| **Goal 1: Academic Achievement: Montessori For All Charter school will improve and sustain growth in academic achievement.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective A: By June 2019, 100% of students and student groups will increase or sustain academic in Student Achievement, School Progress, and Closing the Gaps as measured by campus, district and state level reports.** | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource**  **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
| 1. Implement and monitor a well-rounded curriculum to meet the academic needs of all students by:  * Reviewing and revising instructional practices based on student formative assessments * Supplement classroom instruction with high-yield, evidence-based intervention | Executive Director, Principal, COO, Testing Coordinator | Teachers and assistants implement what leadership team and interventionists decide on; ESSA and local funds | Review curriculum- June- July; Implement diagnostic testing- August; Implement formative assessments- Sept-May; Intervention with tutoring Aug- May | Benchmarks, MAP test, classroom formative assessments | STAAR, TELPAS |
| 1. Develop, implement and monitor an **integrated intervention plan** addressing state and federal academic achievement concerns for ELL, SpEd, Hispanic students, and EcoDis by:  * *Administering baseline assessment at the beginning of the school year (BOY) using NWEA MAP and released STAAR* * Identify students in need of acceleration *and enrichment based on BOY assessment and STAAR scores* * Provide additional educational assistance by *having small groups for intervention and acceleration by designated instructional staff.* * Implement teacher observations and debriefs with instructional coaches | Executive Director, Principal, Interventionists COO, Testing Coordinator | Teachers and assistants implement what leadership team decides on; ESSA and local funds; Interventionists (Local funds) | Review curriculum- June- July; Implement diagnostic testing- August; Implement formative assessments- Sept-May; Intervention with tutoring Aug- May; Weekly observations and debriefs with teachers | Benchmarks, MAP test, classroom formative assessments | STAAR, TELPAS |
| 1. Implement scaffolding and small, flexible group tutoring as an **instructional practice to strengthen the academic program.** | Lead Guides, Interventionists | Guides; Assistants (ESSA funds); Interventionists (Local funds) | Supplement instruction with interventionists Aug- May | Benchmarks, MAP test, released STAAR, classroom formative assessments | STAAR, TELPAS |
| 1. *Schedule data meetings for teachers to review results of formative assessments.* | Principal and Lead Guides | Guides; Assistants (ESSA and local funds); | Aug-May | Benchmarks, MAP test, classroom formative assessments | STAAR, TELPAS |
| 1. Increase College & Career readiness by*:*  * *Increasing attendance- communicate with families frequently regarding tardies and absences* * *Utilize effective classroom management and schoolwide approach to discipline; effectively this proactive approach to discipline will cultivate mindsets in children for success in college and the workplace.* | Administrative Assistant, Principal, Director of Operations; Director of Student Affairs and Services | Administrative Assistant, Principal, Director of Operations; phone calls, emails, meetings; Teachers involved in meetings; Student Affairs and Services; Sanford Harmony Curriculum | August-May | Daily attendance records; Monthly referral counts | 6 weeks attendance records; Annual referral counts |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

| **Goal 1: Academic Achievement: Montessori For All Charter school will improve and sustain growth in academic achievement.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective B: Montessori For All Charter School will sustain the practice of employing and retaining teachers who meet the definition of Effective, as written in the District Equity Plan** | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource**  **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
| 1. *Monitor the number of inexperienced teachers by campus.*   (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) |
| 1. *Monitor the LEA’s teacher turnover rate by campus.*   (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) |
| 1. *Monitor the highly qualified status of instructional paraprofessionals on Title I campuses.* | Director of Operations | TEA documentation for highly qualified paraprofessionals | Concentrated in August, but review as new hires come on board | Review TEA documentation | Review TEA documentation |
| 1. Monitor equity gaps for teacher experience and % of low income and minority students by campus. | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) | (See District Equity Plan) |
| 1. *Provide targeted professional development for teachers based on the results of formative walkthroughs and student academic progress such as:*  * Classroom Management * Montessori * Conscious Discipline * Content specific | Principal | Professional development budget (state comp ed), teachers, principal | July-March | Walkthroughs and student progress on formative assessments | Annual performance review; student performance on STAAR |

| **Goal 2: Montessori For All Charter School will promote a positive and engaging school culture for all students and stakeholders.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective A: Montessori For All Charter school will identify students in need of targeted academic, social and emotional services.** | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource**  **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
| 1. Reduce disciplinary removals of students from instructional settings through implementing the *Conscious Discipline* program on all campuses.  * *Provide ongoing training and coaching* | Director of Student Services and Principal | Director of Student Affairs & Services and Principal; Leads and Assistants; Training (state comp ed funds and ESSA funds) | Training- August  Implement- August- May | Monthly referral Counts | Annual referral count |
| 1. *Monitor % of disciplinary removals of students and all student groups by campus* | Director of Student Services and Principal | Director of Student Affairs & Services and Principal; documentation; parent/guardian communication records | Aug-May | Monthly referral Counts | Annual referral count |
| 1. Accurately identify students who qualify as “Homeless” according to THEO guidelines. | Director of Operations | Director of Operations; enrollment documentation; TxEIS records | Immediately upon student registration (concentrated in July and August, but rolling as new students enroll throughout the year) | Monthly folder audits | Annual TxEIS audit |
| 1. Provide targeted services to homeless students including:  * *Free lunch (required)* * *Access to additional tutoring or acceleration* * *Needed school supplies such as backpacks, school uniforms and summer school fees.* * *Transportation to the student’s home school from their current place of nighttime residence (required)* | Director of Operations | Director of Operations; Free/reduced lunch (NSLP), tutoring (Focus grant), bus transportation (ESSA), school supplies (ESSA) | Immediately upon student registration (concentrated in July and August, but rolling as new students enroll throughout the year) | Student attendance rates, number of students who use FRL, teacher observations of students lacking materials or academic support | Review data on student bus passes, FRL, free supplies given to students, number of students who are homeless and receive tutoring |
| 1. Students placed in foster care during the academic school year will, when in the student’s best interest, be provided transportation from the foster home to their home school. | Director of Operations | Director of Operations; bus transportation (ESSA) | Immediately upon foster care placement | Check in with foster family; monitor student attendance | Student attendance |

| **Goal 2: Montessori For All Charter School will promote a positive and engaging school culture for all students and stakeholders.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective B: By May 2019, attendance at quality family engagement events will increase by 10%.** | | | | | |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource**  **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
| 1. Provide multiple events to assist parents in understanding state academic standards such as:  * Noche de Niños * Coffee with the principal * Convos with the ED | Director of Student Affairs & Services, Principal | Teachers, administrators, food (State comp ed) | Aug-May | Sign-in sheets, parent involvement | Increased student achievement as a result of stronger parent-school partnerships |
| 1. Recruit and train parents to assist with the Latino Family Project events.    * World Culture Celebrations | Director of Student Affairs & Services, Principal | Teachers, administrators, food (State comp ed) | Aug- May | Sign-in sheets, parent involvement | Increased student achievement as a result of stronger parent-school partnerships |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |