

Ector County Independent School District

Austin Montessori Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: Targeted Support and Improvement (TSI)

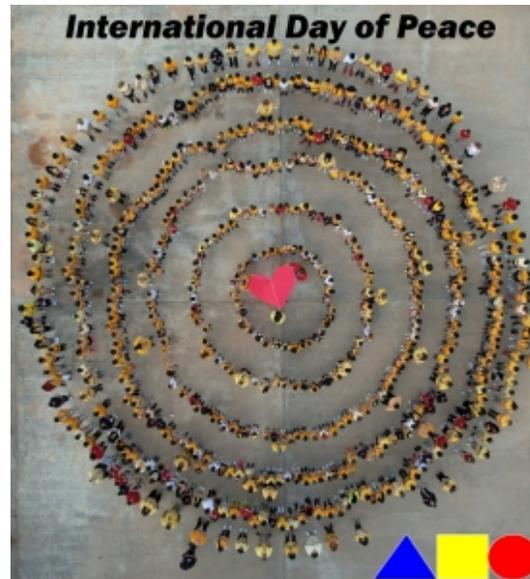


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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.	32
Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.	40
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.	46
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Total	457	526	530	529	550
Pre-Kindergarten	109	138	132	134	139
Kindergarten	60	71	70	67	68
1 st Grade	60	57	67	71	65
2 nd Grade	62	60	52	61	71
3 rd Grade	54	57	51	54	61
4 th Grade	56	58	59	56	59
5 th Grade	56	53	55	49	54
6 th Grade	-	32	34	37	33
Female	233	270	263	256	285
Male	224	256	267	273	265

Student by Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Bilingual	60	57	58	58	62
ESL	6	14	13	7	12

Student by Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Free Lunch Participation	90	179	198		220
Gifted and Talented	48	45	66	65	64
Special Education	40	53	77	86	81
Title I	457	526	580	529	550
Dyslexia	18	28	38	14	37
At Risk	145	131	209	165	144
Economically Disadvantaged	212	249	306	293	316
Homeless	0	1	2		2
Migrant	4	0	0		2
EB	69	73	75	73	81
Military Connected	12	1	13		0
Foster Care	0	2	3		0

Ethnic Distribution	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Hispanic	351	415	428	440	464
White	84	89	84	73	63
Black-African American	12	11	9	7	10
Multiracial	3	5	6	7	10
Asian	6	6	3	2	3
American Indian- Alaskan Native	1	0	0	0	0

Staff/Teacher Retention	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	73%	79%	83%	83%	86.70%

Demographics Strengths

Austin Montessori is a School of Choice campus with low student mobility rates and many students on the waiting lists. The Montessori philosophy is implemented throughout the grade levels in a variety of ways. This builds a strong feeling of belonging in the community and among the Austin stakeholders.

Student Achievement

Student Achievement Summary

STAAR Reading Percentages All Grades			
	2025	2024	2023
masters	20	17	13
meets	52	49	48
approaches	79	82	78

STAAR Math Percentages All Grades			
	2025	2024	2023
masters	10	7	15
meets	35	28	47

STAAR Math Percentages All Grades

approaches	64	63	79
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STAAR Science Percentages 5th Grade

	2025	2024	2023
masters	2	8	15
meets	11	21	35
approaches	43	56	82

STAAR Reading by Grade

	Third			Fourth Grade			Fifth Grade			Sixth Grade		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
approaches or above	89	88	70	81	71	81	63	79	82	85	89	76

STAAR Reading by Grade

meets or above	51	45	43	46	41	54	41	50	45	70	65	53
masters	23	17	13	14	12	14	15	17	15	30	22	12

STAAR Math by Grade

	Third			Fourth Grade			Fifth Grade			Sixth Grade		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
approaches or above	72	72	70	54	44	78	52	63	85	79	81	88
meets or above	48	34	34	31	17	51	20	33	49	42	30	62
masters	10	12	5	8	2	19	6	10	13	18	5	29

STAAR Science 5th Grade

	2025	2024	2023
approaches or above	43	56	82
meets or above	11	21	35
masters	2	8	15

STAAR Data by Student Groups: Reading All Grades

Approaches and Above							Meets and Above								
	All Students	Hispanic	White	SpEd	Eco Dis	EB	All Students	Hispanic	White	SpEd	Eco Dis	EB	All Students	Hispanic	

STAAR Data by Student Groups: Reading All Grades														
2024-2025	79	78	76	47	72	84	52	49	62	19	44	42	20	17
2023-2024	82	79	91	55	71	81	49	45	63	15	37	37	17	13
2022-2023	78	75	83	35	73	68	48	43	62	12	42	39	13	8

STAAR Data by Student Groups														
Math All Grades														
	Approaches and Above						Meets and Above							
	All Students	Hispanic	White	SpEd	Eco Dis	EB	All Students	Hispanic	White	SpEd	Eco Dis	EB	All Students	Hispanic
2024-2025	64	62	68	39	56	74	35	33	45	21	22	42	10	10
2023-2024	63	61	72	40	52	81	28	29	25	11	21	41	7	7
2022-2023	79	79	83	52	76	78	47	48	54	20	48	65	15	14

STAAR Data by Student Groups														
Science														
	Approaches and Above						Meets and Above							
	All Students	Hispanic	White	SpEd	Eco Dis	EB	All Students	Hispanic	White	SpEd	Eco Dis	EB	All Students	Hispanic
2024-2025	43	40	67	13	34	30	11	10	17	7	6	10	2	0
2023-2024	56	48	80	17	52	50	21	18	30	81	16	13	8	8

STAAR Data by Student Groups														
2022-2023	82	80	82	38	69	86	35	28	45	0	24	14	15	13

TELPAS Composite Scores Percentages														
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
	K		1st		2nd		3rd		4th		5th			
	9	7	7	9	9	9	8	9	12	9	10	8	4	
Adv High	0	29	14	11	0	11	13	22	33	0	20	25	*	
Advanced	0	0	29	11	22	44	63	67	58	67	50	50	*	
Intermediate	89	43	29	67	78	44	25	11	8	33	30	25	*	
Beginning	11	29	29	11	0	0	0	0	0	0	0	0	*	

Percentage of Students Who Progressed At Least One Proficiency Level												
	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
Year	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
%	43	56	11	22	38	56	50	22	40	50	*	*

MAP Student Growth Summaries Fall 2023- Spring 2024

Math			Reading			Science		
	Number of Students with Growth Projections	Percentage of Students Who Met Growth Projection		Number of Students with Growth Projections	Percentage of Students Who Met Growth Projection		Number of Students with Growth Projections	Percentage of Students Who Met Growth Projection
KG	66	58	KG	67	63	3	55	51
1	71	30	1	71	37	4	56	61
2	60	47	2	61	51	5	52	67
3	55	56	3	55	51	6	37	62
4	56	23	4	56	38		Avg=	60.25
5	52	23	5	52	27			
6	36	53	6	37	65			
	Avg=	41.42857143		Avg=	47.42857143			

MAP Student Growth Summaries Fall 2024- Spring 2025

Math			Reading			Science		
	Number of Students with Growth Projections	Percentage of Students Who Met Growth Projection		Number of Students with Growth Projections	Percentage of Students Who Met Growth Projection		Number of Students with Growth Projections	Percentage of Students Who Met Growth Projection
KG	65	57	KG	67	57	3	61	48

MAP Student Growth Summaries Fall 2024- Spring 2025

1	63	60	1	63	51	4	58	50
2	69	55	2	70	54	5	54	69
3	61	62	3	61	61	6	33	79
4	59	27	4	58	50	Avg=		61.5
5	54	53	5	54	72			
6	33	82	6	33	58			
Avg=		56.57142857	Avg=		57.57142857			

MAP Student Growth All Grades

	2024-2025	2023-2024	2022-2023	2021-2022	2020-2019
Math	56%	42%	71%	61%	55%
Reading	57%	48%	66%	50%	55%
Science	61%	61%	75%	58%	

Austin Montessori CLI Circle Data

Campus			Campus		
2024-2025 PreK 4 CLI Data English			2023-2024 PreK 4 CLI Data Spanish		
Category	EOY On Track	BOY-EOY Growth for students on track	Category	EOY On Track	BOY-EOY Growth for students on track
Phonological Awareness/ ELAR Overall	75%	15%	Phonological Awareness/ ELAR Overall	80%	61%
Math Overall	83%	4%	Math Overall	88%	25%
SEL- Overall	89%	10%	SEL- Overall	88%	88%
District			District		
2024-2025 PreK 4 CLI Data English			2023-2024 PreK 4 CLI Data Spanish		
Category	EOY On Track	BOY-EOY Growth for students on track	Category	EOY On Track	BOY-EOY Growth for students on track

Austin Montessori CLI Circle Data

Phonological Awareness/ ELAR Overall	63%	26%		Phonological Awareness/ ELAR Overall	76%	26%
Math Overall	68%	16%		Math Overall	81%	12%
SEL- Overall	84%	14%		SEL- Overall	86%	11%

Student Achievement Strengths

STAAR RLA 2025 scores improved with 52% of 3rd-6th grade students scoring meets or above.

The percentage of students meeting meets and above on the STAAR Math 2025 increased 7 points from 28 percent to 35 percent.

Sixth grade STAAR RLA 2025 scores improved with 70% scoring meets or above.

The number of Emergent Bilingual students meeting the reclassification criteria improved from one student in 2024 to six students in 2025.

The percentage of students who progressed at least one proficiency level in the fourth grade increased from 22% to 50%.

STAAR RLA 2025 scores improved with 52% of 3rd-6th grade students scoring meets or above.

The percentage of students who met their student growth goal on the Spring MAP Math assessment increased from 41% to 56%.

The percentage of students who met their student growth goal on the Spring MAP Reading assessment increased from 47% to 57%.

72% of 5th grade students met their Reading MAP Growth Projection.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of 5th grade students who performed at the meets or above level on the 2025 STAAR Science is 11%.

Root Cause: Classroom instruction and interventions are not consistently aligned to the rigor and format of STAAR, limiting opportunities for students to demonstrate mastery

Problem Statement 2 (Prioritized): According to the STAAR, students served through special education are not performing at the same level as their peers, leading to an ongoing achievement gap.

Root Cause: Teachers have not received sufficient professional development specifically focused on effective strategies for teaching students with special needs, which has limited their ability to fully support these students' academic growth.

Problem Statement 3 (Prioritized): The percentage of 3rd - 6th grade students who performed at the meets or above level on the 2025 STAAR Reading is 52%.

Root Cause: Teachers need additional professional development and coaching on using student data to plan targeted instruction, impacting their ability to close learning gaps.

Problem Statement 4 (Prioritized): The percentage of 3rd - 6th grade students who performed at the meets or above level on the 2025 STAAR Math is 35%.

Root Cause: Teachers need additional professional development and coaching on using student data to plan targeted instruction, impacting their ability to close learning gaps.

Problem Statement 5 (Prioritized): The percentage of Emergent Bilingual students who progressed at least one proficiency level on TELPAS decreased.

Root Cause: Classroom instruction and interventions are not consistently aligned to the rigor and format of TELPAs, limiting opportunities for students to demonstrate mastery

School Culture and Climate

School Culture and Climate Summary

Teacher School Climate and Culture Survey		
	2024-2025	2023-2024
school climate	72	82%
belonging	59	85%
professional learning about equity	52	71%
school leadership	40	73%
well being	45	53%
feedback and coaching	48	71%
professional learning	45	63%
cultural awareness and action	56	64%
educating all students	82	81%
professional learning about SEL	53	79%
teaching efficacy	82	79%
Faculty growth mindset	60	69%

School Climate and Culture Survey		
	2024-2025	2023-2024

School Climate and Culture Survey		
school climate	65	86%
belonging	55	79%
professional learning about equity	42	78%
school leadership	43	76%
well being	67	76%
feedback and coaching	41	66%
professional learning	34	66%
cultural awareness and action	21	39%

Student School Connectedness Survey Grades 3-5		
	2024-2025	2023-2024
Rigorous Expectations	83	86
School Safety (ECISD)	81	73
Connectedness Indicator	67	71
Sense of Belonging	68	71
School Safety	71	66
Engagement	53	64

Student School Connectedness Survey Grades 3-5		
School Climate	65	62

Student School Connectedness Survey Grades 6		
	2024-2025	2023-2024
Rigorous Expectations	84	88
School Safety (ECISD)	76	71
Connectedness Indicator	63	61
Sense of Belonging	62	57
School Safety	76	56
Engagement	44	44
School Climate	60	40

Title 1 Parent Survey		
	2024-2025	2023-2024
Welcoming Environment	69.6	87.5% quite well or better
Greeted Courteously	82.6	96.9% yes
Parent Feedback and Ideas	56.5	81.2% quite well or better

Title 1 Parent Survey		
School Information Easily Understood	78.2	87.5% quite well or better
Knowledge of Teachers' Contact Information	100	100% yes
Aware of Volunteer Opportunities	91.3	81.3 % yes

School Culture and Climate Strengths

Students feel safe, supported, and challenged. A large majority of faculty (82%) feel ready to address diversity issues. Families have knowledge of teachers' contact information and are aware of volunteer opportunities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Faculty and staff perceptions of the overall social and learning climate have decreased from previous measures.

Root Cause: The transition in campus leadership for two consecutive years, combined with challenging team dynamics, has disrupted collaboration and diminished trust.

Problem Statement 2 (Prioritized): Survey results indicate that the percentage of parents who feel the school provides a welcoming environment has declined.

Root Cause: The limited opportunities for building strong-home connections.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff/Teacher Retention	2024-2025	2023-2024	2022-2023
	86%	80%	83%

Staff Quality, Recruitment, and Retention Strengths

Teacher retention has increased from 80% to 86%.

Having a Montessori specialist on campus provides both new and veteran teachers with essential support in implementing the Montessori methodology with fidelity. A specialist serves as a mentor, guide, and resource, ensuring that classroom practices remain aligned with Montessori philosophy while also meeting district and state expectations.

For new teachers, a specialist offers hands-on coaching, lesson modeling, and guidance with materials, which helps them develop confidence and competence more quickly. For experienced teachers, the specialist provides ongoing feedback, professional dialogue, and fresh perspectives that deepen practice and sustain growth over time.

Beyond individual coaching, a Montessori specialist fosters consistency across classrooms, strengthens the school's Montessori identity, and promotes collaborative problem-solving. By providing expert knowledge and practical strategies, the specialist helps create an environment where educators can focus on nurturing independence, curiosity, and a love of learning in every child.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher retention is not at 100%, and there is a challenge in consistently hiring Montessori-trained teachers.

Root Cause: The limited pool of Montessori-trained educators makes it difficult to both recruit teachers who are fully prepared to implement the Montessori methodology.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus utilizes the TEKS in conjunction with the Montessori philosophy and curriculum. Identified students receive Dyslexia, GT, MTSS, 504, Bilingual, and SPED services. Students in Kindergarten through 6th grade use AVID strategies. Student observations, Checkpoints, MAP, TELPAS, and STAAR assessments are administered to monitor student progress.

Reading by Grade												
	Third			Fourth Grade			Fifth Grade			Sixth Grade		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
approaches or above	89	88	70	81	71	81	63	79	82	85	89	76
meets or above	51	45	43	46	41	54	41	50	45	70	65	53
masters	23	17	13	14	12	14	15	17	15	30	22	12
STAAR Math by Grade												
	Third			Fourth Grade			Fifth Grade			Sixth Grade		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
approaches or above	72	72	70	54	44	78	52	63	85	79	81	88
meets or above	48	34	34	31	17	51	20	33	49	42	30	62
masters	10	12	5	8	2	19	6	10	13	18	5	29
STAAR Science 5th Grade												
	2025	2024	2023									
approaches or above	43	56	82									

Reading by Grade

meets or above	11	21	35	
masters	2	8	15	

Percentage of Students Who Progressed At Least One Proficiency Level

	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
Year	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
%	43	56	11	22	38	56	50	22	40	50	*	*

MAP Student Growth All Grades

	2024-2025	2023-2024	2022-2023	2021-2022	2020-2019
Math	56%	42%	71%	61%	55%
Reading	57%	48%	66%	50%	55%

MAP Student Growth All Grades

Science	61%	61%	75%	58%
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Austin Montessori CLI Circle Data

Campus			Campus		
2024-2025 PreK 4 CLI Data English			2023-2024 PreK 4 CLI Data Spanish		
Category	EOY On Track	BOY-EOY Growth for students on track	Category	EOY On Track	BOY-EOY Growth for students on track
Phonological Awareness/ ELAR Overall	75%	15%	Phonological Awareness/ ELAR Overall	80%	61%
Math Overall	83%	4%	Math Overall	88%	25%
SEL- Overall	89%	10%	SEL- Overall	88%	88%
District			District		

Austin Montessori CLI Circle Data					
2024-2025 PreK 4 CLI Data English			2023-2024 PreK 4 CLI Data Spanish		
Category	EOY On Track	BOY-EOY Growth for students on track	Category	EOY On Track	BOY-EOY Growth for students on track
Phonological Awareness/ ELAR Overall	63%	26%	Phonological Awareness/ ELAR Overall	76%	26%
Math Overall	68%	16%	Math Overall	81%	12%
SEL- Overall	84%	14%	SEL- Overall	86%	11%

Curriculum, Instruction, and Assessment Strengths

Montessori instruction allows for differentiation by using hands on self-correcting materials, one to one lessons, and small group lessons to meet the needs of the students. The support of a Montessori Leader's Coach and a Montessori Specialist has been instrumental in becoming consistent within our Montessori practice.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Balancing state and district requirements with Montessori fidelity is a challenge.

Root Cause: Teachers and leaders are strengthening their skills in blending accountability requirements with Montessori methodology.

Problem Statement 2 (Prioritized): Grade level consistency with Montessori practices and district resources.

Root Cause: The need for Montessori training and professional development geared towards public Montessori schools.

Family and Community Engagement

Family and Community Engagement Summary

Austin Montessori hosts events throughout the school year to encourage family and community involvement. A Meet the Teacher Night is scheduled for before the start of school. Parents have the opportunity to bring school supplies and visit with teachers and assistants before the start of the school year. A fall parent/teacher conference will be held with the parent, student, and teacher. A Montessori Open House will be held during the first semester to familiarize parents with the Montessori classroom environment. A second Montessori Open House in the spring will provide students the opportunity to demonstrate Montessori lessons to families. Parents and Family members are encouraged to become VIPS and assist with activities that occur during and after the school day.

Title 1 Parent Survey		
	2024-2025	2023-2024
Welcoming Environment	69.6	87.5% quite well or better
Greeted Courteously	82.6	96.9% yes
Parent Feedback and Ideas	56.5	81.2% quite well or better
School Information Easily Understood	78.2	87.5% quite well or better
Knowledge of Teachers' Contact Info	100	100% yes
Aware of Volunteer Opportunities	91.3	81.3 % yes

Family and Community Engagement Strengths

Parent and Family engagement is a strength at Austin Montessori. Austin Montessori has a strong and active PTA board that works closely with the school to promote student and school success.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: The number of completed Title 1 Parent Surveys is 23.

Root Cause: Parents only received notification via email.

School Organization

School 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. MTSS 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 the students. To promote leadership within the school, each staff member participates in two committees. Professional learning planned focuses on the culture and values of the school. Montessori professional learning is conducted "in-house" as there are many staff members who have expertise and talents to share. A Montessori Specialist guides and coaches teachers with the implementation of the Montessori methodology. A Montessori Leadership coach meets regularly with the school leader.

Austin is a School of Choice without boundary lines. The leadership team consists of the Principal, Assistant Principal, Montessori Specialist, and Counselor. We follow the Montessori scope and sequence and the district's scope and sequence. Parents are required to follow the process for entry: submitting the Schools of Choice online application and attending a Montessori orientation. Students are selected through a lottery based system.

School Organization Strengths

The Montessori program is well received by parents, students, and community members. Our program is a popular School of Choice selection with the most applicants and has many students on the waiting list.

Technology

Technology Summary

Austin Montessori has a Promethean Board in every instructional setting. The student/device ratio is 1:1. Students in K-3rd grade utilize SeeSaw while 4th-6th grade students use Schoology to enhance learning.

Technology Strengths

Austin faculty and leaders attended more technology professional learning.

Priority Problem Statements

Problem Statement 1: The percentage of 5th grade students who performed at the meets or above level on the 2025 STAAR Science is 11%.

Root Cause 1: Classroom instruction and interventions are not consistently aligned to the rigor and format of STAAR, limiting opportunities for students to demonstrate mastery

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: According to the STAAR, students served through special education are not performing at the same level as their peers, leading to an ongoing achievement gap.

Root Cause 2: Teachers have not received sufficient professional development specifically focused on effective strategies for teaching students with special needs, which has limited their ability to fully support these students' academic growth.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The percentage of 3rd - 6th grade students who performed at the meets or above level on the 2025 STAAR Reading is 52%.

Root Cause 3: Teachers need additional professional development and coaching on using student data to plan targeted instruction, impacting their ability to close learning gaps.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The percentage of 3rd - 6th grade students who performed at the meets or above level on the 2025 STAAR Math is 35%.

Root Cause 4: Teachers need additional professional development and coaching on using student data to plan targeted instruction, impacting their ability to close learning gaps.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The percentage of Emergent Bilingual students who progressed at least one proficiency level on TELPAS decreased.

Root Cause 5: Classroom instruction and interventions are not consistently aligned to the rigor and format of TELPAs, limiting opportunities for students to demonstrate mastery

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Faculty and staff perceptions of the overall social and learning climate have decreased from previous measures.

Root Cause 6: The transition in campus leadership for two consecutive years, combined with challenging team dynamics, has disrupted collaboration and diminished trust.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Survey results indicate that the percentage of parents who feel the school provides a welcoming environment has declined.

Root Cause 7: The limited opportunities for building strong-home connections.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Teacher retention is not at 100%, and there is a challenge in consistently hiring Montessori-trained teachers.

Root Cause 8: The limited pool of Montessori-trained educators makes it difficult to both recruit teachers who are fully prepared to implement the Montessori methodology.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Balancing state and district requirements with Montessori fidelity is a challenge.

Root Cause 9: Teachers and leaders are strengthening their skills in blending accountability requirements with Montessori methodology.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Grade level consistency with Montessori practices and district resources.

Root Cause 10: The need for Montessori training and professional development geared towards public Montessori schools.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Dyslexia data

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2026, the % of students performing at MEETS level on 3rd-6th Math STAAR will increase from 35% to 38%.

Indicators of Success:

Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, iReady Diagnostics, MAP, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and Eduhub consistently within instructional tiers 1,2, and 3.	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 5 Details	Reviews			
<p>Strategy 5: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population with Academic Achievement Status Math.</p> <p>The data that will be reviewed and monitored includes STAAR, MAP, District Based Checkpoints, and attendance rates as identified through a campus needs assessment.</p> <p>The student performance goal for this area is 22% at the Meets level for Math.</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress.</p> <p>The educational stakeholders responsible for monitoring the data include campus leadership team, teachers, Special Education teachers, and the Dyslexia Teacher.</p> <p>The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments.</p> <p>* Additional reallocation of resources to address this include providing professional development sessions from the Special Education Department, during Data PLCs tracking Special Education students' progress, providing an intervention time.</p> <p>* Additional reallocation of resources to address this include implementing district purchased ST Math, iReady Math and Lonestar Learning Spiral Reviews.</p> <p>* Additional reallocation of resources to address this includes utilizing the Montessori Specialist to provide a weekly one-to-one session with new teachers to align TEKS and Montessori Lessons, while providing grade level support weekly via Montessori Nest. Montessori nest will be provided to all teachers and teachers' assistants. Shift paraeducator responsibilities to provide more small-group math interventions during service times. Utilize Mr. Orona to provide teacher training regarding Special Education processes. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.</p> <p>District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Magdalena Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: Special Education Population Academic Achievement Status Math</p> <p>Staff Responsible for Monitoring: leadership team, teachers, Special Education teachers, and Dyslexia teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 52% to 55%

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Grade levels will utilize Montessori materials and Eduhub consistently within instructional tiers 1,2, and 3.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population with Academic Achievement Status RLA.</p> <p>The data that will be reviewed and monitored includes STAAR, MAP, District Based Checkpoints, and attendance rates as identified through a campus needs assessment.</p> <p>The student performance goal for this area is 26% at the Meets level for RLA.</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress.</p> <p>The educational stakeholders responsible for monitoring the data include campus leadership team, teachers, Special Education teachers, and the Dyslexia Teacher.</p> <p>The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments.</p> <p>* Additional reallocation of resources to address this include providing professional development sessions from the Special Education Department, during Data PLCs tracking Special Education students' progress, providing an intervention time.</p> <p>* Additional reallocation of resources to address this include purchasing SRA Reading Laboratories, and implementing district purchased Read 180.</p> <p>* Additional reallocation of resources to address this includes utilizing the Montessori Specialist to provide a weekly one-to-one session with new teachers to align TEKS and Montessori Lessons, while providing grade level support weekly via Montessori Nest. Montessori nest will be provided to all teachers and teachers' assistants. Shift paraeducator responsibilities to provide more small-group literacy interventions during service times. Utilize Mr. Orona to provide teacher training regarding Special Education processes. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.</p> <p>District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Magdalena Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: Special Education Population Reading Achievement Status</p> <p>Staff Responsible for Monitoring: leadership team, teachers, Special Education teachers, Dyslexia teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 11% to 15%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and Eduhub consistently within instructional tiers 1,2, and 3.	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Grade levels will utilize "science bags" or prepackaged science investigations to provide engaging, hands on practice.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 69% to 74%

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and Eduhub consistently within instructional tiers 1,2, and 3.	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<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>				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % K-3 students will show growth from 55% to 58% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and Eduhub consistently within instructional tiers 1,2, and 3.	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<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>				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 51% to 54%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 67% to 70%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will implement "The Eagle of the Month" to highlight students.	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Austin Montessori will empower our 6th graders to take on leadership roles through Junior VIPS, Yearbook Club, and The Ambassadors.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will maintain at 95%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Jean Day Fridays based on weekly classroom attendance percentages.	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: We will collaborate with the school nurse to provide ongoing health tips--such as proper hand washing and covering coughs and sneezes--to help prevent illness and promote student wellness.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will maintain.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement "The Eagle of the Month" to highlight students.	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<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>				

Board Goal 4: Classroom Excellence

Performance Objective 1: Austin Montessori will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will use a correlation of the TEKS and Montessori materials.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Local Improvement Plan Template 25-26</p> <p>This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population with Student Success. The data that will be reviewed and monitored includes STAAR, MAP, District Based Checkpoints, and attendance rates as identified through a campus needs assessment.</p> <p>The student performance goal for this area is 18% at the Meets level.</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress.</p> <p>The educational stakeholders responsible for monitoring the data include campus leadership team, teachers, Special Education teachers, and the Dyslexia Teacher.</p> <p>The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments.</p> <p>* Additional reallocation of resources to address this include providing professional development sessions from the Special Education Department, during Data PLCs tracking Special Education students' progress, providing an intervention time.</p> <p>* Additional reallocation of resources to address this include implementing district purchased ST Math, Read 180, iReady Math/Reading, SRA Reading Laboratories and Lonestar Learning Spiral Reviews.</p> <p>* Additional reallocation of resources to address this includes utilizing the Montessori Specialist to provide a weekly one-to-one session with new teachers to align TEKS and Montessori Lessons, while providing grade level support weekly via Montessori Nest. Montessori nest will be provided to all teachers and teachers' assistants. Shift paraeducator responsibilities to provide more small-group RLA and math interventions during service times. Utilize Mr. Orona to provide teacher training regarding Special Education processes. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Magdalena Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: Special Education Population Student Success</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Special Education Teachers, Dyslexia Teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Austin Montessori will utilize AVID strategies to promote organization, student ownership of learning, and college- and career-ready habits across all grade levels.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Grade-level teachers will meet weekly to internalize standards, plan instruction, and prepare high-quality lessons that support student learning and independence.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will maintain at 95%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Jean Day Fridays based on weekly classroom attendance percentages.	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: Austin Montessori will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects Pre-K-6th.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will deliver effective, rigorous, Tier One instruction by planning rigorous, standards-aligned lessons that engage all learners.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive ongoing professional development and instructional coaching that will support them in using high-impact strategies.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase campus wide sense of belonging from 61% to 65% by the end of May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implement "Montessori Buddies" campus wide. Adult partners supporting and checking in on each other.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Community recognition activities.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				