

**Longview Independent School District
East Texas Montessori Prep Academy
2023-2024 Improvement Plan**

Accountability Rating: Not Rated



Board Approval Date: October 16, 2023

Mission Statement

East Texas Montessori Prep Academy is committed to creating a student-centered learning environment that seeks to nurture the unique creativity of each child through the efforts of a dedicated and caring staff, parents and community. The learning environment focuses on strategies aimed at helping students achieve academic excellence; while becoming responsible life-long learners and contributing members of a global society.

Vision

Our vision is for all children to reach their full potential as independent and collaborative learners, by providing a Montessori education that prepares them to become citizens of the world.

Motto

"Building a Global Society One Child at a Time"

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

East Texas Montessori Prep Academy is one of 8 Elementary campuses in the Longview Independent School District. The doors for our Pre K/K campus opened in 2017 and serves a predominately city and district-wide community. We pride ourselves in living up to our motto, "Building a Global Society One Child at a Time!"

For the 2021-2022 year, our enrollment was 1041 students. The breakdown for each grade level was EE-3, Pre-K-503, and Kinder-535. Our student population dropped from the previous year due to the pandemic by 12 students. This school year we are expecting it to grow due to housing developments and out of district transfers.

The student population consists of 43% Hispanic, .10% American Indian/AK Native, 1.44% Asian, 38% African-American, .19% Pacific Islander, 12% Anglo, and 5% Two or More.

East Texas Montessori Prep Academy serves students who are enrolled in various programs. We have 95% students who are economically disadvantaged, 30% students are English Language Learners, 31% are at-risk students, 6 % Gifted and Talented, 0 migrant student, 0 with 504 services, 6% students with special education services, and 12 students (1.16%) who qualify for homeless services.

The Falcon staff is comprised of two administrators, a Montessori Specialist, and Counselor. We have 59 classroom teachers, 1 P.E. Coach, 1 P.E. Assistant, 5 Special Education Teachers, and 37 Instructional Assistants to help meet the needs of our students.

Our average daily attendance rate for students is 92.01%. Falcons are committed to attending school every day. Attending school has a positive impact on student performance.

Demographics Strengths

East Texas Montessori Prep Academy has more diversity in our student population than most schools in our area. Also, the teaching staff remains stable and is very diverse. Our retention rate for teachers and staff is 98%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the June 2023 district data reports, the attendance rate for the second semester declined by 4%. **Root Cause:** Attendance rates fluctuate throughout the school year. We need to implement illness prevention procedures. To educate our parents on the necessity of attendance at the early childhood level.

Student Learning

Student Learning Summary

The district provides annual academic benchmarks to all the campuses. The ratings are based largely on performance on district benchmark assessments. The ratings examine student achievement and student progress. Based on our Primary Math Inventory data report 415 out of 485 students met district standard.

Passed	Criteria	Students	Percent
Yes	$\geq 70\%$	415	86%
No	$< 70\%$	70	14%

Standard	Criteria	Students	Percent
Masters	$\geq 88\%$	214	44%
Meets	$\geq 75\% < 88\%$	158	33%
Approaches	$\geq 50\% < 75\%$	101	21%
Below	$< 50\%$	12	2%

Item	Description	Tested	Weight	Mastery
Math-K #2	The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.	8	27%	86%
Math-K #3	The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.	8	27%	86%
Math-K #4	The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.	1	3%	62%
Math-K #6	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.	6	20%	85%
Math-K #7	The student applies mathematical process standards to directly compare measurable attributes.	2	7%	80%
Math-K #8	The student applies mathematical process standards to collect and organize data to make it useful for interpreting information.	4	13%	77%
Math-K #9	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	1	3%	80%

Student Learning Strengths

Bilingual Kinder math is 15% higher than English students.

All vocabulary on TX-KEA is on level or higher

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the 2022 MClass only 54% of students were on track on Blending Skills and Decoding skills and 61% on Letter Sounds. .We are basing the problem statement from the 20-21 CLI and Tx-KEA data. **Root Cause:** The root cause is the lack of Balanced Literacy training, monitoring and support for teachers throughout the school year.

School Processes & Programs

School Processes & Programs Summary

East Texas Montessori Prep Academy will continue to have systems in place ensuring we meet the needs of our students and the academic requirements set by Texas Education Agency (TEA) and federally set by the National Education Agency.

We will recruit highly qualified staff during district job fairs and career expo events. We have minimal turnover rate.

Our Leadership Team will meet weekly to plan and discuss campus goals and events. Each pods team leader will lead the weekly team and Professional Learning Communities (PLC) meetings. Faculty meetings will be held once a month. The agenda items will consist of student needs, goals, campus events, and assessment data.

The Principal Data Talks will be held every six-week period. During the meetings, we will align our Montessori lessons to the TEKS and determine if adjustments to instruction are necessary based on our most current data.

Tuesday Folders are utilized as a communication tool for our parents. We communicate with parents through various methods such as: School Messenger, monthly newsletters and parent information cards, updating the marquee, sending flyers for all events, parent/teacher conferences, report cards (2nd, 3rd, 4th, 5th & 6th six-weeks), and hosting family nights.

Intervention is given during classroom instructional time.

ETMPA's campus initiatives include:

- Montessori Method
- Balance Literacy Program
- Estrellita Program
- BOLD
- Amira

ARD (Admission, Review, and Dismissal), Section 504, and RTI (Response to Intervention) meetings are held regularly ensuring IEP's are current and student needs are met.

Professional development is offered throughout the year. During the summer we will Montessori train any new teachers and IB training as needed.

East Texas Montessori Prep Academy connects with our community in many ways. Our Community in Schools liaison, our Family Service Workers and Counselor work with our parents and community members. Our family Service Workers provide training on various topics of interest throughout the year. Our Bilingual Lead teachers provide educational training for our Hispanic parents.

Together with our stakeholders we will continue to provide quality education to each of our students.

School Processes & Programs Strengths

The staff at East Texas Montessori Prep Academy implements the Montessori method on a daily basis and are interested in the growth of each child. Our strengths are low teacher attrition rate, weekly collaborations and PLCs meetings to discuss data, Montessori lessons and practice of instructional delivery.

We are in the fourth year of implementing the Magnet Schools Assistance Program Grant (MSAP). MSAP will strengthen our implementation of our Montessori Method and diversity of our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the 2022 MClass only 54% of students were on track on Blending Skills and Decoding skills and 61% on Letter Sounds. .We are basing the problem statement from the 20-21 CLI and Tx-KEA data. **Root Cause:** The root cause is the lack of Balanced Literacy training, monitoring and support for teachers throughout the school year.

Perceptions

Perceptions Summary

East Texas Montessori Prep Academy's number one goal is to implement the Montessori method with fidelity, and to provide a safe and positive learning environment for all stakeholders. Our motto is "Building a Global Society One Child at a Time" and we continue to set high expectations in all areas. As part of our Montessori philosophy we ensure that we are developing the whole child with focused learning on character traits, technology skills, art, music, foreign language, as well as physical fitness.

We also participate with the local Law enforcement agency and district initiative to have increased security on our campus. In the 21-22 school year, we are encouraging our dads to participate in Watch D.O.G.S. This program will allow our students to see males in positive roles, and enhance security on campus.

Our Community in School liaison and Family Service Workers work closely with our families and provide learning opportunities for them to not only help their students, but help themselves.

We also have events that help our students and staff feel appreciated.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: By June 2024, 90% of our staff will be highly qualified through Professional Development.

HB3 Goal

Evaluation Data Sources: Montessori Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure all teacher leaders and Administrators will join The American Montessori Society (AMS). Strategy's Expected Result/Impact: Teachers will be members of professional organizations. Staff Responsible for Monitoring: Montessori Specialist</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend the Public Montessori Conference (PMET) or AMS NATIONAL CONFERENCE in person or virtually Strategy's Expected Result/Impact: Teachers will network with other Montessorians in surrounding areas. Staff Responsible for Monitoring: Principal Montessori Specialist</p> <p>Title I: 2.5</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide books and materials for teachers.</p> <p>Strategy's Expected Result/Impact: Access to books and materials help support teacher training.</p> <p>Staff Responsible for Monitoring: Principal Montessori Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for staff and administration to attend Professional Staff Development workshops.</p> <p>Strategy's Expected Result/Impact: All teachers will be members of a professional organization. Receive updates, educational literature, and opportunities for PD.</p> <p>Staff Responsible for Monitoring: Head of School</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: By July 2024, 90% of teachers will be highly qualified and Montessori Certified.

Evaluation Data Sources: Professional Staff Development Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training during weekly Professional Learning Communities (PLC's). Strategy's Expected Result/Impact: Montessori lessons are aligned to the TEKS. Staff Responsible for Monitoring: Lead Teachers Montessori Specialist</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: By May 2024, we will have attended 1 or more Career Expo Events and support Teacher Apprentice Program (TAP)

Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend LISD Career Fair and University Job Fairs. Strategy's Expected Result/Impact: New hires are highly qualified. Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 4: By May 2024, 100% of the teachers from 0-2 years experience will participate in the district TxBESS Program.

Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Newcomers Club meets monthly to discuss concerns, ideas, etc.</p> <p>Strategy's Expected Result/Impact: Teachers are encouraged and supported. Staff Responsible for Monitoring: Head of School Assistant Principal Montessori Specialist</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Mentors will observe once a grading period in classrooms.</p> <p>Strategy's Expected Result/Impact: All teachers receive constructive refinement to improve instruction. Staff Responsible for Monitoring: Head of School Assistant Principal Montessori Specialist</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Substitutes - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase and Implement School Mint Program to help support teachers.</p> <p>Strategy's Expected Result/Impact: All teachers receive constructive refinement to improve instruction.</p> <p>Staff Responsible for Monitoring: Head of School Assistant Principal Montessori Specialist Lead Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 5: By June 2024, 25% of our Professional Staff will be ESL Certified.

Evaluation Data Sources: English as a Second Language Certification

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: By May 2024, at least 90% of all students, parents, guardians, and/or family members will participate in at least one academic activity with their child(ren).

Evaluation Data Sources: Attendance Logs, and Parent Feedback and Survey Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: To offer training opportunities and ideas for at home lessons</p> <p>Strategy's Expected Result/Impact: To inform parents of strategies and a better understanding of how to help at home</p> <p>Staff Responsible for Monitoring: Head of School Montessori Specialist</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Ready Rosie - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: By Spring 2024, 100% of our teacher will utilize the partnership with Region 7 Head Start and/or Communities in Schools to address the needs of our students and parents.

Evaluation Data Sources: Attendance Logs, Surveys, and discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Equip our Parent Resource Room - technology and materials</p> <p>Strategy's Expected Result/Impact: Increase parent meetings and opportunities to support their students.</p> <p>Staff Responsible for Monitoring: Head of School Assistant Principal Montessori Specialist</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 3: By the end of May 2024, parents and the general public will utilize School Messenger, Tuesday Folders, Newsletters, Class Dojo, School Website, and School Facebook Page.

Evaluation Data Sources: Contact Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Use QR Codes, School Website, Class Dojo, and School Facebook Page to share information</p> <p>Strategy's Expected Result/Impact: Inform parents of changes/updates through two-way communication.</p> <p>Staff Responsible for Monitoring: Head of School Assistant Principal Lead Teachers</p> <p>Title I: 2.4, 4.2</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 4: To communicate and disseminate parent and family engagement opportunities to 100% of our families.

Evaluation Data Sources: PEIMS report with parent contact information

The checklist

Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Developed jointly with stakeholders School-Parent Compact and distribute to all families in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase two-way communication and parental engagement</p> <p>Staff Responsible for Monitoring: Head of School Falcon Advisory Committee Teachers</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Developed jointly with stakeholders Parent and Family Engagement Policy and distribute to all families in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase two-way communication and parental engagement</p> <p>Staff Responsible for Monitoring: Head of School Falcon Advisory Committee Teachers</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hold Annual Title 1 Parent Meetings to communicate with all families in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase two-way communication and parental engagement</p> <p>Staff Responsible for Monitoring: Head of School Administration Team Lead Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: East Texas Montessori Prep Academy Will Meet State Accountability Standards and Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 1: By May 2024, 85% of the students will meet the 90/60/30.

HB3 Goal

Evaluation Data Sources: Individual Student Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Student incentives given for reading growth. Strategy's Expected Result/Impact: Encourages students to read more which will increase vocabulary and reading level growth. Staff Responsible for Monitoring: Teachers Head of School</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build a more diverse Library of leveled reading materials. Strategy's Expected Result/Impact: Encourages students to read more which will assist with increasing vocabulary, reading growth, and a love for reading. Staff Responsible for Monitoring: Teachers Librarians Head of School</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Renew Amira subscription and needed supplies to maintain the Reading program.</p> <p>Strategy's Expected Result/Impact: Encourages students to actively participate in learning. Chromebook usage will assist growth in both reading and in addition to increasing reading levels and parental family engagement.</p> <p>Staff Responsible for Monitoring: Teachers Head of School</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: East Texas Montessori Prep Academy Will Meet State Accountability Standards and Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 2: By May 2024, 85% of the students will meet on-level or higher on Local Assessments in reading and math.

HB3 Goal

Evaluation Data Sources: CLI
 mCLASS
 Math Shelf
 Rigby
 American Reading Company

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase hands on manipulatives. Strategy's Expected Result/Impact: Students will increase math scores on Local Assessments. Staff Responsible for Monitoring: Head of School Montessori Specialist Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create lessons, extensions, and advanced math and reading IB Montessori lessons. Strategy's Expected Result/Impact: Lessons will address the curriculum and show student growth on tested TEKS. Staff Responsible for Monitoring: Teachers Lead Teachers Montessori Specialist Head of School</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to build Google Drive to store IB Montessori Math and reading lesson plans and videos.</p> <p>Strategy's Expected Result/Impact: Students will increase math and reading scores on Local Assessments.</p> <p>Staff Responsible for Monitoring: Teachers Lead Teachers Montessori Specialist Head of School</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement Houghton Mifflin Harcourt (HMH) to support phonological awareness instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase phonological awareness and reading levels.</p> <p>Staff Responsible for Monitoring: Teachers Montessori Specialist Head of School</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: East Texas Montessori Prep Academy Will Meet State Accountability Standards and Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 3: By May 2024, Montessori Students will demonstrate 85% mastery in academic areas per Academic Cycle Year.

HB3 Goal

Evaluation Data Sources: Montessori Lesson Plan
mCLASS Report
CLI Engage Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue purchasing Montessori materials. Strategy's Expected Result/Impact: To equip classrooms with required materials to support student learning and to increase student mastery. Staff Responsible for Monitoring: Montessori Specialist Head of School</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of Math Shelf Program and purchase assessment component for benchmarks. Strategy's Expected Result/Impact: Increase problem-solving skills, and ability to think creatively. Build the capacity of parents to assist their children to learn mathematics. Staff Responsible for Monitoring: Teachers Head of School</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: East Texas Montessori Prep Academy Will Meet State Accountability Standards and Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 4: For 2023-2024 school year, our campus will maintain an attendance rate of 94% or above.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase attendance Brag Tags as an incentive for each six weeks periods. Strategy's Expected Result/Impact: EOY attendance will be 96% or above. Staff Responsible for Monitoring: PEIMS Clerk, Administrators, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Attendance Rewards - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Community in School to communicate the importance of attendance with parents. Strategy's Expected Result/Impact: Improve student attendance. Staff Responsible for Monitoring: Community in Schools Representative, Teachers, Head of School, PEIMS Clerk, and Attendance Committee</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Phone calls and home visits to address absenteeism. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Head of School</p>	Formative			Summative
	Nov	Jan	May	June

PEIMS Clerk
Teachers
Family Service Workers
Parent Liaison

Title I:
2.4, 2.6

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: East Texas Montessori Prep Academy Will Meet State Accountability Standards and Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 5: For the 2023- 2024 school year, we will increase performance by at least 10% in Math, Reading/Writing, and Science.

Evaluation Data Sources: CLI
 mCLASS
 Rigby
 Math Shelf Assessments
 IOWA
 Logramos
 Campus Writing Score Spreadsheet

Strategy 1 Details	Reviews			
<p>Strategy 1: For the 2022- 2023 school year we will have at least three campus writing prompts. Each writing prompt will be scored based on the rubric. Scores will be entered into the rubric and tracked for growth.</p> <p>Strategy's Expected Result/Impact: Increase The Developmental Writing Stages.</p> <p>Staff Responsible for Monitoring: Head of School, Teachers, Falcons Writing Committee, and Montessori Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use online math technology through Math Shelf App</p> <p>Strategy's Expected Result/Impact: One years growth in math.</p> <p>Staff Responsible for Monitoring: Teachers and Head of School</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Track student performance three times per year to provide differentiated instruction/intervention lessons for students at risk (CLI and mClass.)</p> <p>Strategy's Expected Result/Impact: Increase student academic performance.</p> <p>Staff Responsible for Monitoring: Teachers, Head of School, Assistant Principal, and Montessori Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administer the IOWA and Logramos twice a year to track the growth in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will grow by 10% or more in reading and math by the EOY.</p> <p>Staff Responsible for Monitoring: Teachers Head of School Montessori Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use of ESSER Funds to address learning loss and the Summer Accelerated Reading Academy.</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Will use technology to assist with Montessori Language; spelling, decoding, and keyboarding skills.</p> <p>Strategy's Expected Result/Impact: Student improvement in overall language skills & keyboarding</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p>	Formative			Summative
	Nov	Jan	May	June

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

Funding Sources: - 211 Title I, Part A - \$1,781

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity

Performance Objective 1: By May 2024, 100% of Professional and Single-Subject Staff will have attended Category 2 or Category 3 IB Training with the exception of new staff.

Evaluation Data Sources: Sign-In Sheets and Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Visit IB / Montessori Schools.</p> <p>Strategy's Expected Result/Impact: Effectively implement of IB and Montessori together.</p> <p>Staff Responsible for Monitoring: Head of School Assistant Principal IB Coordinator Team Leaders</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide books and materials to support the learner profile.</p> <p>Strategy's Expected Result/Impact: To be knowledgeable about the IB Program and how it fits well with our current Montessori Program.</p> <p>Staff Responsible for Monitoring: Head of School Assistant Principal IB Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Create a schedule and days to meet campus-wide for planning. Strategy's Expected Result/Impact: To plan effective lessons that will support both IB and Montessori. Staff Responsible for Monitoring: Head of School Assistant Principal IB Coordinator Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 288 Magnet Schools Assistance Program (MSAP)	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4 Implement the blend of PYP & Montessori with fidelity. Strategy's Expected Result/Impact: Encourages students to be open-minded and accept diversity within our school culture; incorporating Learner Profile and Approaches to Learning in each defined area of the classroom. Staff Responsible for Monitoring: Teachers Head of School Montessori Specialist/PYP Coordinator Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Provide funding for IB dues and fees. Strategy's Expected Result/Impact: Annual dues.	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning

Performance Objective 1: Continue use of School Resource Officers

High Priority

Evaluation Data Sources: Meetings with Admin., Sign-in sheets

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning

Performance Objective 2: Implement Campus Raptor System with fidelity

Evaluation Data Sources: Raptor reports

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning

Performance Objective 3: Establish a sensory environment by creating a sensory room .

Evaluation Data Sources: Decline in behaviors and referrals.

State Compensatory

Budget for East Texas Montessori Prep Academy

Total SCE Funds: \$252,619.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

East Texas Montessori Prep Academy will supplement the regular education program for students who are at risk by providing tutoring, summer school, and instructional classroom rigor to reduce the academic failure rates and increase the rates for high school completion.

Personnel for East Texas Montessori Prep Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarez, Blanca	Bilingual Teacher	0.25
Baracaldo, Omar	Bilingual Teacher	0.25
Beck, Briuana	PreK-K Instructional Assistant	0.25
Beechum, Christina	PreK-K Instructional Assistant	0.25
Benton, Ashleigh	PreK-K Teacher	0.25
Bogue, Angela	PreK-K Teacher	0.25
Bowens, Elizabeth	PreK-K Instructional Assistant	0.25
Castleberry, Arlisha	PreK-K Instructional Assistant	0.25
Chapa, Zaira	Bilingual Teacher	0.25
Charles, Jayna	PreK-K Teacher	0.25
Cox, Ileah	PreK-K Teacher	0.25
Crayton, Lanetra	PreK-K Instructional Assistant	0.25
Cryer, Ashley	PreK-K Teacher	0.25
DeLaVera Bermudez, Hellen	Bilingual Teacher	0.25
Diaz De Flores, Nora	Bilingual Teacher	0.25
Dunn, Safawna	PreK-K Teacher	0.25
Felix, Maria	Bilingual Teacher	0.25
Garcia, Mariela	Spanish Teacher	0.25
Gaskin, Stacey	PreK-K Teacher	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gonzales, Andrew	PreK-K Teacher	0.25
Gutierrez, Elizabeth	PreK-K Instructional Assistant	0.25
Hall, Adora	PreK-K Teacher	0.25
Hammons, Rachel	PreK-K Instructional Assistant	0.25
Harris, David	PE Instructional Assistant	0.25
Harris, Paige	PreK-K Instructional Assistant	0.25
Hollins, LaToyia	PK/K Teacher	0.25
Johnson, Marqal	PE Instructional Assistant	0.25
Johnson, Marti	PreK-K Teacher	0.25
Jones, Kimberly	PreK-K Teacher	0.25
Lewis, Tasha	Computer Lab Instructional Assistant	0.25
Martinez, Hernando	Bilingual Teacher	0.25
Miles, Evonne	PK/K Teacher	0.25
Miller, Jeannie	PreK-K Teacher	0.25
Mooney, Kathy	PreK-K Teacher	0.25
Nicole Wright	PK/K Teacher	0.25
Paige Hopson	PK/K Teacher	0.25
Perry, LaKendalin	PK/K Teacher	0.25
Phyllis Wilks	PK/K Teacher	0.25
Portillo Consuegra, Adriana	Bilingual Teacher	0.25
Redden, Denecia	PreK-K Teacher	0.25
Rodriguez, Elizabeth	PreK-K Teacher	0.25
Rutherford, Shannon	PreK-K Teacher	0.25
Salas Leal, Liza	Bilingual Teacher	0.25
Sanchez, Paula	Bilingual Teacher	0.25
Slayton, Brenda	PreK-K Teacher	0.25
Smith, Grace	PreK-K Teacher	0.25
Street, Doris	PreK-K Instructional Assistant	0.25
Tovar Martinez, Francisca	PreK-K Instructional Assistant	0.25
Vazquez Cardona, Lorraine	Bilingual Teacher	0.25
Warren, Caitlin	PreK-K Teacher	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Watkins, Chandra	PreK-K Teacher	0.25
Wright, Nicole	PreK-K Teacher	0.25

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Dr. Jacqueline Burnett	Director
Administrator	LaTosha Johnson-Thomas	Assistant Principal
Non-classroom Professional	Brenda Bell	Montessori Specialist
Business Representative	Milton Curlin	General Manager
Parent	Jayna Washington-Jones	Parent
Classroom Teacher	Blanca Alvarez	Classroom Teacher
Classroom Teacher	DeAnne Martin	Teacher
Non-classroom Professional	Vanessa Currington	
Community Representative	Timika Wesley	
Community Representative	Henry Bell	
Paraprofessional	Marisol Soto	
Parent	Orquidea Aponte	Parent

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Substitutes		\$0.00
1	4	3			\$0.00
2	1	1	Ready Rosie		\$0.00
3	1	3			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	5	6			\$1,781.00
Sub-Total					\$1,781.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$8,219.00
Grand Total Budgeted					\$10,000.00
Grand Total Spent					\$1,781.00
+/- Difference					\$8,219.00

Addendums

Students: 492 Passed: 340 (69%) Average Score: 74

Item	Description	Tested	Weight	Mastery
Math-K #2	The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.	11	37%	80%
Math-K #3	The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.	5	17%	60%
Math-K #4	The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.	1	3%	56%
Math-K #6	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.	7	23%	79%
Math-K #7	The student applies mathematical process standards to directly compare measurable attributes.	1	3%	92%
Math-K #8	The student applies mathematical process standards to collect and organize data to make it useful for interpreting information.	3	10%	68%
Math-K #9	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	2	7%	80%

Concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)
 0 (0%) items with no assigned standard

Shading indicates mastery below 70%