

Ector County Independent School District

Austin Montessori Magnet

Improvement Plan

2020-2021



Mission Statement

Our Mission at Austin Montessori is to provide a challenging, individualized curriculum with a culture of peace that cultivates independent thought, and promotes the building of character enabling all students to contribute to their communities in meaningful and positive ways.

Vision

Maria Montessori believed the role of education was World Peace. By exposing students to our peace curriculum, we at Austin Montessori have the great desire to send peace makers from our small community out into the bigger world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment	2016-2017	2017-2018	2018-2019	2019-2020
Student Total	448	449	449	458
Pre-Kindergarten	125	124	122	124
Kindergarten	62	62	63	61
1st Grade	58	57	60	61
2nd Grade	58	57	54	57
3rd Grade	48	54	55	51
4th Grade	51	47	51	57
5th Grade	46	48	44	47
Female	247	247	238	235
Male	201	202	211	223

Ethnic Distribution	2016-2017	2017-2018	2018-2019	2019-2020
Hispanic	341	343	342	345
White	81	85	83	88
Black-African American	7	9	12	15
Two-or-More	8	6	7	5
Asian	10	4	4	4
American Indian- Alaskan Native	1	2	1	1
Native Hawaiian- Pacific Islander	0	0	0	0

Student by Program	2016-2017	2017-2018	2018-2019	2019-2020
Bilingual	46	48	53	57
ESL	7	10	5	8
Free Lunch Participation	184	156	252	102
Gifted and Talented	64	65	64	59
Special Education	27	30	33	31
Title I	448	449	449	458
Dyslexia	14	15	19	17
At Risk	104	113	122	133
Economically Disadvantaged	200	172	283	173
Homeless	2	2	0	5
Immigrant	4	5	4	5
LEP	55	58	60	68
Military Connected	4	4	4	17
Foster Care	0	0	1	1
CTE	0	0	0	0

Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020
	85.1%	76%	88%	90%
Attendance	2016-2017	2017-2018	2018-2019	2019-2020
	96.5%	95.7%	95.8%	95.7%
Discipline	2016-2017	2017-2018	2018-2019	2019-2020
	22 referrals	22 referrals	56 referrals	23 referrals

Demographics Strengths

Austin Montessori is School of Choice campus with low mobility rates. Our PK 3 through fifth grade classrooms meet the required student-teacher ratio.

The Montessori program is well received by parents, students, teachers and community members. Our program is a popular School of Choice selection and there are many students on waiting lists for each grade level.

Teacher retention is at 95%, the highest it has been in four years. Last year, we served 124 Pre-K and Kindergarten students, supporting early intervention and literacy.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate for 2020 was 95.7%, 2.0% below the campus goal. **Root Cause:** Lack of effective monitoring.

Student Achievement

Student Achievement Summary

ISIP Early Reading Results 2019-2021					
Grade	# of Students Enrolled	# of Students Tested	Tier 3	Tier 2	Tier 1
Kinder	53	53	5%	11%	83%
1st	53	52	13%	13%	73%
2nd	57	48	16%	20%	62%
3rd	43	42	21%	16%	61%
4th	57	55	16%	10%	72%
5th	46	46	17%	13%	69%
ISIP Español Early Reading Results 2019-2021					
Kinder	6	6	16%	0	83%
1st	7	7	28%	0	71%
2nd	7	7	0	14%	85%
3rd	8	6	16%	16%	66%
4th	1	1	0	0	100%

STAAR Data by Grade Level

Reading Percentages

	3 rd Grade			4 th Grade			5 th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2019-2020 <i>Spring Benchmark</i>	69	27	6	83	39	17	76	43	8
2019-2020 <i>Spring Benchmark Spanish</i>	87	25	0	100	0	0	0	0	0
2018-2019	87	51	33	84	42	12	77	39	20
2017-2018	81	38	17	54	30	22	87	53	26
2016-2017	60	38	23	65	41	25	83	52	24

Math Percentages

	3 rd Grade			4 th Grade			5 th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2019-2020 <i>Spring Benchmark</i>	53	6	13	69	30	8	84	36	13

Reading Percentages

2019-2020 <i>Spring Benchmark</i> <i>Spanish</i>	100	37	0	0	0	0	0	0	0
2018-2019	76	47	20	90	40	18	91	68	41
2017-2018	89	46	13	85	41	28	96	71	38
2016-2017	77	42	19	84	51	33	89	57	33

Writing Percentages: 4th Grade

Science Percentages: 5th Grade

	Approaches	Meets	Masters	Approaches	Meets	Masters
2019-2020 <i>Spring Benchmark</i>	62	16	3	32	2	0
2019-2020 <i>Spring Benchmark</i> <i>Spanish</i>	100	0	0	0	0	0
2018-2019	70	28	4	73	34	14
2017-2018	51	24	4	81	33	10
2016-2017	67	21	masked	80	41	20

STAAR Data Comparisons

Reading All Grades

	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State
2019-2020									
2018-2019	83	61	75	44	32	48	22	11	21
2017-2018	75	60	74	40	31	46	21	10	19
2016-2017	69	58	72	45	32	48	24	10	19

Math All Grades

	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State
2019-2020									
2018-2019	85	67	82	51	32	52	26	13	26
2017-2018	90	67	81	53	30	50	26	11	24
2016-2017	83	64	79	51	29	48	28	11	23

Writing

	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State
2019-2020									
2018-2019	70	52	68	28	23	38	4	6	14
2017-2018	51	52	66	24	27	41	4	6	13
2016-2017	67	50	67	21	22	38	*	5	12

Science

	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State

Reading All Grades

2019-2020									
2018-2019	73	69	81	34	36	54	14	12	25
2017-2018	81	71	80	33	36	51	10	11	23
2016-2017	80	69	79	41	36	52	20	10	19

	Reading All Grades														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	81	92	53	75	95	44	46	27	37	47	18	42	13	16	26
2017-2018	74	78	42	69	68	39	48	17	33	32	18	35	0	16	26
2016-2017	68	71	50	62	33	43	46	*	32	*	22	25	*	18	*
	Math All Grades														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	87	79	60	84	95	51	50	13	48	79	26	29	7	16	37
2017-2018	91	91	50	84	100	52	57	17	43	53	22	43	17	14	21
2016-2017	83	88	70	80	73	48	58	50	45	45	27	29	*	22	*
	Writing														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	71	71	*	71	100	32	14	*	25	57	2	14	*	0	0
2017-2018	46	75	43	41	20	20	38	0	12	20	0	25	0	0	0
2016-2017	65	71	*	75	*	15	*	*	*	*	*	*	*	*	*

	Reading All Grades														
	Science														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	71	88	17	58	*	29	50	0	11	*	12	25	0	0	*
2017-2018	80	86	*	79	71	25	71	*	26	29	5	29	*	11	14
2016-2017	78	89	*	68	*	42	*	*	32	*	19	*	*	23	*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 20% of students achieved the Masters level. **Root Cause:** Instructional decisions are not consistently focused on data driven decision making.

Problem Statement 2 (Prioritized): Economically disadvantaged students are under achieving in Reading. **Root Cause:** Lack of data driven decision making based on sub group.

Problem Statement 3 (Prioritized): Fourth grade STAAR writing score of 70% did not meet campus expectation of 80% goal. **Root Cause:** Inconsistent writing plan across classrooms.

Problem Statement 4 (Prioritized): Fifth grade STAAR science score of 73% did not meet campus goal of 85%. **Root Cause:** Inconsistent science plan across classrooms.

School Culture and Climate

School Culture and Climate Summary

Austin is a well-established Schools of Choice campus with a focus on the Montessori philosophy and curriculum. Montessori teachers are trained to provide lessons to target individual student needs.

Austin Montessori is a unique school model that promotes individual student growth and promotes the development of the whole child. Teachers that desire to teach in the Montessori setting need extensive training that is expensive and requires travel for one to two weeks in the summer. Montessori training takes approximately one to two years from start to finish to receive a Montessori teaching credential.

The nature of the Montessori program allows instruction to take place on an individual or in a small group setting. Differentiation is a standard practice to meet the needs of individual students.

In Spring 2020, a survey was sent to all school staff regarding the culture of the campus. Here are the results:

Staff-Leadership Relationships: 86% Responded favorably

School Climate: 88% Responded favorably

School Leadership: 85% Responded favorably

Staff Family Relationships: 78% Responded favorably

Professional Learning: 74% Responded favorably

Feedback and Coaching: 68% Responded favorably

School Culture and Climate Strengths

Austin Montessori has established over time a community of "family." Austin Montessori is a well-loved school by teachers, parents and students.

At Austin Montessori, we believe in teaching the whole child. The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are

submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Staff and teacher Panorama survey data conducted in Spring 2020 shows that staff relationships are respectful and Austin has a positive working environment. There was an increase in School Climate data as compared to national and elementary data from the previous school year. Teachers are often asked for feedback when making school decisions. Feedback and planning sessions are scheduled to create Student Culture plans for the 2020-2021 school year.

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace education and Grace and Courtesy have created a peaceful and calm school environment. We believe that our children are the hope for the future and take great pride in caring for the academic, social and emotional needs of our students. "The child is both a hope and promise for mankind." - Maria Montessori

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): All Austin teachers are not Montessori trained. **Root Cause:** Funds are needed to enroll teachers in a high quality training.

Problem Statement 2 (Prioritized): The Montessori Method is not fully understood by all parents. **Root Cause:** Lack of training opportunities for parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020
	85.1%	76%	88%	95%
Attendance	2016-2017	2017-2018	2018-2019	2019-2020
	96.5%	95.7%	95.8%	95.7%

Due to lack of training in upper grade levels, we have two self-contained 4th grade classrooms and one 5th grade self-contained classroom.

Staff Quality, Recruitment, and Retention Strengths

Austin Montessori will begin the 2020-2021 school year with a teaching staff that is 100% certified. Long term substitute positions have been filled with certified teaching staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are currently 11 classroom teachers without Montessori training credentials. **Root Cause:** Lack of funding for Montessori training and lack of training facility in close proximity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus utilizes the Montessori philosophy and curriculum in addition to the TEKS to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT and SPED services. Students in 4th and 5th grade utilize AVID strategies. Imagine Math, Short Cycle Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

The Montessori curriculum and the ECISD curriculum are utilized to meet the needs of our students.

Formative assessments are used in the classroom and District assessments are also used summatively assess student progress.

Curriculum, Instruction, and Assessment Strengths

Montessori teachers provide differentiated instruction to students to target individual needs. Individual lessons and small group lessons are the norm in Montessori classrooms.

Assessments are all TEKS and STAAR aligned to meet the needs of students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Austin struggles to align the Montessori sequence to the district scope and sequence. **Root Cause:** Lack of planning time to create a standard Montessori alignment.

Parent and Community Engagement

Parent and Community Engagement Summary

Austin Montessori hosts many events throughout the year to encourage family and community involvement. A Meet the Teacher event is scheduled before school begins. Parents have the opportunity to bring school supplies and visit with teachers and assistants to make the first day of school an easy transition for students, parents and teachers. An Open House event is coordinated so parents have the opportunity to view the Montessori classroom environment and see their child complete some of their favorite Montessori lessons. Our PTA board has scheduled many events for the school year to bring parents and family members into the school including Boo Grams, Thanksgiving Grams, Valentine Grams, STAAR Grams, Pastries with Parents, Spring Cleaning Day, Friendship Dance, Fun in the Sun Day, Pizza and PTA and many others. Our PTA board is reaching out to parents to assist with preparations with the scheduled events and to assist with other events that take place at school, such as our Balloon Release for International day of Peace and preparing popcorn for the Thanksgiving Feast. Parents and family members are encouraged to become VIP's and assist with activities that occur during school such as volunteering to assist with field trips and book fairs. There are many committees for teachers and staff to be a part of and these committees plan events such as our Continent Study and The Taste of, Planting days, Peace Days, Maria Montessori's birthday celebration, field day, Talkent Show, Spelling Bee, AR celebrations, Reading Renaissance ceremony, Science Fair, Big Art Day Art Show and Auction, Coffee Service, Student Pep Rallies and much more.

Parent and Community Engagement Strengths

Parents have many opportunities to be engaged in the school day. We have a strong and active PTA board that works closely with the school to promote student and school success.

Parent trainings will be offered so parents learn more about the Montessori method.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): All parents do not fully understand the Montessori Method. **Root Cause:** Limited opportunities to engage parents in learning about the Montessori Method.

School Context and Organization

School Context and Organization Summary

The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Austin is a School of Choice without boundary lines. The leadership team consists of the Principal, Assistant Principal, and Montessori Specialist. We follow the Montessori scope and sequence and District scope and sequence. Parents are required to follow the process for entry: Schools of Choice online application, orientation, and interview for Pre-K 3 spots. Students are selected through an online lottery.

School Context and Organization Strengths

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace education and Grace and Courtesy have created a peaceful and calm school environment. School routines and procedures are clear and efficient providing a safe and secure environment for students, parents, teachers.

Our Pre-K and Kinder program is a draw to the community with 185 students served with many on the wait list.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: All Austin teachers do not teach in a three year, multi-age configuration. **Root Cause:** Lack of training opportunities and funding.

Technology

Technology Summary

Austin Montessori considers the purpose of technology before integrating into the classroom. Technology that enhances the Montessori experience is incorporated into the work period. Applications and Platforms such as Seesaw, Google Classroom, Chatterpix and Quivervision are utilized to enhance instruction and promote student engagement. Gifted and talented students utilize Prodigy and Minecraft EDU. Austin Montessori has one computer lab with 25 computers that are used for administering Imagine Learning assessment and curriculum. Each classroom has a 45 minute block to attend the lab to work on computer skills or complete online testing. There are two computer carts available for use, although not all computers function properly. Teachers are weaving ipad use into the Montessori work period to record student work and reflect on learning. Each classroom has 3 to 5 ipads for student use based on enrollment.

Technology Strengths

Teachers at Austin Montessori are open to using technology that aligns nicely to the Montessori Method. Teachers utilize the Seesaw platform and others to communicate with families and check on student progress. SeeSaw was also utilized to share lessons with students during virtual learning during the last nine weeks of the 2019-2020 school year. Teachers recorded lessons and shared resources and students and families submitted completed work through SeeSaw.

Priority Problem Statements

Problem Statement 1: Attendance rate for 2020 was 95.7%, 2.0% below the campus goal.

Root Cause 1: Lack of effective monitoring.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There are currently 11 classroom teachers without Montessori training credentials.

Root Cause 2: Lack of funding for Montessori training and lack of training facility in close proximity.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: All Austin teachers are not Montessori trained.

Root Cause 3: Funds are needed to enroll teachers in a high quality training.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The Montessori Method is not fully understood by all parents.

Root Cause 4: Lack of training opportunities for parents.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: All parents do not fully understand the Montessori Method.

Root Cause 5: Limited opportunities to engage parents in learning about the Montessori Method.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Austin struggles to align the Montessori sequence to the district scope and sequence.

Root Cause 6: Lack of planning time to create a standard Montessori alignment.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: 20% of students achieved the Masters level.

Root Cause 7: Instructional decisions are not consistently focused on data driven decision making.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Economically disadvantaged students are under achieving in Reading.

Root Cause 8: Lack of data driven decision making based on sub group.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Fourth grade STAAR writing score of 70% did not meet campus expectation of 80% goal.

Root Cause 9: Inconsistent writing plan across classrooms.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Fifth grade STAAR science score of 73% did not meet campus goal of 85%.

Root Cause 10: Inconsistent science plan across classrooms.

Problem Statement 10 Areas: Student Achievement

Goals

Goal 1: Foundational Excellence: Austin Montessori will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Austin's annual attendance rate will increase from 95.7% to 97.7% by May 2021.

Evaluation Data Sources: Attendance data

Summative Evaluation: None

Strategy 1: The attendance clerk will make daily contact with parents when a student is absent and document in eduphoria.	
Strategy's Expected Result/Impact: Parents and guardians will have an increased awareness of the importance of attendance.	Formative
Staff Responsible for Monitoring: Attendance Clerk	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
	May
Strategy 2: Teachers will contact parents at two absences and document in Eduphoria.	
Strategy's Expected Result/Impact: Increased parent contact with parents will lead to fewer absences for reasons other than student illness.	Formative
Staff Responsible for Monitoring: Attendance Clerk, Principal, AP, teachers	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
	May

Strategy 3: An administrator will contact the parent or guardian when the student reaches 7 absences and be documented in Eduphoria. A growth plan will be established.

Strategy's Expected Result/Impact: Parents and guardians will be provided support and resources if needed. Attendance will improve.		Formative
Staff Responsible for Monitoring: Attendance Clerk, Principal		Oct
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Austin Montessori will provide a safe and supportive learning environment.

Evaluation Data Sources: survey data, referral data,

Summative Evaluation: None

Strategy 1: Austin will use GRACE expectations in the classroom and common school areas.	
Strategy's Expected Result/Impact: Students and staff will understand the high level of expectations, promoting our positive and peaceful culture.	Formative
Staff Responsible for Monitoring: Principal, AP, Teachers, Staff	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: All Austin staff will complete required ethics, Safeschools, trauma informed, and sexual harassment trainings.	
Strategy's Expected Result/Impact: A safe and supportive learning environment for all students and staff.	Formative
Staff Responsible for Monitoring: Principal, AP	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: The Counselor will provide lessons to students during 'I CAN' Lab. Topics include bullying prevention, goal setting, growth mindset to all first through fifth grade students once a week.


<p>Strategy's Expected Result/Impact: Students will recognize behavior and strategies for prevention. Students will know what to do when help is needed from a trusted adult.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May


Strategy 4: Classroom teachers will share the school aligned PEACE lessons with students.


<p>Strategy's Expected Result/Impact: Promote a peaceful school environment.</p> <p>Staff Responsible for Monitoring: Principal, AP, Montessori Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Strategy 5: A campus discipline committee will be established and meet to examine discipline referrals as related to student groups. The committee will make recommendations and share with all staff.

<p>Strategy's Expected Result/Impact: A decrease in the number of student discipline referrals. Equitable experiences for all students. Staff education.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Austin Montessori will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: walkthrough data, lesson plans

Summative Evaluation: None

Strategy 1: Austin Montessori will provide a school wide platform to engage all students, staff and families with remote and face to face learning.	
Strategy's Expected Result/Impact: An effective and consistent platform will support communication and lesson delivery.	Formative
Staff Responsible for Monitoring: Principals, AP, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
	May
Strategy 2: Devices will be provided for all students at Austin Montessori.	
Strategy's Expected Result/Impact: Increase access to devices and online instruction and educational systems.	Formative
Staff Responsible for Monitoring: Principal, AP	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
	May

Strategy 3: Austin Montessori teachers will embed student technology use and tools into daily instruction.

Strategy's Expected Result/Impact: Increase student participation in virtual learning. Provide evidence of student work for face to face learning.

Staff Responsible for Monitoring: Principal, AP, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Austin Montessori will establish and maintain strong partnerships with parents, community businesses and local partnerships.

Evaluation Data Sources: Increased partnerships

Summative Evaluation: None

Strategy 1: Austin Montessori will maintain current partnerships to support campus needs.		
Strategy's Expected Result/Impact: increase community involvement.		Formative
Staff Responsible for Monitoring: Leadership Team		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		May
Strategy 2: The Campus Improvement Team will include parents, community members and business representatives who will meet three times during the school year.		
Strategy's Expected Result/Impact: Increased community partnerships.		Formative
Staff Responsible for Monitoring: Principal		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		May

Strategy 3: Monthly electronic newsletters will be published and shared with the community. Facebook, Twitter and SeeSaw applications will be used to share messages with parents and the Austin community.

Strategy's Expected Result/Impact: Parents will have timely information about school activities and weekly learning objectives.		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: Lever 3: Positive School Culture		





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 90% in 2020 to 95% in 2021.

Evaluation Data Sources: feedback loop, staff survey data

Summative Evaluation: None

Strategy 1: The coaching model will be utilized by the leadership team to provide feedback to all staff in order to identify the highest leverage action step for growth.	
Strategy's Expected Result/Impact: Grow highly effective teachers and as a result increase student performance.	Formative
Staff Responsible for Monitoring: Leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 2: In 2020-21, Austin Montessori will offer job-embedded, personalized professional learning systems for teachers.

Evaluation Data Sources: Staff surveys, feedback loop

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.		
Strategy's Expected Result/Impact: Teacher growth in lesson planning and delivery Improve student performance	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Principal, AP		
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals		Funding Sources: None
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		
Strategy 2: Austin Montessori will provide personalized Professional Development opportunities for teachers and staff during campus PD days and during Professional Learning Communities.		
Strategy's Expected Result/Impact: Growth for each individual teacher based on specific needs. Improve students performance	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist		
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals		Funding Sources: None
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		

Strategy 3: Austin Montessori will provide professional development opportunities for teachers and staff not enrolled in formal Montessori training: Montessori philosophy and practices, Peace Education and Positive Discipline.





Strategy's Expected Result/Impact: School-wide understanding and practice of Montessori education		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Funding Sources: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 10% from the Beginning of Year MAP to End of Year MAP Assessment.

Evaluation Data Sources: Map Assessment, campus based assessments

Summative Evaluation: None

Strategy 1: Students in Kindergarten through 2nd grade will track assessment progress and set goals with teacher support through one-on-one conferences.	
Strategy's Expected Result/Impact: Students will improve reading level and show growth on MOY and EOY MAP assessments.	Formative
Staff Responsible for Monitoring: Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Students in Kindergarten through 2nd grade will be provided high quality lessons in guided reading, whole-group instruction and personalized learning through Imagine Learning ELAR program.	
Strategy's Expected Result/Impact: All students will show one year of reading growth.	Formative
Staff Responsible for Monitoring: Teachers, Principal, AP	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Students achieving the Meets Standard on the state assessments in Reading will increase from 44% to 50%. Students achieving the Masters standard on the state assessments will increase from 22%-30%.

Evaluation Data Sources: STAAAR Assessments, state assessments

Summative Evaluation: None

Strategy 1: Austin will implement a consistent process to disaggregate data through the PLC process.	
Strategy's Expected Result/Impact: By Benchmark, Austin will show a 25% Masters rate.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Austin will utilize our Montessori Specialist, Dyslexia Therapist and Instructional Aides to meet the needs of students.	
Strategy's Expected Result/Impact: All students will show a Meets rate of 50% across grade levels.	Formative
Staff Responsible for Monitoring: Principal, AP	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: Tier 2 students will receive additional teacher support a minimum of 30 minutes 3 times weekly. Tier 3 students will receive additional teacher support a minimum of 30 minutes 5 times weekly. All interventions will be documented using the RtI process.

Strategy's Expected Result/Impact: Students will move one Tier level after teacher intervention.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 4: All students will use the Imagine Learning ELAR program for the recommended time according to individual MAP testing results.

Strategy's Expected Result/Impact: All students will grow at least one year.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 5: Austin teachers will be aware of student demographic information to better plan interventions and enrichment.

Strategy's Expected Result/Impact: By understanding our student population, Austin will show a 30% Masters level across grade levels.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 6: AR Reading will be utilized by Kindergarten through 5th grade. The AR Committee will reevaluate qualifications for certification levels.

Strategy's Expected Result/Impact: Students will read books in their individual ZPD and grow one year in reading.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist, Teachers, Librarian, AR Committee	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: Title One School-wide \$5,000	

Strategy 7: Students in first through fifth grade will set reading goals and track them in their student data folder.


Strategy's Expected Result/Impact: Students will be aware of their reading performance and work to show growth on MOY and EOY MAP assessments.	Formative
Staff Responsible for Monitoring: Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 8: All students in grades 3-5 will conference with an administrator about their STAAR progress.

Strategy's Expected Result/Impact: Students will share progress toward reading goals and receive feedback and encouragement from the administrator.	Formative
Staff Responsible for Monitoring: Principal, AP	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Math will increase from 51% to 60% by May 2021. Students achieving the Masters Standard on the state assessments will increase from 26% to 30%.

Evaluation Data Sources: STAAR Assessment data

Summative Evaluation: None

Strategy 1: Austin will implement a consistent process to disaggregate data through the PLC process.		
Strategy's Expected Result/Impact: By Benchmark, Austin will show a 25% Mastery rate.		Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist, Teachers		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
		May
Strategy 2: Austin Montessori will utilize our Montessori Specialist, Dyslexia Therapist and Instructional Aides to meet the needs of students.		
Strategy's Expected Result/Impact: All students will show a Meets rate of 50% across all grade levels.		Formative
Staff Responsible for Monitoring: Principal, AP		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
		May

Strategy 3: Tier 2 students will receive additional teacher support a minimum of 30 minutes 3 times weekly. Tier 3 students will receive additional teacher support a minimum of 30 minutes 5 times weekly. All interventions will be documented using the RtI process.

Strategy's Expected Result/Impact: Students will move one Tier level after intervention.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 4: All students will use the Imagine Learning Math program for the recommended time according to MAP testing results.

Strategy's Expected Result/Impact: All students will grow their math skills at least one year.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 5: Austin teachers will be aware of student demographic information to better plan interventions and enrichment.

Strategy's Expected Result/Impact: By understanding our student population, Austin will show a 30% Masters level across grade levels.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 6: Students in first through fifth grade will set math goals and track them in their student data folder.

<p>Strategy's Expected Result/Impact: Students will be aware of their math performance and work to show growth on MOY and EOY MAP assessments.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
	Mar	
	Summative	
		May

Strategy 7: All students in grades 3-5 will conference with an administrator about their STAAR progress.

<p>Strategy's Expected Result/Impact: Students will share progress toward math goals and receive feedback and encouragement from the administrator.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
	Mar	
	Summative	
		May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Students achieving the Meets Standard on the state assessments in Writing will increase from 28% to 40% by May 2021. Students achieving the Masters Standard on state assessments in Writing will increase from 4%-20% by May 2021.

Evaluation Data Sources: STAAR assessment data

Summative Evaluation: None

Strategy 1: Students will complete one writing sample each month. Teachers will score student writing samples and collaborate during PLC's to plan writing instruction.	
Strategy's Expected Result/Impact: Teachers will develop grade level expectations based on student writing samples.	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
Strategy 2: Fourth grade students will use STAAR released writing samples to practice revising and editing skills.	
Strategy's Expected Result/Impact: Students will be able to apply revising and editing skills to authentic student writing.	Formative
Staff Responsible for Monitoring: Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
	May

Strategy 3: Fourth grade students will practice scoring released STAAR writing samples using the scoring rubric. Students will also score their own writing samples and those of their peers.

<p>Strategy's Expected Result/Impact: Students will analyze authentic writing samples and determine how to improve the writing their writing rating.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
		Mar
		Summative
May		

Strategy 4: Austin will implement a consistent process to disaggregate data and monitor data through the RtI process.

<p>Strategy's Expected Result/Impact: By benchmark, Austin will show a 35% meets rate.</p> <p>Staff Responsible for Monitoring: Principal, AP, Montessori Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
		Mar
		Summative
May		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: Students achieving the Meets Standard on the State Assessment in Science will increase from 34% to 50% by May 2021. Students achieving the Masters Standard on the state assessments in Science will increase from 14% to 25 % by May 2021.

Evaluation Data Sources: STAAR assessment data

Summative Evaluation: None

Strategy 1: All fifth grade students will participate in the Austin Science Fair and complete the project individually.		
Strategy's Expected Result/Impact: Fifth grade students will be able to name the steps in the scientific method and how to use them to conduct the experiment.	Problem Statements: None	Formative
Staff Responsible for Monitoring: Teachers, Science Committee	Funding Sources: None	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: Improve low-performing schools		Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
		May
Strategy 2: Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.		
Strategy's Expected Result/Impact: By benchmark, Austin will show a 40% meets rate.	Problem Statements: None	Formative
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist	Funding Sources: None	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
		May

Strategy 3: Fifth grade teachers will provide instruction weekly using hands on science labs.

Strategy's Expected Result/Impact: Students will identify and internalize the scientific process by performing the hands on science experiments.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6: English learners achieving Advanced and Advanced High Composite Level scores will increase 5 percentage points for the 2020-2021.

Evaluation Data Sources: TELPAS assessment data

Summative Evaluation: None

Strategy 1: All bilingual student will be read to in English. Kindergarten and first grade teachers will read books in English during ESL time. Second through fifth grade teachers will read books in English during ESL time and students will read books in English that are on their reading level in English as determined by their AR and MAP reading assessments.	
Strategy's Expected Result/Impact: English proficiency will increase. Students in grades 2-5 will show an increase in English reading as measured by TELPAS.	Formative
Staff Responsible for Monitoring: Bilingual Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: All EL students will practice listening and speaking skills using the K-12 Summit platform on an ipad weekly.	
Strategy's Expected Result/Impact: EL students will have frequent practice speaking into a microphone and listening to their own voice before TELPAS assessments.	Formative
Staff Responsible for Monitoring: Bilingual Teachers, LPAC Coordinator	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: The LPAC Committee will meet quarterly to discuss the progress of each student and determine needed interventions.

Strategy's Expected Result/Impact: The needs of all EL students will be met and their English Proficiency as measured by TELPAS.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: LPAC Coordinator, AP,	
Title I Schoolwide Elements: 2.6	
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	
Problem Statements: None	
Funding Sources: None	

Strategy 4: The Principal will meet with all students taking TELPAS online assessments to share the importance of doing his/her personal best.

Strategy's Expected Result/Impact: Austin will show an increase of 5% in Advanced and Advanced High Composite scores.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: 2.4	
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6			\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$5,000.00

Addendums