East Fort Worth Montessori Academy
Lone Star Governance Academic Goals and CCCMR Goals

Goal 1 - Language Arts

S.M.A.R.T Goal Statement: By the end of the fifth academic year, third-grade students' reading proficiency on STAAR assessment will increase from 35% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83% Specific: To increase the percentage of third-grade students who meet or exceed the proficiency benchmark in reading on the STAAR assessment.
Measurable: Raise the proficiency level from the current 35% to 80%.
Achievable: Implement targeted reading interventions SW, progress monitoring through MTSS, and professional development for teachers focused on theory and practice in Reading, Comprehension, Application, Connection, Speaking, Listening, and Writing .
Relevant: Enhancing reading and comprehension skills during a child's formative years is crucial for students' academic success and long-term educational outcomes.
Time-bound: Achieve this goal by the end of the fifth academic year.

EFWMA Literacy Teachers will attend T.E.A. Reading Academies offered by Region 11. Teachers will receive support and guided practice from a Reading Specialist, or the Principal and C.A.O. in weekly PLCs. These prescribed best practices in PLCs are designed with quality instruction and closing gaps in mind.

Second Grade - GPM 1.1: S.M.A.R.T. Goal Statement: By the end of the fifth academic year, Second-grade students' reading proficiency on the MAP assessment will increase from 41% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. SY2025. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83%

First Grade - GPM 1.2: S.M.A.R.T Goal Statement: By the end of the fifth academic year, First-grade students' reading proficiency on the MAP assessment will increase from 11% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. SY2025. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83%

Kindergarten - GPM 1.3: S.M.A.R.T Goal Statement: By the end of the fifth academic year, kindergarten students' reading proficiency on the MAP assessment will increase from 13% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking.The percentage of student Reading performance in grades Kinder on the MAP assessment will increase from 13% to 80%. Developed by SY2025. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83%

GOAL 2 Math

3rd Grade Math - S.M.A.R.T Goal Statement: By the end of the fifth academic year, third-grade students' math proficiency on STAAR assessment will increase from 22% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83% Specific: To increase the percentage of third-grade students who meet or exceed the proficiency benchmark in math on the STAAR assessment.
Measurable: Raise the proficiency level from 22% to 80%.
Achievable: Implement targeted math interventions SW, progress monitoring through MTSS, and professional development for teachers focused on math theory and practice framework through Math Strong Foundations and Eureka. Mathematics: Reading, Comprehension, Computation, Application, Connection, Speaking, Drawing, Listening, and Writing.
Relevant: Enhancing math and computational skills during a child's formative years is crucial for students' academic success and long-term educational outcomes.
Time-bound: Achieve this goal by the end of the fifth academic year.

Math teachers will participate in a comprehensive professional development program focused on the Math Workshop model and best practices in mathematics instruction. The annual professional development calendar is designed to deepen teachers' understanding of the Texas Essential Knowledge and Skills (TEKS) and enhance their instructional capabilities. Under the guidance of the Math Coach, Professional Learning Community (PLC) meetings will include a book study on effective math teaching strategies, internalizing Eureka, and understanding the cube process for solving math problems. The Math Coach will provide ongoing support through modeling, data analysis, and one-on-one coaching. Special attention will be given to teachers facing challenges with low student performance in mathematics and those new to the campus, ensuring they receive tailored guidance to meet their instructional needs.

Second Grade - GPM 2.1: S.M.A.R.T Goal Statement: By the end of the fifth academic year, Second-grade students' math proficiency on the MAP assessment will increase from 32% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. SY2025. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83%

First Grade - GPM 2.2: S.M.A.R.T Goal Statement: By the end of the fifth academic year, First-grade students' math proficiency on the MAP assessment will increase from 37% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. SY2025. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83%

Kindergarten - GPM 2.3: S.M.A.R.T Goal Statement: By the end of the fifth academic year, kindergarten students' numeracy proficiency on the MAP assessment will increase from 13% to 83% through targeted interventions, enhanced instructional strategies, and consistent progress tracking. The percentage of student numeracy performance in grades kindergarten on the MAP

assessment will increase from 13% to 80%. Developed by SY2025. 2025-67%; 2026- 72%; 2027 - 77%; 2028- 80%; 2029- 83%

Goal 3 - CCMR:

Fourth and Fifth Grade SMART Goal:

By the end of each school year 85% of Fourth and Fifth Grade students will create a Google portfolio that includes:

1) A weekly time management plan using Google Calendar and Google Tasks
2) Participate in a university campus visit
3) Complete a career interest survey, including military if interested
4) A resume and personal essay

Second and Third-Grade SMART Goal:

By the end of each school year, 90% of Second and Third Grade students will develop and apply at least two out of three studying techniques (e.g., flashcards, summarizing, and mind mapping). They will participate in the CCMR Speaker Series and one virtual college campus tour or Zoom meeting with a university recruiter.

Kindergarten and First Grade SMART Goal:

By the end of the school year, 100% of Kindergarten and First Grade students will demonstrate basic time management skills by completing a daily picture-based task checklist with 80% accuracy, as measured by teacher observations and completed checklists.