE FOLLOWING INFORMATION

ASYLEE/REFUGEE (Y/N)	YEARS IN U.S.	BIL/ESL CATEGORY	TELPAS READING LEVEL

ASSESSMENT INFORMATION

(write or select the appropriate information for each test that will be administered)

SUBJECT	STAAR E = ENGLISH S = SPANISH (3-5)		STAAR ONLINE	STAAR ALTERNATE 2	2019 TELPAS	
	SSI (5 TH AND 8 TH GRADE)					
	Specify 2 nd /3 rd Admin: R = Will retest X = Exempt					
Reading/Eng I					LISTENING	
Math/Algebra I					SPEAKING	
Writing					WRITING	
Science					READING	
Social Studies						

RATIONALE

(select only one)

	The student is receiving instruction with grade-level curriculum with or without allowed accommodations.
	The student has a significant cognitive disability, is receiving instruction that is linked to the grade-level curriculum through prerequisite skills, and meets participation requirements for STAAR Alternate 2 .

NOTES (if any)

ACCOMMODATIONS

SUBJECT	If no accommodations are by the letter.
Reading	
Math	
Writing	
Science	
Social Studies	

VERIFIED BY

PERSONNEL	PRINTED NAME	SIGNATURE	DATE
Teacher			
SPED/504/LPAC Administrator			
Campus Testing Coordinator			
Principal			
District Special Programs Coordinator			

Y. Cantu

[illegible]

HORIZON MONTESSORI III

STUDENT INFORMATION

ACCOMMODATIONS

Sped 504 RTI Bill

Special Programs

ID

#

Last Name

First Name

GRD

Test Administrator

Room #

1

2

3

4

5

6

7

8

9

10

11

12

13

14

CS

CG

XT

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

CS

CG

XT

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

CS

CG

XT

0

Linguistic

Type I

MATH

Linguistic

Appendix 7



Professional Development

Accommodations for General Education Teachers

Friday, October 18, 2019, 8:00 a.m.-4:00 p.m.

Agenda

- ❖ Team Building Activity
- ❖ Definition of Accommodation & Modification
 - Examples: Accommodations & Modifications
- ❖ 7 areas of Intelligence
 - Identifying deficits and selecting accommodations
 - Questions
- ❖ The General Educator's Guide to Accommodations Video
 - Questions

Break for LUNCH at 11:30 a.m.

- ❖ Skit: ARD Meeting to present results of FIE
- ❖ How to Teach Slow Learners
 - Questions



Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 Weslaco, Texas 78596

Professional Development Day

Agenda

Friday, November 22, 2019

HMIII 7:30am to 8:00am

Breakfast 7:30am-8:00am (provided) HMIII Cafeteria			
Presentation	8:00-9:15	9:30-10:45	11:00-12:15
Effective Communications/Relationship with Families Presenter: Mr. Alexis Bocanegra HMIII Assistant Principal Cafeteria	Group A	Group B	Group C
Small Groups: During Learning Centers/Center Time Presenter: Mrs. Lizet Valenciana District ELAR/Bilingual Coordinator Rm 148	Group C	Group A	Group B
Classroom Management Presenter: Mrs. Ana Smith HMIII Assistant Principal Rm 149	Group B	Group C	Group A

Group A	Group B	Group C
PreK/Kinder Teachers PreK/Kinder Para Professionals	1 st -5 th Librarians	Middle School Teachers Elective Teachers Special Ed Teachers Special Ed Para-Professionals

All Para-Professionals are to return to campus

12:15-1:15	LUNCH on your own
------------	-------------------

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Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 Weslaco, Texas 78596

1:15-4:00

Planning Time by Grade Level

Teachers need to bring their laptops, Teacher Editions, Usernames/Passwords and all items needed to plan for the next 3 weeks (lesson plans, activities and assessments).

This will be time to collaborate with other school teachers and start planning together.

Grade Level	Meeting Room
PK/K	Cafeteria
1 st grade	114
2 nd grade	106
3 rd grade	154
4 th grade	152
5 th grade	142
MS-ELAR	149
MS- Science	146
MS-Social Studies	151
MS – Math	148
Special Ed	Special Ed classroom
Electives	Music Room
Librarians/Technology	Library/Computer Lab
Counselors	Counselor Office



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Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 Weslaco, Texas 78596

Professional Development Day

Agenda

Saturday, December 14, 2019

HMI 7:30am

Breakfast 7:30am-8:00am (provided) HMI Upstairs Cafeteria		
Presentation	8:00-11:30	12:30-4:00
Pearson Realize Presenter: Pearson Upstairs Cafeteria	Group C	Group A Group B No Teacher Aids
Circle – CLI Engage Presenter: Mrs. Lizet Valenciana District ELAR/Bilingual Coordinator Technology Classroom	Group A	
Istation Reports Presenter: Mrs. Lizet Valenciana District ELAR/Bilingual Coordinator Technology Classroom		Group A
Student Data Presenter: Ms. Yolanda Cantu District Dean of Instruction Downstairs Cafeteria	Group B Group D	Group C
Special Education Presenter: Ms. Ludivina Vasquez Special Education Meeting Special Education Classroom		Group D Only Special Education Teachers
Planning Time		Group D (Librarians and Elective Teachers)

Group A	Group B	Group C	Group D
PreK/Kinder Teachers PreK/Kinder Teacher Aids	1 st – 5 th grade	6 th - 8 th Teachers	Librarians Elective Teachers Special Education Teacher Special Ed. Teacher Aids

11:30 – 12:30	LUNCH on your own
---------------	-------------------

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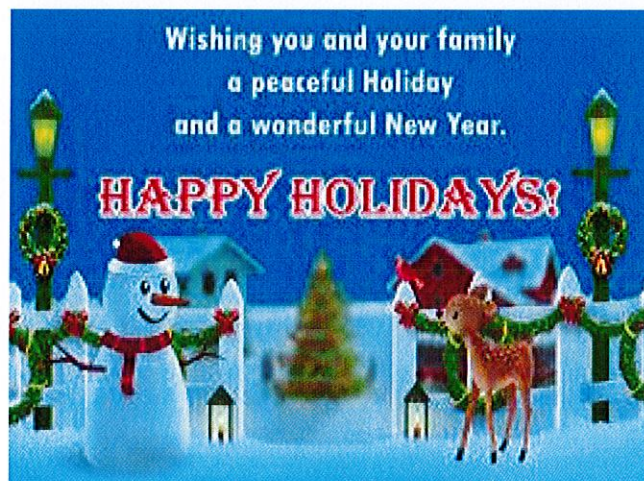
Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 Weslaco, Texas 78596

Teachers need to bring:

- Laptop
- Usernames/Passwords (Circle, DMAC)
- Teacher Edition and all passwords to be able to plan (TEKS Resource System, Pearson Realize)
- DMAC report: Performance Summary, Item Analysis and Student Item Analysis



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Horizon Montessori Public Schools

"Tomorrow's Education Today"

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Professional Development Day Agenda

Thursday, January 23, 2020
Central Office
8:30am-4:00pm

Meeting Norms:

- Stay focused and on agenda
- No cell phones/Side conversations
- No laptops open when not necessary
- Start/End on time
- Confidentiality

Presentation	Audience
STAAR ALTERNATE 2 Presenter: Region One – Ms. Avalos Central Office Building 200 2 nd Floor Region One Registration #138771	Special Education Teachers and Teacher Aids

Teachers need to bring:

- Laptop
- Usernames/Passwords
- Notebook (take notes)

**IMPORTANT NOTE: Teachers need to register to this session at Region One asap
Session #138771**

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Horizon Montessori Public Schools

"Tomorrow's Education Today"

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Meeting Norms:

- Stay focused and on agenda
- No cell phones/Side conversations
- Start/End of time
- Confidentiality

Professional Development Day Agenda

Friday, January 24, 2020
HMI-McAllen Campus
7:30am-4:00pm

Presentation	Audience
Sheltered Instruction <i>Presenter: Region One – Mr. Ibarra</i> Upstairs Cafeteria Region One Registration #137452	All Teachers, and Administration
Coaches Meeting <i>Presenter: Ms. Cantu</i> Library at 2:00pm	All Coaches

11:30 – 12:30	LUNCH on your own
---------------	-------------------

IMPORTANT NOTE: Teachers need to register to this session at Region One asap
Session #137452

Teachers need to bring:

- Laptop
- Usernames/Passwords
- Notebook (take notes)

Who stays behind on campus?: Office Staff, Instructional Aids, Parent Liaisons, I.T.s, librarians and Counselors.

They will work on Re-Enrollment all day, if needed.

(Calling parents, invite parents and home visits).

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Appendix 8



Horizon Montessori Public Schools

Human Resource Department

Where Leaders are Made...

TEL (956)969-3092 • FAX (956)969-8614

2402 E. Bus Hwy 83 • WESLACO, TX 78596

MEMORANDUM

DATE: _____

TO: _____, ESL Waiver Staff

FROM: Human Resources Department

SUBJECT: Notification of ESL Waivers

In an effort to meet the growing needs of Bilingual/ESL students, our District will be filing again for the ESL Waivers for several of our teachers to meet the certification compliance for our program as set by the state level. In doing so, we must meet several requirements including that we show effort by providing development and by teachers registering to take the state exam.

This Memorandum is to notify that you must show effort this school year in attending **mandatory** district trainings and register for the Texas Educator Certification Examination Program. Please see attached schedule for further information. Also, please provide receipts for reimbursement for only the first administration you passed. All subsequent fees are not reimbursed.

As a reminder, passing your state exam does not certify you in the State of Texas as you must file for your certification with the State Board for Educator Certification (SBEC) which you are financially responsible for. Also, if you are certified in Bilingual, you are qualified to service Bilingual or ESL students. If you are only certified in ESL, it does not qualify you to implement the Bilingual program.

We are grateful and appreciate your hard work and dedication to this request and for providing the best education to our second language learners.

If you have any questions or need further clarification, please contact your campus administrator or Human Resources. Thank you for your cooperation.



Horizon Montessori Public Schools

Human Resource Department

Where Leaders are Made...

TEL (956)969-3092 ♦ FAX (956)969-8614

2402 E. Bus Hwy 83 ♦ WESLACO, TX 78596

WAIVERS

TRAINING SESSION FOR EXAM

Friday, January 24, 2019 (HM PD Day)

Harlingen CISD Main Office

8:00 am – 4:00 pm

TRAINING SESSIONS TO SERVE OUR STUDENTS

2 Professional Days (all teachers)

Sheltered Instruction Day 1

Friday, January 24, 2019

HM PD Day

8:00 am – 4:00 pm

Sheltered Instruction Day 2

Saturday, February 22, 2019

HM PD Day

8:00 am – 4:00 pm

By signing this, I am acknowledging that I have read the Memorandum of Notification and understand the requirements as set forth by the district and SBEC.

Employee Signature

Date

Principal Signature

Date



Horizon Montessori Public Schools

Human Resource Department

Where Leaders are Made...

TEL (956)969-3092 ♦ FAX (956)969-8614

2402 E. Bus Hwy 83 ♦ WESLACO, TX 78596

EXCEPTIONS

TRAINING SESSION FOR BLPT EXAM

3 Saturdays

February 1st

February 15

March 7

HM Central Office

8:00 am – 4:00 pm

TRAINING SESSION FOR BILINGUAL SUPPLEMENTAL EXAM

4 Online Sessions

Thursday, January 23rd

Monday, January 27th

Tuesday, January 28th

Wednesday, January 29th

On Campus

3:30 pm - 4:30 pm

TRAINING SESSIONS TO SERVE OUR STUDENTS

2 Professional Days (all teachers)

Sheltered Instruction Day 1

Friday, January 24, 2019

HM PD Day

8:00 am – 4:00 pm

Sheltered Instruction Day 2

Saturday, February 22, 2019

HM PD Day

8:00 am – 4:00 pm

By signing this, I am acknowledging that I have read the Memorandum of Notification and understand the requirements as set forth by the district and SBEC.

Employee Signature

Date

Principal Signature

Date



Horizon Montessori Public Schools

Human Resource Department

Where Leaders are Made...

TEL (956)969-3092 ♦ FAX (956)969-8614

2402 E. Bus Hwy 83 ♦ WESLACO, TX 78596

MEMORANDUM

DATE: _____

TO: _____, Bilingual Exception Staff

FROM: Human Resources Department

SUBJECT: Notification of Bilingual Exceptions

In an effort to meet the growing needs of Bilingual/ESL students, our District will be filing again for the Bilingual Exception for several of our teachers to meet the certification compliance for our program as set by the state level. In doing so, we must meet several requirements including that we show effort by providing development and by teachers registering to take the state exam.

This Memorandum is to notify that you must show effort this school year in attending **mandatory** district trainings and register for the Texas Educator Certification Examination Program. Please see attached schedule for further information. Also, please provide receipts for reimbursement for only the first administration you passed. All subsequent fees are not reimbursed.

As a reminder, passing your state exam does not certify you in the State of Texas as you must file for your certification with the State Board for Educator Certification (SBEC) which you are financially responsible for. Also, if you are certified in Bilingual, you are qualified to service Bilingual or ESL students. If you are only certified in ESL, it does not qualify you to implement the Bilingual program.

We are grateful and appreciate your hard work and dedication to this request and for providing the best education to our second language learners.

If you have any questions or need further clarification, please contact your campus administrator or Human Resources. Thank you for your cooperation.



Horizon Montessori Public Schools

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2019-2020 HM BILINGUAL REQUIREMENT PLAN

I. WAIVERS

- TRAINING SESSION FOR EXAM

- Friday, January 24, 2019 (HM PD Day)
- Harlingen CISD Main Office
- 8am -4pm
- Teachers will get reimbursed if they passed the test

NAME	SCHOOL	FEE	SUBSTITUTE	MILEAGE	EXAM \$
Froylan Garcia (Middle School)	HMII	\$75	Not required		\$150
Irene Camacho (PK-K)	HMIII	\$75	Not required		\$150
Alberto Paredes (Middle School)	HMIII	\$75	Not required		\$150
TOTAL		\$425	\$0	TBD	\$450
GRAND TOTAL					\$875

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II. EXCEPTIONS

- **TRAINING SESSION FOR BLPT EXAM**

- **3 Saturdays**

February 1st

February 15

March 7

- **HM Central Office**

8am -4pm

- **Teachers will get reimbursed if they passed the test**

- **TRAINING SESSION FOR BILINGUAL SUPPLEMENTAL EXAM**

- **4 Online Sessions**

Thursday, January 23rd

Monday, January 27th

Tuesday, January 28th

Wednesday, January 29th

- **On Campus**

3:30pm to 4:30pm

- **Teachers will get reimbursed if they passed the test**

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SERVICE	FEE	SUBSTITUTE	MILEAGE	# Teachers	EXAM \$	Cost
BLPT (3 Saturdays)	\$4,500	Not required		26	\$120	\$3,120
Supplemental Bilingual (Online)	\$1,000	Not required	Not required	26	\$120	\$3,120
TOTAL	\$5,500	\$0	TBD		TOTAL	6,240
GRAND TOTAL						11,740

#	Teacher	Site	Grade	Exception/Waiver
1	SSTEPHANIE GARZA (Gonzalez)	HM1	PK-K	EXCEPTION
2	SARAH SARINANA	HM1	PK-K	EXCEPTION
3	AMY BELTRAN	HM1	1ST GRADE	EXCEPTION
4	JO LYNN MORENO	HM1	2ND GRADE	EXCEPTION
5	MIRTHA SALINAS	HM1	2ND GRADE	EXCEPTION
6	KISHWAR FAROOQI	HM1	3RD GRADE	EXCEPTION
7	ANGELICA DAVILA	HM1	4TH/5TH	EXCEPTION
8	REBECCA ESCANUELA (Reyna)	HM1	4TH/5TH GRADE	EXCEPTION
9	MICHELLE HERNANDEZ	HM1	5TH GRADE	EXCEPTION
10	NORMA BORREGO	HM1	6TH/7TH/8TH GRADE ELA	EXCEPTION
11	JOYCE GARZA-SAEENZ	HM2	PRE K3-K	EXCEPTION
12	CODY DE LA GARZA	HM2	2402 E. Business Hwy. 83 Weslaco, Texas 78596	EXCEPTION
13	Horizon Montessori does not discriminate against any member of its community on the basis of race, national origin, ancestry, creed, pregnancy, marital or parental status, sex, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.	HM2	PRE K3-K	EXCEPTION
14	MICHELLE MARTINEZ	HM2	PRE K3-K	EXCEPTION



Horizon Montessori Public Schools

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15	MELISSA RODRIGUEZ	HM2	3RD GRADE	EXCEPTION
16	LAURA FLORES	HM2	4TH/5TH GRADER/W	EXCEPTION
17	CASSANDRA GONZALEZ	HM2	4TH/5TH GRADE M/SS	EXCEPTION
18	JOANNA CORONADO	HM3	PRE K3-K	EXCEPTION
19	MELISSA DIMMICK	HM3	1ST GRADE	EXCEPTION
20	FRANCES RODRIGUEZ	HM3	3RD GRADE	EXCEPTION
21	ANIKA LOZANO	HM3	3RD GRADE	EXCEPTION
22	LAURA RAMIREZ	HM3	4TH/5TH	EXCEPTION
23	DIANA GONZALEZ	HM3	4TH GRADE	EXCEPTION
24	PHILIP CORONADO	HM3	4TH/5TH GRADE	EXCEPTION
25	JAQUELINE NINO	HM3	5TH GRADE	EXCEPTION
26	JESSICA WALIGORSKI	HM4	PK-K	EXCEPTION

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III. EXCEPTIONS/BILINGUAL

- TRAINING SESSIONS TO SERVE OUR STUDENTS
- 2 Professional Days (all teachers)

Sheltered Instruction Day 1

Friday, January 24, 2019

HM PD Day

8:00am – 4:00pm

Sheltered Instruction Day 2

Saturday, February 22, 2019

HM PD Day

8:00am – 4:00pm

SERVICE	FEE
Sheltered Instruction Day 1	\$3,000
Sheltered Instruction Day 2	\$3,000
GRAND TOTAL	\$6,000

SERVICE	FEE
Waivers Training + Reimbursement	\$875
Exceptions Training + Reimbursement	\$11,740
Training Sessions for all teachers	\$6,000
MAIN TOTAL	\$18,615

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Appendix 9

Name: _____

ENGLISH LEARNER INSTRUCTIONAL ACCOMMODATIONS CHECKLIST

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

Date:

Date:

Date:

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
- ☐ extra time for complex material and/or assignments
- ☐ non-participation in simple conversations
- ☐ word bank of key vocabulary
- ☐ model pronunciation
- ☐ tiered sentence stems
- ☐ organize reading in chunks
- ☐ adapted text(s)
- ☐ clarification of word(s) or phrase(s)
- ☐ oral translation
- ☐ bilingual dictionary or glossary
- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☐ scaffold writing assignments

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
- ☐ extra time for complex material and/or assignments
- ☐ non-participation in simple conversations
- ☐ word bank of key vocabulary
- ☐ model pronunciation
- ☐ tiered sentence stems
- ☐ organize reading in chunks
- ☐ adapted text(s)
- ☐ clarification of word(s) or phrase(s)
- ☐ oral translation
- ☐ bilingual dictionary or glossary
- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☐ scaffold writing assignments

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
- ☐ extra time for complex material and/or assignments
- ☐ non-participation in simple conversations
- ☐ word bank of key vocabulary
- ☐ model pronunciation
- ☐ tiered sentence stems
- ☐ organize reading in chunks
- ☐ adapted text(s)
- ☐ clarification of word(s) or phrase(s)
- ☐ oral translation
- ☐ bilingual dictionary or glossary
- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☐ scaffold writing assignments

Campus: _____

Grade: _____

Academic Year: _____

Prior Year TELPAS:

Prior Year TELPAS ALT (if applicable)

L	☐ B	☐ I	☐ A	☐ AH
S	☐ B	☐ I	☐ A	☐ AH
R	☐ B	☐ I	☐ A	☐ AH
W	☐ B	☐ I	☐ A	☐ AH

L	☐ A	☐ I	☐ EI	☐ DI	☐ BF
S	☐ A	☐ I	☐ EI	☐ DI	☐ BF
R	☐ A	☐ I	☐ EI	☐ DI	☐ BF
W	☐ A	☐ I	☐ EI	☐ DI	☐ BF

Name: _____

ENGLISH LEARNER INSTRUCTIONAL ACCOMMODATIONS CHECKLIST

Teacher

Subjective Teacher Evaluation/EL Reclassification Rubric: _____

BOY

LPAC Committee

Comments/Recommendations: _____

Subjective Teacher Evaluation/EL Reclassification Rubric: _____

Comments/Recommendations: _____

MOY

Subjective Teacher Evaluation/EL Reclassification Rubric: _____

Comments/Recommendations: _____

EOY

Completed by: _____

Signature: _____ Date: _____

Signature: _____

EOY Review:

- ☐ TELPAS/TELPAS ALT
- ☐ State Assessment Results
- ☐ Additional Assessment (Optional)
- ☐ Linguistic Accommodations
- ☐ Academic Progress

Linguistic Accommodations to "Developing Independence"

- A Awareness
- I Imitation
- EI Early Independence
- DI Developing Independence
- BF Basic Fluency

Date: _____

LPAC

Language Proficiency Assessment Committee Bilingual/ESL Program Year-at-a-Glance

August	September	October	November	December	January
☐ Attend required annual ESC LPAC Framework Training ☐ Review teacher certifications, credentials, and renewal certifications ☐ Provide LPAC Framework training for faculty and designated parents ☐ Provide Oral Language Proficiency Test (OLPT) and Norm-Reference training for test proctors as well as order extra materials, if necessary ☐ Review student records and disseminate appropriately: - Pending state assessment results for Exit/Reclassification*1 of ELL - Review End-of-Year (EOY) LPAC documentation - Transitioning to another campus - Proper program placement - ELPS/TELPAS proficiency level descriptors (PLDs) - ELL Instructional Accommodation Checklist - First (F), Second (S) year monitoring, and parent denials - Personal Graduation Plans in grades 8 to 12 ☐ Collaborate with counselors and administrators to create class schedules for new ELLs ☐ Review campus improvement plan to identify and schedule staff professional development activities accordingly ☐ Identify staff in need of ELPS or other types of Bilingual/ESL professional development ☐ Add Bilingual/ESL TEA TETN dates to calendar	☐ Schedule parent LPAC training as needed ☐ Schedule and conduct Beginning-of-Year (BOY) LPAC meetings for newly enrolled (required) and returning ELLs (best-practice) ☐ Review teacher certifications and credentials to prepare for State Bilingual Exceptions and ESL Waivers ☐ Confirm staff knows and understands the instructional and linguistic needs of their ELLs (including F, S, and parent denials) ☐ Provide professional development in ELPS/TELPAS ☐ Collaborate with ARD/SPED Committee to review and discuss identified ELLs ☐ Review Public Education Information Management System (PEIMS) coding	☐ Review and update PEIMS data for Snapshot Date ☐ Schedule and conduct LPAC meetings to review academic progress for struggling ELLs and identify appropriate interventions ☐ Review teacher certifications and credentials to prepare for State Bilingual Exceptions and/or ESL Waivers ☐ Review the annual Exceptions and Waivers webinar on the ELL portal ☐ Complete paperwork for waiver and exception, if necessary ☐ Collaborate with District Testing Coordinator (DTC) ☐ Identify TELPAS verifiers and returning TELPAS raters ☐ Monitor and review students grades after 1st 6/9 weeks grading period ☐ Prepare for Performance Based Monitoring Analysis System (PBMA) reports and update improvement plans	☐ November 1st, submission deadline for State Bilingual Exceptions and ESL Waivers ☐ Schedule and conduct LPAC meetings for End-of-Course (EOC) Assessments only, as needed	☐ Review TELPAS data, informal assessments, and anecdotal notes to certify classroom instruction is aligned to the linguistic and academic needs of ELLs ☐ Continue to monitor ELL linguistic and academic progress (including F, S, and parent denials) ☐ Verify years in U.S. schools, current ELLs, monitored F, S, and parental denials	☐ DTC attends annual assessment training for ELL updates ☐ Designated LPAC members attend LPAC Decision-Making training ☐ Schedule Middle-of-Year (MOY) LPAC Decision-Making for ELLs in grades 3 to 12 ☐ Prepare for TELPAS window ☐ Finalize plan for training of TELPAS verifiers and returning TELPAS raters
Note: *1 Due to release of state assessments results, LPACs shall conduct end of year LPAC meetings for all ELLs, including those who are possible candidates for exit from the bilingual or ESL program, even though results from the spring STAAR administration will not yet be available. For students being considered for exit, the LPAC will document that all the necessary criteria have been met and that they are awaiting the necessary STAAR results in order to make a final exit decision. Once scores are received, a member of the LPAC will enter the scores into the documentation and complete the exiting process for eligible students without the need for another LPAC meeting. The LPAC must revisit pending ELLs in August, prior to the beginning of the school year.					☐ Provide LPAC Framework training for new LPAC members ☐ Review LPAC video vignettes for MOY and EOY
On-going Activities: ☐ LPAC for new enrollees within 20 school days ☐ Monitor linguistic and academic progress ☐ On-going collaboration with special programs such as Special Education, Advanced Academics-Gifted and Talented, etc. to ensure student success ☐ PEIMS up-to-date and accurate ☐ On-going professional development					

LPAC

Language Proficiency Assessment Committee Bilingual/ESL Program Year-at-a-Glance

February	March	April	May	June	July
☐ Revist Instructional Accomodations Checklist and update based on linguistic and academic progression of ELLs ☐ Identify linguistic accommodations routinely used in the classroom and recommend for State assessment purposes ☐ Schedule and conduct Middle-of-Year (MOY) LPAC Decision-Making for ELLs in grades 3 to 12 ☐ Conduct Telpas required rater activities ☐ Conduct required Telpas window activities	☐ Conduct MOY LPAC Decision Making for ELLs in grades 3 to 12 ☐ Conduct required Telpas window activities ☐ Review ELL enrollment numbers to anticipate new Bilingual/ESL classrooms and staff	☐ Conduct required Telpas window activities ☐ Attend annual EOY training ☐ Schedule End-of-Year (EOY) LPAC meetings for participating ELLs, parent denials, and monitored ELLs ☐ Initiate Pre-kindergarten (PK) to Kindergarten (K) round-up activities to identify potential ELLs ☐ Collaborate with counselors and administrators to create class schedules	☐ Send Parental Report on Student Progress ☐ Send Parental Notification and Approval of Exit ☐ Conduct a comprehensive Bilingual/ESL Annual Program Evaluation (present to school board, if denoted in local board policy) ☐ Create program evaluation and update improvement plans to determine professional development and program needs	☐ Implement summer school if minimum size of ELL numbers are met ☐ Ensure documentation is properly filed in student records ☐ Program planning for upcoming school year ☐ Create and provide procedural updates ☐ Conduct professional development ☐ Follow-up with pending exits	☐ Conduct professional development ☐ Provide procedural updates ☐ Review Public Education Information Management System (PEIMS) coding for ELLs ☐ Review PEIMS coding for Immigrant students status ☐ Monitor PEIMS rollover
☐ Schedule/conduct EOY LPAC meetings for participating ELLs, parent denials, and monitored ELLs ☐ Plan, recruit, and conduct required summer school program for grades PK and K ☐ Review teacher certifications, credentials, and renewal certifications ☐ Program planning for following school year					
On-going Activities: ☐ LPAC for new enrollees within 20 school days ☐ Monitor linguistic and academic progress ☐ On-going collaboration with special programs such as Special Education, Advanced Academics-Gifted and Talented, etc. to ensure student success ☐ PEIMS up-to-date and accurate ☐ On-going professional development					

Appendix 10



Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 Weslaco, Texas 78596

2019-2020 DISTRICT MEETINGS SCHEDULE

Central Office

Updated 010720

NOVEMBER 2019				
MONDAY 11	TUESDAY 12	WEDNESDAY 13	THURSDAY 14	FRIDAY 15
IT Meeting 3:00pm			Assistant Principals 3:00pm	District Coordinators 2:00pm
MONDAY 18	TUESDAY 19	WEDNESDAY 20	THURSDAY 21	FRIDAY 22
			Parent Liaisons 3:00pm	PROFESSIONAL DEVELOPMENT
MONDAY 25	TUESDAY 26	WEDNESDAY 27	THURSDAY 28	FRIDAY 29
		THANKSGIVING HOLIDAY		

DECEMBER 2019				
MONDAY 2	TUESDAY 3	WEDNESDAY 4	THURSDAY 5	FRIDAY 6
			Principals 3:00pm	District Coordinators 2:00pm
MONDAY 9	TUESDAY 10	WEDNESDAY 11	THURSDAY 12	FRIDAY 13
IT Meeting 3:00pm-canceled			Parent Liaison 3:00pm-canceled	District Coordinators 2:00pm
MONDAY 16	TUESDAY 17	WEDNESDAY 18	THURSDAY 19	FRIDAY 20
IT and Parent Liaison Meeting 2:00pm			Assistant Principals 3:00pm	District Coordinators 2:00pm
MONDAY 23	TUESDAY 24	WEDNESDAY 25	THURSDAY 26	FRIDAY 27
		CHRISTMAS HOLIDAY		
MONDAY 30	TUESDAY 31			
		CHRISTMAS HOLIDAY		

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Horizon Montessori Public Schools

JANUARY 2020				
	WEDNESDAY 1	THURSDAY 2	FRIDAY 3	
NEW YEAR'S EVE HOLIDAY				
MONDAY 6	TUESDAY 7	WEDNESDAY 8	THURSDAY 9	FRIDAY 10
WORKDAY			Principals 3:00pm	District Coordinators 10:00am
MONDAY 13 IT Meeting 3:00pm- canceled	TUESDAY 14	WEDNESDAY 15	THURSDAY 16	FRIDAY 17
			Parent Liaison 3:00pm canceled	District Coordinators 10:00am
MONDAY 20	TUESDAY 21	WEDNESDAY 22	THURSDAY 23	FRIDAY 24
			Assistant Principals 3:00pm	PROFESSIONAL DEVELOPMENT
MONDAY 27	TUESDAY 28	WEDNESDAY 29	THURSDAY 30	FRIDAY 31
			Parent Liaison and IT 3:00pm	District Coordinators 10:00am
FEBRUARY 2020				
MONDAY 3	TUESDAY 4	WEDNESDAY 5	THURSDAY 6	FRIDAY 7
			Principals TLPAS Training 3:00pm	District Coordinators 10:00am
MONDAY 10	TUESDAY 11	WEDNESDAY 12	THURSDAY 13	FRIDAY 14
			Assistant Principals CTC Training - TLPAS 3:00pm	District Coordinators 10:00am
MONDAY 17	TUESDAY 18	WEDNESDAY 19	THURSDAY 20	FRIDAY 21
			Counselors 3:00pm	District Coordinators 10:00am
MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28
			Parent Liaisons and IT 3:00pm	District Coordinators 10:00am

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MARCH 2020					
MONDAY 2	TUESDAY 3	WEDNESDAY 4	THURSDAY 5	FRIDAY 6	
			Principals STAAR Training 3:00pm		
MONDAY 9 Assistant Principals CTC Training 3:00pm	TUESDAY 10	WEDNESDAY 11	THURSDAY 12 Parent Liaison and ITs 3:00pm	FRIDAY 13 District Coordinators 10:00am	
MONDAY 16	TUESDAY 17	WEDNESDAY 18	THURSDAY 19	FRIDAY 20	
SPRING BREAK					
MONDAY 23	TUESDAY 24	WEDNESDAY 25	THURSDAY 26 Counselors 3:00pm	FRIDAY 27 District Coordinators 10:00am	
MONDAY 30 Assistant Principals and IT Testing Meeting 3:00pm	TUESDAY 31				

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APRIL 2020				
	WEDNESDAY 1	THURSDAY 2	FRIDAY 3	
		Principals 3:00pm	District Coordinators 10:00am	
MONDAY 6	TUESDAY 7	THURSDAY 9	FRIDAY 10	
STAAR TESTING	STAAR TESTING	STAAR TESTING	EASTER HOLIDAY	
MONDAY 13	TUESDAY 14	THURSDAY 16	FRIDAY 17	
EASTER HOLIDAY		Parent Liaison and IT 3:00pm	District Coordinators 10:00am	
MONDAY 20	TUESDAY 21	THURSDAY 23	FRIDAY 24	
		Assistant Principals CTC Training 3:00pm	District Coordinators 10:00am	
MONDAY 27	TUESDAY 28	THURSDAY 30		
		Counselors 3:00pm		

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MAY 2020				
				FRIDAY 1 District Coordinators 10:00am
MONDAY 4	TUESDAY 5	WEDNESDAY 6	THURSDAY 7 Principals STAAR Training 3:00pm	FRIDAY 8 District Coordinators 10:00am
MONDAY 11 STAAR TESTING	TUESDAY 12 STAAR TESTING	WEDNESDAY 13 STAAR TESTING	THURSDAY 14 STAAR TESTING	FRIDAY 15 STAAR TESTING
MONDAY 18	TUESDAY 19	WEDNESDAY 20	THURSDAY 21 Parent Liaisons and IT 3:00pm	FRIDAY 22 D District Coordinators 10:00am
MONDAY 25 MEMORIAL HOLIDAY	TUESDAY 26	WEDNESDAY 27	THURSDAY 28 Assistant Principals CTC Training 3:00pm	FRIDAY 29 District Coordinators 10:00am
JUNE 2020				
MONDAY 1	TUESDAY 2	WEDNESDAY 3	THURSDAY 4 Principals STAAR Training 3:00pm	FRIDAY 5 District Coordinators 10:00am
MONDAY 8	TUESDAY 9	WEDNESDAY 10	THURSDAY 11 Parent Liaison and IT 3:00pm	FRIDAY 12 District Coordinators 10:00am
MONDAY 15	TUESDAY 16	WEDNESDAY 17	THURSDAY 18	FRIDAY 19 District Coordinators 10:00am
MONDAY 22	TUESDAY 23 STAAR TESTING	WEDNESDAY 24 STAAR TESTING	THURSDAY 25	FRIDAY 26
MONDAY 29	TUESDAY 30			

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Coordinators' Meeting and Minutes

Agenda

Friday, January 10, 2020

I. Weekly Report

Due today in the Google Drive so I can write my report to Mr. Ansari

II. Fall Benchmarks

- Ms. Cantu will send today to all Principals the results of all the campuses
- We will finish sharing the Fall Benchmarks with Mr. Gollihugh
- HMIV will be testing next week (schedule has been sent)

III. Spring Benchmarks

- **Ms. Valenciana**

Helping with the copies

This month she will be checking with CTCs to make sure that our Bilingual students have the correct testing accommodations

- **Ms. Cantu**

Helping in entering the test keys

This month I will be checking with CTCs as well.

- **Ms. Vasquez**

This month she will be checking with CTCs to make sure that all Special Program (Sped, 504 and RTIs) students have the correct testing accommodations.

- **March 2nd - 6th, 2020**

Copies now - Friday mornings

Released Test 2019

We will like to have the copies ready by Thursday, February 13, 2020 so during APs Meeting they will be able to take them to their campuses already.



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IV. Professional Development Days

- **January 24**
HMI
Finalized the Agenda

TELPAS Training

- Sent email to Ms. Cardenas for information and days available done!

Mr. Gollihugh Training

- Success Ed, Istation, Special Program Folders on January 15, 2020 at 8:30am via phone call

V. Bilingual

BOY Classroom Accommodations Forms due next week. Please collect the copy for us

- **Assessment Forms** for bilingual students are due next week. Please collect the original
 - *Due per student by Friday, December 13, 2019*
 - *CTCs will submit tomorrow during our PD*

VI. Special Education

- **Assessment Forms** for Special Education, 504s and RTIs students are due next week. Please collect the original
 - *Due per student by Friday, December 13, 2019*
 - *CTCs will submit tomorrow during our PD*

VII. STAAR Alternate Waiver

-

VIII. Gifted and Talented

- Findings from GT Meeting that Ms. Valenciana attended this Thursday:
 1. Identified and new GT students this year, districts will get a budget for next school year.

IX. Teachers in need

- Check on:
HMI: Ms. Hernandez (4th 5th ELAR/Social Studies)
HMII: Mr. Garcia (MS ELAR)
HMIII: Mr. Paredes (MS ELAR)



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X. Weekly Observations

- Starting next week please continue with at least 2 observations per day Intervention time
- Follow action plan
- Ms. Vasquez will observe all Special Education Teachers when providing inclusion or any service time to our students.
- We will share our findings next meeting



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Assistant Principals Meeting

Agenda

Thursday, December 19, 2019 - 9am-4pm

I. STUDENTS' DATA

- Fall Benchmarks Data Analysis and Classroom Composition forms by teacher, grade level and subject **due tomorrow, December 20, 2019 post in your Benchmark Folder**
- **IMPORTANT:** Need to share these forms with teachers that were absent. It is due to them at the same time as the rest of the teachers.
- Assessment Spreadsheet **due today, December 19, 2019**
- Student Data Overall **due Friday, February 21, 2020 by the end of the day**

Ms. Smith	Mr. Bocanegra	Ms. Diaz
good	good	good

II. SPECIAL PROGRAMS

- *How do you monitor special education students? Do you know how they did? Did you meet with the special education teachers already to discuss how we are going to help our students that did not do well?*
- *RTIs: Do we have students in RTIs with accommodations? 51% of time*
- *Intervention time: How are you going to monitor and what tools are you going to use?*
- **Weekly walkthroughs during intervention time for Assistant Principals**

Ms. Smith	Mr. Bocanegra	Ms. Diaz
Special Ed and RTIs: Dr. Rodriguez Teacher logs 504s and Bilingual: Ms. Smith and Ms. Loya	Special Ed, 504s and RTIs: Ms. De Luna Mr. Bocanegra Counselor Teacher logs	Special Ed: Ms. Masso Teacher logs RTIs and 504s: Ms. Diaz and Ms. Serna

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III. WALKTHROUGHS

- 10 per week
- 25 minutes each walkthrough
- NO EXCUSES - organize your time
- Please upload them together with your Principal.
- *Do you share your findings with your Principal?*
- *Do you have post conference with teachers if necessary?*
- *How do you give them feedback?*

Ms. Smith	Mr. Bocanegra	Ms. Diaz
Intervention Time min 5 out 10 Yes we do Yes we do Glows and Growths Reflection questions	Intervention Time min 5 out 10 Yes we do Yes we do Schedule a meeting	Intervention Time min 5 out 10 Yes we do Yes we do Call them during conference time

IV. MASTER SCHEDULE

- We will plan together for next school year
- We will meet for 2020-2021 Master Schedule only in the next couple of months

Ms. Smith	Mr. Bocanegra	Ms. Diaz
good!	good!	good!

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V. TEACHERS' DAILY SCHEDULE

- Posted Outside the classroom
- *When? I do not see all of them posted?*
- *January everyone is going to have it.*

Ms. Smith	Mr. Bocanegra	Ms. Diaz
working on it	working on it	working on it

VI. LESSON PLANS

- Spiral Review
- Intervention Time

VII. CIRCLE Progress Monitoring Updates

- Share presentation from PD Day 121419

VIII. BILINGUAL DEPARTMENT- Ms. Valenciana

- **MOY Classroom Accommodations Due by Friday, January 24, 2020 by the end of the school day**
- MOY will determine the testing accommodations for our bilingual students
- Copy with teacher, original with PEIMS, copy for Central Office
- *Success Ed data. Who is overseeing the uploading of data? What are you uploading? Who trained you?*
- Bilingual Students' Data by Ms. Valenciana
- LPAC Monthly Documentation
 1. Minutes form
 2. Members signature form

Ms. Smith	Mr. Bocanegra	Ms. Diaz
We need training for SuccessEd and Planning time for LPAC	same!	same!

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IX. TUTORIAL

- When are you starting?
- Who is tutoring?

Ms. Smith	Mr. Bocanegra	Ms. Diaz
No tutorial as of right now Tutorial in January testing grades \$25/hour Need to check your budget with your Principal	No tutorial Only interventions Will check on budget March, April and Saturday Academies Need to check your budget with your Principal	Tutorial since October You need to check with Ms. Masso if teachers are getting paid.

X. HUMAN RESOURCE - Ms. Farias

- Job Descriptions

XI. DOCUMENT AT ALL TIMES

- Forms in Assistant Principal Google Drive under Documentation Forms
- Always document your conferences
- Always call parents for any issues regarding their children at all times

XII. PRESENTATION FROM CHARTER CONVENTION

- BUILDING SAFE AND POSITIVE COMMUNITIES FOR OUR STUDENTS
attachment in Google Drive

Ms. Smith	Mr. Bocanegra	Ms. Diaz
:)	:)	:)

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NEEDS:

1. Computers
2. IXL good!!!
3. Bilingual Clerks
4. Succeed ed - *Training*

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Parent Liaison/ I.T. Team Meeting

Agenda

Monday, December 16, 2019 2:00pm

GOAL I

I. TI Updates

- **Ms. Yolanda Guerra - District Federal Programs**
- **TI Documentation**
 - Compacts*
 - Parent Volunteers - Parent Involvement*
 - TI Meetings (let parents know that we are TI school)*
- **TI Parent Meetings** (at least one per month)
 - Updated your log with a 4th sheet
 - TI meetings:
 1. Invite community members to present to parents
 2. Invite (very important) teachers to present parents how they teach math, reading, etc.....

- Parent Involvement Policy
- Compact
- Agenda and Sign-in Sheets
- ESSA
- TI Meeting -

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GOAL II

II. Human Resource

- **Jenilee Farias - District Human Resource**
- Job Description
- Time Sheet
- Comp Time

- Job Description - Required word under bachelor's degree
- Clock in and out from lunch
- 9am to 6pm - Parent Liaisons
- Comp time - form in place - for weekends only

III. Enrollment

- How is it going?
- What has been effective?
- How is Technology department helping?
- **Re-enrollment**
- Facebook
- Websites information updated?

- Confirmation who we contact that particular day
- Follow through time every week
- One day of the week to call parents in the list
- First week of January work on re-enrollment
- Ms. Cantu will send an email
-

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IV. Ideas

- There is no such thing as enrollment season - Christina Guerrero
- PR for all schools
- How is Technology helping? pictures needed for flyers

- Marketing agency - webinar - Ms. Guerrero will forward info
- Tents
- Table Cloths
- door hangers
- post-cards brochures
- Pop-Up banners
we need dimensions

We will meet on Monday, January 6, 2020 at Central all day at 9am

V. Media - Technology

- Facebook
- Website
- CIP/DIP
- Pictures -
- Students in the classroom - Projects
- Write about it (what is it that you are posting)
- Sport Leagues (pictures)
- Cheerleaders? Dance Team?

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- Facebook access only Parent Liaison
- Technology will create a Google Folder for pictures at each campus
- Stipends

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Principals' Meeting

Agenda

Thursday, January 9, 2020 3pm

TEXAS PRINCIPALS STANDARDS

Handout

Standard 1: Instructional Leadership

You are responsible for ensuring every student receives high quality instruction

I. Attendance ADA%

Incentives?

What are we doing?

Do you know your overall ADA as of today?

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez
96.7%	97.6%	96.1%

Suggestions: 97.07%

Start assessing students on-line during weekly tests, 3 week test

II. Lesson Plans

Are teachers using their Fall Benchmark data?

Are they using the spiral reviews? (article under Handouts Folder)

Are they using the intervention time wisely?

Suggestions:

Principals need to revise the Lesson Plans and making sure to check if they have spiral reviews activities during regular periods and intervention time. Principals need to have individual meetings with teachers to ask questions about their lesson plan

III. Spring Benchmarks

- March 2nd-6th



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IV. Charter League

- Meeting with Coaches soon

V. MOY TPRI Testing

- Starts Next week
- **Deadline Friday, February 14, 2020**
- Kinder to 2nd grade

VI. MOY CLI/Circle Testing

- Starts Next week
- **Deadline Friday, February 14, 2020**
- PK3 and PK4

VII. GT Testing

- **Deadline to finalize testing Friday, February 28, 2020**

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez
32 students	65 students	19 students

VIII. Bilingual Students

- MOY Accommodations Forms **Due by Friday, January 24, 2020 by the end of the school day**

IX. Istation

- Starts Next week
- **Deadline Friday, February 14, 2020**
- K-8th grade

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez
already started	already started	already started



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X. Student Data Forms

- Assistant Principals working on data
- 2 forms: Assessment Spreadsheet - **Done but needs to be updated if needed**

Student Data - **Due February 21, 2020**

Standard 2: Human Capital

You are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school

XI. Professional Development Days

Friday, January 24, 2020 - Sessions - HMI

Breakfast by Central Office

Sheltered Instruction - All Teachers 120 people

Paraprofessionals, counselors, IT, parent liaisons and office staff will stay behind at their campus

STAAR Alt 2 - Special Education Teachers January 23rd, 2020

Physical Education Meeting

We will finalize the Agenda tomorrow and we will send it to you.

XII. TELPAS Trainings

Tuesday, January 28, 2020 Central Office 8:00am - 12:00pm

Principals and Assistant Principals (CTC)

XIII. Waivers and Exceptions

Make sure that they attend

Ms. Valenciana will be sending reminders to the teachers

email Ms. Valenciana

XIV. Walkthroughs - Immediate Feedback

It is in the Weekly Principal Report

Imperative to make at least **10 WT per week** (Principal)

out of the 10 - 5 during Intervention time

10 WT (Assistant Principal) Emmy

Duration of a WT: minimum 25 minutes.

Imperative to upload your walkthroughs in your Google Drive Folder (Principal and Assistant Principal)



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Standard 3: Executive Leadership

You are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

XV. Principal's Weekly Report and Observations (WTs)

- **Imperative Due every Friday at the end of the day - 5pm**

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez

XVI. Special Programs

Counselors

Make sure that students are receiving the correct services

- RTIs - Audit
- 504s - Success Ed
- GT
- Special Education - Success Ed
- Bilingual Students - Success Ed

Standard 4: School Culture

You are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

XVII. Presentation (Charter School Convention Session)

How, When, and Where Do Parents Choose Schools

Handout

XVIII. Free Book: BEFORE YOU QUIT TEACHING

Did you share with teachers?

- Book Study with your teachers
- <https://www.ahaprocess.com/BYQT/>
- Start the book study per month



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XIX. Re-Enrollment and Recruiting Numbers as of today

Plan of Action

One day per week Open for Re-Enrollment

January 24, 2020 100%

XX. Duties

- Team Duties
- Give access to Parent Liaison Google Spreadsheet to Principals
- Meeting next week during my campus visits

In Attendance: Principal, Assistant Principal, Counselor, Parent Liaison, and ITs,

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez

XXI. Parent Involvement/Faculty Involvement

What are we doing for Parent Involvement/Faculty Involvement?

- ***Please form your teams to help in Community Events and School Events***

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez

Standard 5: Strategic Operations

You outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

XXII. Classroom Daily Schedules

- Need to be posted outside the classroom

Did it get done?



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XXIII. District Vision, Mission and Goals

Do our teachers, students and parents know our vision, mission and goals?

Does our schools have their own vision, mission and goals?

Do we have them display?

Ms. P. Masso	Ms. J. De Luna	Dr. G. Rodriguez

Let's start by posting in hallways and classrooms our district vision: *Did it get done?*

OTHER ITEMS

XXIV. Explorica

XXV. School Choice Week

XXVI. 100 Days of School

XXVII. Updated Calendar of Meetings

XXVIII. Principals' Meeting

First Thursday of the month at 3pm

December 5	January 9	February 6	March 5
April 2	May 7	June 4	

If needed, we may schedule other meetings

Agendas will be in our Google Drive Folder: Principals' Meeting Agendas

XXIX. MISCELLANEOUS

Appendix 11

Teacher Informal Observation

Date: _____ Teacher: _____ Grade: _____ Subject: _____ Campus: H1 H2 H3

Observer: _____

Area:	Observations	Comments (on what is observed)
Organization Preparedness, use of time, focus on objectives		
Instructional Strategies Clear direction, variety of learning styles, appropriate level of challenge, students engaged		
Activities or Exercises Length, appropriate level of skill and difficulty, develop relevant skills and confidence, student-centered, variety, assessments		
Content Clear objective, teacher or child centered, speech rate, use of space, enthusiasm, interest, "wait time"		
Rapport w/ Students Student participation, open-ended questions, connecting w/ students, flexibility, use of humor, acceptance of various views		
Clarity Directions, questions, explanations		
Impact on Learning Development of problem-solving, critical thinking skills		

Additional comments:

Appendix 12

Appendix 13

Horizon Montessori I Community Events (1 per month)

Week of	Company	Address	City / Zip	Phone	Contact Name	Date	Notes
December	McAllen Holiday Parade 2019	McHi Stadium to Bus. 83	McAllen/ 78501	956-681-3303	Kori Waters	12/07/2019	HM1 was the only school participating in parade!
January	McAllen Marathon	McAllen Convention Cent	McAllen/ 78501		Ricardo Cantu	01/18/2020	Marathon
February							
March	Monarch Fest	Quinta Mazatlan	McAllen/ 78501		Nora Leos	03/21/2020	Celebrating the Monarch Migration
April							
May							
June							

Horizon Montessori III Business Contact Log (2 per week)

Week of	Company	Address	City / Zip	Phone	Contact Name	Notes	Visit or Tour
6-Dec	Pronto Insurance	latina0586@gmail.com	San Benito	956-742-9806	Abby Obregon	Pronto Insurance (left flyers)	Visit
6-Dec	Bost Mobile	najera8976@gmail.com	San Benito	956-200-0377	Maria Rodriguez	Boost Mobile	Visit
6-Dec	Walmart Insurance Agent	lcamarillojr87@gmail.com	San Benito		Leon Camallo Jr.	Walmart San Benito (Medicare Specialist)	
6-Dec	ATT	sl105083@mywirelessgroup.com	Harlingen		Selena	ATT	
13-Dec	X-treme Jump	info@xtremejump.com	San Benito			Pending Community Booth	Visit
13-Dec	HM/Auto Plex			956-399-8476			
20-Dec	Texas Branding Iron Burger				Mr. Rios	Dropped off flyers	Visit
20-Dec	First Colony mobile Home		San Benito			Dropped off flyers	Visit
10-Jan							
10-Jan							
17-Jan							
17-Jan							
24-Jan							
24-Jan							
31-Jan							
31-Jan							
7-Feb							
7-Feb							
14-Feb							
14-Feb							
21-Feb							
21-Feb							
28-Feb							
28-Feb							
6-Mar							
6-Mar							
13-Mar							
13-Mar							
27-Mar							
27-Mar							
3-Apr							
3-Apr							
9-Apr							
9-Apr							
17-Apr							
17-Apr							
24-Apr							
24-Apr							
1-May							

6-Dec	Willie Leal	leal.willie2012@yahoo.com	Harlingen							Chuck E. Cheese		Tour	Yes
6-Dec	Rick Marroquin									Walk in			
6-Dec	Rosy Valadez	rociovaladez@yahoo.com	San Benito							Dollar General			
6-Dec	Claudia		San Benito							Unikas Nails			
6-Dec	Dulce Gonzalez		San Benito							Taqueria Almante			
6-Dec	Edna Chavez	chavez84@hotmail.com	San Benito							Dollar General Parking Lot			
6-Dec	Ramiro Cantu	ramirocantu23@hotmail.com	San Benito							UPS - Dollar General Parking Lot			
6-Dec	Ian Cook	lastmanup67@gmail.com	San Benito							Jimmy Johns			
6-Dec	Veronica Balderas	veronicaBalderas165@yahoo.com	Harlingen							Supercuts			
6-Dec	ATT employee	ur105110@mywirelessadvantage.com	Harlingen							ATT			
6-Dec	Fred Ogdee	flintstone32@gmail.com	Harlingen							Call in			
6-Dec	Vanessa Encinia									Call in from Facebook		Tour	Yes
9-Dec	Roshelle Leonard	roshelleleonard13@gmail.com	San Benito										
9-Dec	Michelle Coronado	mommylovesHunter8@gmail.com	San Benito							Dollar Tree			
9-Dec	Samuel Ruiz	ruizsam0806@gmail.com	San Benito							Dollar Tree			
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9-Dec	Jennifer Toller	jentoller07@gmail.com	San Benito							Email			
9-Dec	Jordan Arizpe									Email			
9-Dec	Irene Guzman									Call in			
9-Dec	Arlinda Galvan									Call in			
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11-Dec	Amy Lynn Gutierrez	agutierrez@ensignservices.net	Harlingen							Valley Baptist			
11-Dec	Tonya Castillo	Danegoodpetgrooming19@gmail.com	Harlingen							Treasure Hills Healthcare and			
11-Dec	Debra Torres	deborah2.dt@gmail.com	San Benito							Tonya Castillo			
11-Dec	Alma Acevedo	alma90804@gmail.com	San Benito							A-Press Express Cleaners			
11-Dec	Juan Garcia	956-399-876	San Benito							A-Press Express Cleaners			
11-Dec	Hannah Noe	noe.hannah82@yahoo.com	San Benito							A-Press Express Cleaners			
11-Dec	Ms. Badillo	bbadillo@regencyhealthcare.com	Harlingen							A-Press Express Cleaners			
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										Email			
12-Dec	Cynthia Martinez	cindymtz292@gmail.com	Rancho Viejo										
12-Dec	Mark Marroquin		Rancho Viejo							Call in			Yes
12-Dec	Lupita Garcia	lupitagarcia@hotmail.com	Rancho Viejo							Rancho Viejo Farmer's Market			