

Roscoe Montessori
Early Childhood Center
Campus Improvement Plan
2020-2021

**Roscoe Collegiate Montessori Early Childhood Center
SBDM Committee 2020-2021**

	Signature	Date
Dana Elmore	<u>Dana L. Elmore</u>	<u>1 Oct '20</u>
Tecka Heaps	<u>Tecka Heaps</u>	<u>10-2-20</u>
Marina Wilcox	<u>Marina Wilcox</u>	<u>10-2-20</u>
Sheila Womack	<u>Sheila Womack</u>	<u>10-2-20</u>
Lindsay Freeman	<u>Lindsay Freeman</u>	<u>10-2-2020</u>
Iris Gonzalez	<u>Iris Gonzalez</u>	<u>10-2-2020</u>
Jana Young	<u>Jana Young</u>	<u>10-2-2020</u>
Katherine Jackson	<u>Katherine Jackson</u>	<u>10/2/2020</u>
Kristi Martin	<u>Kristi Martin</u>	<u>10-2-2020</u>
Lucy Rico	<u>Lucy Rico</u>	<u>10-2-2020</u>
Stefanie McCambridge	<u>Stefanie McCambridge</u>	<u>10-2-2020</u>
Victoria Jimenez	<u>Victoria Jimenez</u>	<u>10-2-2020</u>
Sarah Ann Kuss	<u>Sarah Ann Kuss</u>	<u>10/2/2020</u>
Annette Rivera	<u>Annette Rivera</u>	<u>10/2/2020</u>
Kati Zetzman	<u>Kati Zetzman</u>	<u>10/2/2020</u>
Cindy Ventura	<u>Cindy Ventura</u>	<u>10-02-2020</u>
Sharon Gardner	<u>Sharon Gardner</u>	<u>10-5-2020</u>

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Campus Improvement Team – Early Childhood Center

Name – Print	Role – <i>principal, teacher, parent, etc.</i>
Dana Elmore	Dean of Early Childhood Education
Tecka Heaps	Dean of Elementary Education
Marina Wilcox	Dean of Academic Affairs
Sheila Womack	Instructional Coach/Interventionist
Lindsay Freeman	Counselor/LPAC Coordinator
Iris Gonzalez	Teacher ECC
Jana Young	Teacher ECC
Katherine Jackson	Teacher ECC
Kristi Martin	Teacher ECC
Lucy Rico	Teacher ECC
Stefanie McCambridge	Teacher ECC
Victoria Jimenez	Teacher ECC
Sarah Ann Kuss	Parent ECC
Annette Rivera	Parent ECC
Kati Zetzman	Parent ECC
Cindy Ventura	Paraprofessional
Sharon Gardner	Community/Business

District Mission Statement

The goal of the Roscoe Collegiate P-20 System Model for Student Success is to develop a collaborative, sustainable and replicable model for breaking the generational poverty cycle through higher education (EARLY COLLEGE) while supplying critical agricultural STEM workforce shortage areas that will be critical to meeting the daunting challenge of feeding and clothing nine billion people on the planet by 2050.

Roscoe I.S.D. is responsible for the preparing of its students to meet the challenges that they will face in tomorrow's world. It is our responsibility to:

“Produce productive, active, and social members for society.”

“PLOWBOYS/PLOWGIRLS CULTIVATING YOUNG MINDS TO MEET TOMORROW’S CHALLENGES”

Campus Mission Statement

The Roscoe Elementary and Early Childhood Center community of educators, students, and families create an enriched learning environment where all feel safe, valued, and prepared to reach their full potential. Students are immersed in a detailed curriculum structured by Roscoe CISD using state standards and the authentic Montessori method of instruction through developmental progressions to encourage students to grow as self-motivated, intellectually-engaged learners who will serve their larger communities as both accomplished students and ambassadors of peace.

2020-2021

Title I, State Compensatory Education, and Special Education Funds

Title I		
DIRECT COSTS (96% OF TOTAL)	ECC AMOUNT OF SERVICE	TOTAL AMOUNT OF SERVICE
TEACHERS / PARAPROFESSIONAL Title I Campus	\$44,871.00	\$106,660.00
CONTRACTED SERVICES (Title I Administration costs) Region 14 Educational Service Center	\$1,986.00	\$5000.00
INDIRECT COSTS Supplies - Homeless	\$3,614.52	\$9,100.00
Supplies-Materials (for books, computer programs, & technology needs)	\$39.72	\$100.00
<i>Title I TOTAL</i>	<i>\$50,511.24</i>	<i>\$120,860.00</i>
Special Education		
TEACHERS		\$113,358.00
Supplies		\$300.00
Travel		\$200.00
Shared Service Co-Op		\$67,230.00
<i>Special Education Total</i>		<i>\$181,088.00</i>
State Compensatory Education		
<i>State Compensatory Education Total</i>		<i>\$217,348.13</i>

Enrollment at 9/17/2020		
ECC	143	143/360 = 39.72%
Elementary	217	217/360 = 60.28%

	143 + 217 = 360	100%
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Narrative

The 2018-2019 data, the basis of this improvement effort since the 2019-2020 TAPR report is not available, reveals that Roscoe Collegiate Montessori Early Childhood Center served students in Pre-kindergarten through Kindergarten. Roscoe is considered a poor school district with a steadily increasing enrollment.

Roscoe is mostly made up of two ethnic groups – Hispanic and White. Fifty-seven percent of the students served are Hispanic and forty-three percent of the students served are White, with the remainder being African American or Multi-cultural. Approximately forty-eight percent of the students at the Early Childhood Campus are eligible for free or reduced-price lunches under the National School Lunch program and twenty-nine percent are limited English proficient (LEP).

Roscoe Collegiate Montessori Early Childhood Center meets the needs of the students with appropriately certified teachers and highly qualified paraprofessionals obtain professional development through the regional service center and Montessori professional development through appropriate developed programs. All teachers receive training in strategies, initiatives, and activities to carry out the campus plan. The district leadership team decides and approves staff development with the guidance of the Campus Site Based Decision Making Committee.

Roscoe Collegiate Montessori Early Childhood Center has many opportunities for all students to meet state proficiency on district and state assessments. Special programs continue to serve special populations in the school. These programs include Title I, English as a Second Language (ESL), Counseling, Dyslexia, Gifted and Talented, 504, Homeless, Occupational and Physical Therapy, Vision Therapy, Speech Therapy, and Intervention Services. Special Education Response to Intervention is in place to ensure that students are appropriately referred to the special education program. Effective timely additional assistance is available to all students experiencing difficulty and in need of extra assistance through the help of an Interventionist.

Parents are encouraged to be involved in the education of their children. In typical (non-COVID) years, parents are invited to Meet the Teacher nights, Montessori parent information nights, student demonstration nights, Book Fair, Donuts, with Dads, Muffins with Moms, annual parent conferences, annual track meets, and various other activities. Parents are typically (in non-COVID years) encouraged to eat lunch with their children. During the COVID pandemic, we are restricting visitors to the campus. Parents, however, are still encouraged to meet with teachers, to participate via Zoom, and to communicate via Montessori Compass and the campus Facebook account, as well as directly with the Early Childhood faculty and staff. Parents are solicited for feedback on the needs of their children

through parent conferences and online surveys. Parents also participate in committees to create and evaluate the campus plan, parent and family engagement policy, teacher-parent-student compacts, and the student handbook.

The development of this plan was directed by the campus principal with the assistance of the campus Site-Based Decision Making committee. All teacher and staff members have input through their representatives to the committee and direct contact with the principal. Members of the committee include grade level teachers, other administrators, special program teachers, paraprofessionals, parents, and community members.

The following describes the demographics of our student population in September 2020.

Total student population: Montessori Early Childhood 141 (as of 30 September 2020)

Ethnicities	Number	% of Total
Multi-cultural	1	1%
African American	3	2%
Hispanic	86	61%
White	51	36%
Native American	0	0%
Asian	0	0%
Special Populations		
Eco. Disadvantaged	62	44%
LEP/ESL	5	3%
Migrant	0	0%
At-Risk	5	3%
Special Education	3	2%
Gifted & Talented	0	0%

Roscoe ISD is in a shared service arrangement with Sweetwater ISD and surrounding schools that operates the special education program.

Roscoe Early Childhood Center is proud to note that our students are served by a combination of experienced and novice teachers, 1 having over 40 years of experience, 1 with 10-19 years of experience, and 5 with 0-5 years of experience.

Comprehensive Needs Assessment

The following data sources were reviewed to assess the district's strengths and priorities:

1. Disaggregated student assessment information
2. Retention and promotion records
3. Program evaluations
4. Student and teacher demographic information
5. Technology, Fiscal, & Facility resources
6. Parent and Teacher Surveys
7. Participation records for students in special programs
8. Staff development records
9. 2019-2020 Campus Improvement Plan
10. Attendance Data
11. Review of Montessori Early Childhood expected enrollment, actual enrollment, and breakdown of enrollment

Strengths

From the data sources listed above, the following strengths were identified:

1. District support of quality on-going professional development to include
 - 1) Implementation of Instructional Rounds to promote peer dialogue and a common language in relation to instruction
 - 2) Implementation of the Common Instructional Framework promoted by University Park Campus School
 - 3) Implementation of Data Teams
 - 4) Implementation of Work Plans
 - 5) Implementation of the Montessori Method of Instruction for Early Childhood
 - 6) Implementation of Intervention Strategies and Progress Monitoring
 - 7) Implementation of Peace Education
 - 8) Implementation of the Roscoe Collegiate Professional Growth System designed to encourage introspection and peer feedback
2. Experienced teachers that are committed to student success
3. New teachers who bring freshness and innovation
4. Early detection of reading deficits in PreK and Kindergarten students
5. Retention of 1 additional Early Childhood teacher to lower the class-size ratio of the Early Childhood classes
6. Retention of paraprofessionals in each classroom to assist the teacher.
7. Strong Community Support
8. Well-maintained buildings and grounds
9. All staff is highly qualified

Needs

1. Greater focus on the specific needs of Hispanic and low socio-economic students
 - a. Hispanic and low socio-economic students consistently scored lower on the TPRI
 - b. More exposure to the importance of reading for Hispanic and low socio-economic parents.
2. Improved performance in Reading and writing for all grades.
 - a. Greatest need for reading improvement is in the Hispanic, ESL, and low socio-economic sub populations.
3. Increase communication between school and home and increase overall parental involvement
4. Update technology resources including the addition of iPads into more classrooms.
5. Emphasize student relations and respect of each other
6. More focus on and exposure to career and college planning
7. Improvement of documentation, instructional focus, and evaluation procedures of all special programs
8. ESL training for ALL TEACHERS and ALL TEACHERS become certified in ESL instruction.
9. Continue low turnover rate of teachers – retain recently hired teachers over a period of 5-10 years
10. Improved student behavior in common areas
11. Improved Attendance rate at the Montessori Early Childhood Campus.

2020-2021 Goals

Improve attendance rate from 94.01% (overall 2019-2020) to 97% in Kindergarten, 93.82% to 97% for 4-year-olds, and 92.02% to 97% for 3-year-olds.

60% of Kindergarteners will be at or above norm grade level for reading on the MAP assessment.

65% of Kindergarteners will be at or above norm grade level for math on the MAP assessment.

80% of the 3 and 4-year-olds will be on track in Rapid Vocabulary on the CIRCLE assessment.

80% of the 3 and 4-year-olds will be on track in Math on the CIRCLE assessment.

Primary Strategies to accomplish 2020-2021 Goals

The implementation of the following strategies will result in greater weekly performance as well as increased performance on the STAAR assessment.

1. Administer formative assessments throughout the week that result in data that drives instruction on a daily and weekly basis
2. Data teams will discuss student performance in relation to the Texas Essential Knowledge and Skills
3. Data teams may discuss formative and summative data as well as changes in classroom instruction.
4. An intervention specialist has been retained to work closely with the WCTSSA RTI consultant to better equip our teachers and students to intervene in the learning of those who struggle.
5. Struggling learners will receive intervention in the classroom.
 - a. Teachers will receive training on progress monitoring and interventions.
 - b. Teachers will provide intervention and progress monitoring for struggling students during the school day using one-on-one instruction.
6. The Montessori Method and Work Plans will be used to provide differentiated instruction that is engaging, rigorous, and relevant.
7. Instructional coaches will provide coaching in literacy, data teams, the common instructional framework, and the Montessori philosophy & method.
8. Kindergarten will continue to use Saxon Phonics to increase early literacy skills.
9. Teacher to teacher observations and instructional rounds will be used to further develop a common instructional language and to further evaluate student work.
10. Implementation of the Montessori Method of instruction to promote self-direction and self-paced learning.
11. Teaching Assistants (paraprofessionals) in all Montessori classrooms.
12. The Roscoe Collegiate Professional Growth System will be implemented to provide teachers with professional feedback to further develop their teaching skills.
13. The implementation of schoolwide Montessori Peace Education with the emphasis on creating a school family to build connection and cohesiveness between staff, students, and parents.
14. Continued professional development in reading for Early Childhood teachers and administrators through engagement in the Region 14 Reading Academy.
15. Asynchronous Remote Instruction will be implemented to support students whose families choose to have them learn remotely due to COVID-19 or who are required to quarantine.

Additional Goals and Information to Address ESSA and Title I Requirements for Campus Improvement Plans

Long Range Goal 1:	Academic Excellence and Achievement
<i>Goal 1:</i>	All students will be expected to meet or exceed state educational performance standards.
<i>Goal 2:</i>	Maintain 97% attendance rate.
<i>Goal 3:</i>	Teachers and aides at all levels are to be provided training in teaching methods which take into account student learning styles, cooperative learning, the effects of high expectations for achievement and mastery learning.
<i>Objective 1a:</i>	Academic Improvement as listed below: <ol style="list-style-type: none">1. 60% of Kindergarteners will be at or above norm grade level for reading on the MAP assessment.2. 65% of Kindergarteners will be at or above norm grade level for math on the MAP assessment.3. 80% of the 3 and 4-year-olds will be on track in Rapid Vocabulary on the CIRCLE assessment.4. 80% of the 3 and 4-year-olds will be on track in Math on the CIRCLE assessment.
<i>Objective 1b:</i>	Ensure that all special education students meet ARD expectations.
<i>Summative evaluation:</i>	Circle PM; MAP; TX-KEA

Academics

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 2, 4, 9, 10	Use Kinder - 3rd grade vertical alignment (aligned according to TEKS objectives).		Principal, Kindergarten and elementary teachers	August 2020 - May 2021	General Fund	Meeting minutes from Vertical Alignment meetings
SWC # 2, 4, 9,	Saxon Phonics for Kindergarten to develop acceptable reading and writing skills		Principal, Kindergarten teachers	August 2020 - May 2021	General Fund	Purchase Order/Invoice
SWC # 2, 3, 4, 9,	Continued use of a Tower Garden to help students better understand the life cycle and have hands on experience with life science.		Principal, Teacher(s)	October 2020 - May 2021	General Fund	Purchase Order/Invoice for seeds/supplies
SWC # 2, 7, 8, 9	Early detection of student areas of weakness in literacy in lower grades through assessment.		Intervention Specialist, Kindergarten teachers	August 2020 - May 2021	NWEA MAP, CIRCLE, TX-KEA, General Fund, Title One Funds	Copies of test results
SWC # 2, 8, 9	An intervention specialist will work with teachers to provide intervention strategies to be used in the classroom with struggling students.		Intervention Specialist, Classroom Teachers	August 2020 - May 2021	Title I Funds	Copies of test results
SWC # 2, 8, 9	An intervention specialist will work with students who are identified as struggling learners as needed to increase performance in reading and math.		Intervention Specialist, Kindergarten teachers	August 2020 - May 2021	General Fund, Title I Funds, CIRCLE, TX-KEA, NWEA MAP, Imagine Language & Literacy	Copies of test results
SWC # 2	All teachers have access to technology in their classroom and will use that to enhance instruction and to meet the multimedia learning style of many students.		All teachers; Technology Specialists	Daily	Promethean Boards, computers, technology personnel	Lesson plans, observation
SWC # 2, 9	All teachers will mentor their struggling students during time provided by the principal.		Principal Teachers	August 2020 - May 2021	Master schedule	Copy of schedule and student assignments
SWC # 2, 7, 9	Circle PM (PreK), TX-KEA (K), and MAP (K) will be used as universal screening to detect students who are struggling with literacy and math.		Intervention Specialist, Principal, Teachers	Sept.2020, Jan.2021, May 2021	General Fund, Title One Funds	Student improvement will be charted using the MAP, TX-KEA, and CIRCLE tools.
SWC # 2, 8, 10	Teacher meetings from both campuses to discuss methods and curriculum, to target problem areas, and to vertically align the curriculum across campuses - common planning.		Counselor Principal ESC Consultants Teachers	Monthly	General Fund	Calendar showing dates of meetings and those attending.
SWC # 2	Maintain high attendance rate through recognition of classroom perfect attendance.		Principal, Secretary, Attendance Clerk	Each six weeks, May 2021	General Fund	Attendance report
SWC # 2, 6	Keep in contact with parents through written correspondence, telephone and home visits of students with chronic absenteeism.		Secretary, Teachers, Principal, Attendance officer, Attendance Clerk	Every 3 weeks	Envelopes, Postage	Phone log and list of home visits/ Attendance Report

SWC #2, 6	Implement the use of Montessori Compass in PreK-K to have an instant accounting of student progress.		Principal, Teachers	Each six weeks	General Fund	Purchase Order/Invoice/ Reports
SWC # 2, 9	Implement a District Truancy Policy according to 2016 Texas Law and State Mandates.	3 rd Year	Attendance Officer, Attendance Clerk	Weekly	General Fund	Attendance Report Truancy Filing Report
SWC # 2, 6	The addition of a school attendance officer will help implement a truancy intervention program to include phone calls, home visits, and liaison activities with the Nolan County Judicial System	4 th Year	Principal, Secretary, Attendance Officer, Attendance Clerk	Daily	General Fund	Attendance Report Truancy Filing Report
SWC # 2, 4	All teachers will become ESL certified and maintain ESL certification and receive updates.		All teachers	August 2020 - May 2021	General Fund for reimbursement of successful assessments.	Copies of certificates
SWC # 2, 9	Ellipse time/class meeting time in the Early Childhood classrooms will be used to integrate calendar, and grace & courtesy lessons.	2 nd Year	Kindergarten teacher	August 2020 - May 2021		Lesson plans
SWC # 2	Have college shirt Thursdays during the school year to better support the district's early college high school initiative.		Principal Teachers Counselor	August 2020 - May 2021	General Fund	Lesson plans and school calendar.
SWC # 2, 7	Prekindergarten program will be continued to increase school readiness for Kindergarten - continuation of three-year-olds.		Early Childhood teachers	August 2020 - May 2021	General Fund	Enrollment and progress reports
SWC # 2, 7	Retention of additional Early Childhood teachers to reduce the teacher student ratio.		Superintendent, Principal	August 2020 - May 2021	Title I and Title IV Funds	Enrollment and progress reports
SWC # 2, 7	Retained highly qualified paraprofessionals in each classroom for instructional support		Superintendent, Principal	August 2020 - May 2021	General Fund and Title I Funds	Enrollment and progress reports
SWC # 2, 7	Retention of a Montessori instructional coach to provide coaching in literacy, data teams, the common instructional framework, and the Montessori philosophy & method.	5 th Year	Superintendent, Principal	August 2020 - May 2021	Title I Funds Title II Funds	Enrollment and progress reports, Instructional Rounds Input
SWC # 2, 4, 8, 9	Teachers will work in data teams to discuss formative assessment results and to adjust instruction accordingly.	5 th Year	Principal K-5 Teachers	August 2020 - May 2021	General Fund	Assessment Reports
SWC # 2, 9	Students will write to learn and write critically across the curriculum.		Principal Teachers Instructional Coaches	August 2020 - May 2021	General Fund	Writing assignments, Journals
SWC #4	Paraprofessionals trained in the Montessori Method	NEW	Paraprofessionals Montessori Instructional Coaches Montessori Training Center	Feb 2020- May 2021	General Fund	Copies of certificates
SWC #2, 9, 10	Montessori Instructional Coach/Blended Learning Coordinator	NEW, 6 th Year	Principal/Instructional Coaches (half time position 2020-2021; full time '21-'22)	August 2020 - May 2022	General Fund RBL Grant	Enrollment and progress reports
SWC #7	Cursive instruction beginning at age 3		Teachers	August 2020 - May 2021	General Fund	Lesson plans, observations
SWC #7,2, 9, 10	Rigby Readers (leveled readers) and Reading Academy participation	NEW	Principal, teachers	August 2020 - May 2021	General Fund	Purchase Order/Invoice
SWC # 2, 7, 9, 10	Imagine Language & Literacy, Imagine Math	NEW	Principal, teachers	August 2020 - May 2021	General Fund	Purchase Order/Invoice
SWC #2, #6	Cultural Days to reinforce and enhance Montessori Cultural Lessons in a hands on/ interactive way (POSTPONED DUE TO COVID)		Teachers, Principal, Parents, Community Members	August 2020 - May 2021	General Fund	Calendar showing dates of events
SWC #2, #3, #6, #9	Asynchronous Remote Instruction by teachers and/or in partnership with K-12 Online	NEW	Teachers, Parents	August 2020 - May 2021	SeeSaw, Zoom General Fund	Remote Asynch. Attendance;

						SeeSaw documentation
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Long Range Goal 2: Improved Communication and Parental Involvement

Goal 4: Parents and community members will be partners in the improvement of the school.

Objective 2a: Keep parents informed of student progress at times other than regular twelve week report card times.

Objective 2b: Parents will be a part of their children's education by being a part of many school programs.

Objective 2c: Every effort will be made to improve communication between the two campuses, administration, teachers, and community

Objective 2d: Parents will be informed of the Title I program and the TEKS for their child's subjects.

Summative Evaluation: Results of Parent, Teacher, and Student Surveys given in the Spring of 2019

Communication

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 6	Parents will be invited to participate with their students in learning activities at school during the evening (Literacy Night, Montessori Parent Night, Parent Info Night, etc.).		Principal, Teachers	Fall, Spring	General fund - postage	Sign-in sheets, invitations
SWC # 6	Meet the Teacher Evening will be held in order to allow parents, students, and teachers some time to meet before school begins. Meet the Teachers Nights had been split into grade level meetings on separate nights. (Due to COVID, this year's Meet the Teacher involved only new students and students with new teachers. Rather than meeting en masse, small groups came at different times.)		Superintendent Principal Teachers	Aug 4 and 6, 2020		Sign- in Sheets
SWC # 6	Parents will be asked to complete a survey in the Spring in order to better implement changes during the summer months.		Principal	Mar. 2020		Survey
SWC # 2, 6	Parents will be given information on Title I and a copy of the Parental Involvement Policy in conjunction with the Meet the Teacher activities.		Counselor/Special Programs Coordinator	Aug 6 and Aug 7, 2019		Sign - in Sheets and Minutes
SWC # 6	Various programs will be implemented to involve parents in their children's education, including Six Flags Read to Succeed, Book Fair, Book It, Roscoe Reads, Band Concerts, Elementary Track Meet, Fall Festival, Literacy Night, Muffins with Moms and Donuts with Dads, etc.		All elementary teachers	As scheduled throughout the 2019-2020 school year.	Awards - General Fund	Scheduled activities
SWC # 6	Grandparents week will be implemented whereby a grandparent is invited to eat lunch with their grandchild during the week - corresponds with the book fair. Letters will be sent out.		Teachers Principal Secretary	Fall 2019	Roscoe Times - Advertising date Newsletter, letters sent	Advertisement and sign - in sheet of grandparents attending

SWC # 6	Weekly events including school activities, etc. will be included on the calendar and added to Roscoe ISD website and Facebook page.		Principal Technology Coordinator Computer Facilitator	Weekly, Monthly		Web page
SWC # 2, 6, 10	District Site-Based Decision Making Committee Meetings will be held the first Monday of each month.		Superintendent Principal Counselor	First Monday of each month		Agendas and Minutes
SWC # 6	Roscoe students will be recognized for achievement in all areas through the Roscoe Hard Times, the Sweetwater Reporter, Facebook, and the monthly district paper.		Principal Secretary	Weekly		Newspaper articles
SWC # 2, 6, 9, 10	Through such programs as ESL, Migrant, McKinney Vento parent contact will be made through home visits as needed.		Principal ESL Coordinator Migrant Aide	Once each semester		Documentation of home visits made
SWC # 6	A weekly newsletter showing upcoming events and important information and dates will be sent home to parents.		Principal	Each week	Paper, Copies, General fund	Copies of letters
	A monthly Montessori newsletter will be sent home sharing information about what is going on in classrooms as well as give ways parents can work with and support their kids at home.		Principal Montessori Teachers	Monthly	Paper, Copies, General fund	Copies of letters
SWC # 6	Parents will be planning and facilitating our yearly events such as fall festival, Christmas Store, Elementary Track meet concession, etc.		Principal, Parents, Teachers	August 2020 - May 2021	Student Activity Fund,	Sign-up sheets
	Montessori Compass will be implemented for the Montessori Early Childhood classes to communicate progress on Montessori skills.	1 st year	Principal, teachers	August 2020 - May 2021	General Fund	
SWC # 6, 10	A parent program on such topics as discipline, drug/alcohol use, parenting skills, nutrition, etc. will be presented at least once each year.		Counselor Parents Teachers Principal	Spring 2021	General Fund	sign in sheets; copy of programs presented
SWC # 6	The school secretary will gather information on school events & send them to the Sweetwater Reporter and Roscoe Times		Secretary	Weekly		Copies of Newspaper articles
SWC # 6	Teachers and administrators will communicate with parents via push notifications, text messages, and email using Montessori Compass and the Roscoe app.	3 rd Year	Principal, Teachers, Secretary	August 2020 - May 2021		

Long Range Goal # 3:

Improve and implement all special programs.

- Goal 5:* Special programs will be designed to help students served by those programs meet or exceed state performance standards.
- Goal 6:* The learning environment throughout the district will be safe, with all students, faculty and staff consistently involved in practicing good citizenship, demonstrating respect for self and others, and exhibiting a cooperative spirit.
- Objective 3a:* Develop, and incorporate an academic program that meets the needs of all students.
- Objective 3b:* Utilize special programs to enhance the education process for all students through: 1) Special Education 2) 504 (including ADD and Dyslexia), 3) ESL, 4) At Risk 5) G/T, 6) Drug & Violence Prevention, 7) Technology, 8) Curriculum development
- Objective 3c:* Ensure that homeless students are identified and provided with all educational opportunities and services.
- Objective 3d:* At risk, economically disadvantaged and priority for service migrant students will show progress on end of year measures.
- Objective 3e:* Update the technology in accordance with the technology plan.
- Objective 3f:* Incorporate career awareness through the regular curriculum.
- Objective 3g:* Provide transition programs for students entering 1st grade.
- Objective 3h:* Provide training for staff through professional development in conflict resolution and discipline strategies including classroom management, district discipline policies, and the student code of conduct.
- Objective 3i:* Stress violence prevention with focus on self-esteem and creating a nurturing classroom environment.
- Summative evaluation:* Special Program evaluations/PEIMS discipline report.

Programs

SW Component	Activities/Strategies	Status	Person Responsible	Timeline	Resources/Allocation	Formative Evaluation
SWC # 2	Review of up-to-date records on discipline of students involving violence or drug use and use of discipline referral forms.		Principal, Secretary, PEIMS Counselor	May 2021	PEIMS records	Discipline records
SWC # 10	Keep current on procedures for identification in special programs including ESL, 504, ADD, Dyslexia programs, At Risk, G/T, and Migrant.		Principal Counselor Other program coordinators	Oct. 2020	Workshops - ESC	Copies of procedures and LPAC members, minutes of meetings, etc.
SWC # 10	Programs will be utilized to inform teachers and students of techniques for violence prevention, self-empowerment, etc.		Child Advocacy Center Principal, Counselor, ESC Consultant	Once yearly	ESC - Region 14 - Gateways - Tri County Advocacy	Calendar and curriculum of program
SWC # 10	Anti-bullying programs		Principal Counselor ESC Consultant Child Advocacy Center	Fall 2020	ESC 14 & Child Advocacy Center	Program outline
SWC # 10	Provide information for special programs to all teachers and parents and their requirements in the student handbook		Principal, Counselor	Aug. 2020	Student Handbook - printing costs - General Fund	Handbook
SWC # 10	Notify all teachers of all students they have that are identified for ESL, Special Ed., 504, G/T and At Risk with modifications.		Counselor, WCTSSA, ESL Coordinator, PEIMS Coordinator	Aug. 2020	PEIMS records	Copies of memos to teachers and teacher lesson plans.
	Keep current on technology through implementation of Technology plan		Principal Technology Coordinator Superintendent	August 2020 - May 2021	Evaluation of technology	Copy of plan
SWC # 10	Incorporate the use of the Internet Grade Book to record attendance.		Principal, PEIMS Coordinator, Technology Coordinator	August 2020 - May 2021	General Fund	Grade and attendance reports
	All teachers will stay current on technology programs and have a computer and access to the Internet in their classrooms.		Superintendent Principal Technology Coordinator	August 2020 - May 2021	Technology fund	Maintenance records
SWC # 8, 10	All teachers will receive training for determining proper tests involving special education students and the ARD process.		WCTSSA, Special Ed Teacher Counselor, Principal	Aug. 2020	WCTSSA	Sign-in of teachers
SWC # 8, 10	Use the TELPAS disaggregation to monitor the ESL student results.		Principal, ESL Coordinator Counselor, Teachers	Oct. 2020	Assessment Result Reports	STAAR and RPTE results
SWC # 9, 10	Summer school for Migrant students as well as other struggling students		Superintendent Principal	Jun 2021	General Fund	Student list
SWC # 10	G/T students will be identified as an open nomination process with yearly nominations during the month of November.		Counselor ESC Consultant	Each semester	ESC GT	Copies of selection report
SWC # 10	Identify and provide services for all homeless students in the district through a residency questionnaire.		Counselor, Teachers, Secretary	As students enroll	General Fund	Copies of questionnaires
SWC # 10	Issue school supplies and clothing to needy migrant families and homeless students.		Counselor, Teachers Secretary	As students enroll	General Fund	Meeting agenda & sign in sheet
SWC # 10	Coordinate efforts with local organizations to identify migrant families.		Secretary, PEIMS Migrant Coordinator	Monthly		Daily Logs

SWC # 10	Implement career awareness activities.		Counselor Teachers	Monthly		Lesson plans
SWC # 2, 7, 10	Implement transition activities for K students entering the 1 st -3 rd Montessori program.		Counselor, teachers, principal	May 2021		Copies of activities
SWC # 10	Conflict resolution programs will be presented.		Counselor	Spring 2021	ESC	Copy of program outline.
SWC # 2, 9, 10	Continue the employment of an intervention specialist who will work closely with the WCTSSA RTI personnel and our teachers to provide interventions that will lead to academic success for our struggling students.		Superintendent, Principal	August 2020 - May 2021	General Fund, Title I Funds	Think Through Math, TPRI, STAAR Results; ARD, 504, and RTI Meetings minutes
SWC # 2, 9, 10	Students will be screened for dyslexia using various testing programs according to the dyslexia handbook.		Dyslexia Interventionist, WCTSSA	August 2020 - May 2021		Copies of screenings
SWC # 2, 9, 10	Students identified as dyslexic will receive instruction using a research-based program of multi-sensory instruction		Principal, Intervention Specialist	August 2020 - May 2021		Lesson plans
SWC # 10	Expand the Montessori Peace Education program campus wide.	3 rd Year	Principal, Teachers	August 2020 - May 2021	General Fund	Walk-through and formal observations, ESC 14 monitor, Book study documentation
SWC # 10	Participate in Red Ribbon Week activities to create awareness of Drug use.		Principal, Counselor, Local Police	Oct. 2020	ESC Consultant	Activities
SWC # 5	Recruit highly qualified staff through an incentive program for any vacant positions.		Superintendent, Principal	April 2020 – June 2021		Advertising

Ten Implementation Components of a Title I School-wide Program

1. Comprehensive needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from preschool programs to local elementary programs
8. Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement
9. Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels
10. Coordination, integration and documentation of Federal, State and local services and programs