

WINN EL

**John B. Winn Montessori Elementary School
2022/2023**

"We must look to the children as a vehicle for bringing change to humanity." Maria Montessori, 1948 London Lectures



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WINN EL

Mission

Using a time-tested teaching practice and curriculum, students at Winn Montessori reach their academic and developmental potential leading to a joyful journey toward college, career, and life!

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Vision

Diversity, creativity, and empowerment lead to success.

Nondiscrimination Notice

WINN EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Austin ISD's premier Montessori elementary school offering students authentic, high-quality instruction with Montessori trained staff.
- We are a bilingual community with the majority of students and staff speaking two or more languages.
- Our campus reflects true ethnic and racial diversity in both our students and staff.

Demographics Weaknesses

Demographics Summary

We have not formalized any disciplinary actions for African American/Black students on our campus this school year. However, we will begin tracking which students are brought to the office due to a request for behavior redirection by the classroom teacher or other campus staff.

First, we will review Tier 1 supports for all students that are in alignment with the School-Based rubric for Montessori schools and the tenets of grace and courtesy. In PLCs and staff meetings, we will continue to discuss race and how our biases impact our expectations and experiences toward student behavior. We will ensure a consistent Child Study Team process and frequent staffings for our students in special education and our African American/Black students.

Student Achievement

Student Achievement Summary

Currently, Winn Montessori Elementary is listed as "Unrated" on the State Accountability system. The Student Achievement score was a 65, a D for Domain 1. When comparing the relative performance of the campus compared to other schools with similar levels of students experiencing the poverty, the school is slightly underperforming with 39 and 32% of students meeting grade level expectations in reading and math respectively.

When reviewing STAAR 21-22 data for historically underserved groups, LatinX and Black/African American students performed at the same level as the All student group on the "meets" level for reading and math. The score for White students is unavailable as the sample data set is too small. Therefore, an accurate comparison can not be made.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

On the Fall 2022 mapGrowth test, a major area of concern is the fact that in Upper Elementary and Grade 3, 45-50% of students fell below the 20th percentile in English Reading. In math, the number ranges from 32-62%. A strength is that in students in year 3 of Primary, only 4% were below the 20th percentile in English Reading and 27% in math. In Spanish reading, the majority of students across grade bands fall in the 21-40th percentile.

TELPAS scores for the 2021-2022 school year indicate that only 1% of students obtained a composite score of Advanced High, with the majority (42%) at Intermediate. The change in the Composite progress for students also went down 9 points between spring 2021 and spring 2022, although there was positive growth for students in grades 3 and 4.

School Culture and Climate

School Culture and Climate Strengths

- Students, staff, and families are excited for a fresh start this school year.
- The entire community is committed to the Montessori philosophy, regardless of their current knowledge level.

School Culture and Climate Weaknesses

Because we are a new community, we need to co-create many systems that will define the culture of our school. We will work to connect all of our systems and actions with the Montessori principles as expressed through the Essential Elements Rubric from the National Center for Montessori in the Public Sector.

School Culture and Climate Summary

We based the goals for our school culture and climate on the Essential Elements rubric from the National Center for Montessori in the Public Sector as it is a model for public Montessori campuses like ours.

Domain 1—Adults

STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Teachers have Montessori credentials, from a MACTE or AMI accredited training program, for the age group they teach, in addition to any required licenses or credentials.	<ul style="list-style-type: none"> All teachers are fully trained at the appropriate level and hold required licenses or credentials. All auxiliary staff (special education, PE) are Montessori trained or oriented. Montessori principles are evident in the actions of all adults. Key actions include: speaking softly, clearly, and respectfully to children and adults, refraining from offering unnecessary help, inviting as opposed to commanding, and student engagement in meaningful work. 	<ul style="list-style-type: none"> 90% of teachers are fully trained at the appropriate level, with the remainder in the process of earning an appropriate Montessori credential. Auxiliary staff have been oriented in Montessori theory and practice. Montessori principles are evident in many, but not all adults' actions. 	<ul style="list-style-type: none"> 85% of all teachers are fully trained at the appropriate level, with the remainder in the process of earning an appropriate Montessori credential. Montessori principles are evident in some adults' actions. 	<ul style="list-style-type: none"> Less than 85% of all teachers are fully trained at the appropriate level. Absence of robust knowledge of Montessori theory and practice is evident in the actions of adults; key actions include: interrupting students who are concentrating, using a loud, intrusive voice, attempting to control rather than model respectful behavior.
Each teacher is supported by a paraprofessional/ assistant given Montessori-specific orientation for that role.	<ul style="list-style-type: none"> All classrooms are staffed with an assistant who has completed a Montessori Assistant's course. The school provides an orientation workshop for all assistants. All assistants play an integral role in the culture of the classroom, providing support in the care of the environment, modeling positive behavior, assisting the teacher when students need redirection, and other duties as assigned by the teacher. 	<ul style="list-style-type: none"> 90% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course. The school provides an orientation workshop for all assistants. Many assistants play an integral role in the culture of the classroom. 	<ul style="list-style-type: none"> 75% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course. Some assistants play an integral role in the culture of the classroom. 	<ul style="list-style-type: none"> Fewer than 75% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course Assistants, when they are present, are disengaged from the work of the room or function solely as disciplinarians.
All adults, Montessori trained or not, embrace core Montessori principles, respecting the process of human development and supporting children's independence, freedom, responsibility, and growth.	<ul style="list-style-type: none"> All adults interact with children in ways that are deeply respectful and support their development as appropriate to the children's age and level of independence. 	<ul style="list-style-type: none"> Adults sometimes set developmentally inappropriate expectations for children, expecting too little or too much independence and responsibility. Adults sometimes interact disrespectfully with children (e.g., interrupting, ordering, teasing, contradicting, controlling...) Montessori trained staff interact appropriately, but untrained staff are poorly supported in appropriate interactions. 	<ul style="list-style-type: none"> Adults often set developmentally inappropriate expectations for children, expecting too little or too much independence and responsibility. Adults often interact disrespectfully with children (e.g., interrupting, ordering, teasing, contradicting...). Untrained staff show no awareness of appropriate interactions. 	<ul style="list-style-type: none"> Adult interactions with children are not guided by Montessori principles, and are developmentally inappropriate and disrespectful (controlling, interrupting, shouting, shaming, blaming, etc.).

Domain 2—Montessori Learning Environment

STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>Children are grouped according to Montessori age groupings:</p> <ul style="list-style-type: none"> • 2.5-6 • 6-9 • 9-12 • 12-15 • 15-18 	<ul style="list-style-type: none"> • All learning environments reflect Montessori age groupings. • Classroom communities serve at least 24 students supervised by no more than two adults. • The primary point of entry to the program is age 3. • For students who enter after age 4, the school has a well-elaborated orientation and induction program. 	<ul style="list-style-type: none"> • All learning environments reflect Montessori age groupings. • Classroom communities feature at least 24 students supervised by no more than two adults. • Significant numbers of 5-year-olds may enter without prior Montessori experience, but these new students are carefully oriented. 	<ul style="list-style-type: none"> • Mixed-age environments exist, but children are segregated by age, gender or ability. • There is a stand-alone “kindergarten” program for 5 year-olds, but is working toward a full 3-6 program, and has a reliable method for orienting these children. • Students age out of the school before the end of a 3-year cycle (e.g., after 1st, 2nd, 4th, or 5th grades, etc.). 	<ul style="list-style-type: none"> • Children are grouped in single-grade or two-year classrooms. • There is a stand-alone “kindergarten” program for 5 year-olds with no reliable method for orienting these children. • Children are segregated by age, gender or ability.
<p>Learning environments provide uninterrupted 3-hour work periods.</p>	<ul style="list-style-type: none"> • All classrooms provide 3-hour morning work periods. • Classrooms for older children provide 2-hour work periods, with limited interruption for specials and other programmed activity. 	<ul style="list-style-type: none"> • All classrooms provide 2.5-hour morning work periods. • Classrooms for older children provide 2-hour work periods, with limited interruption for specials and other programmed activity 	<ul style="list-style-type: none"> • All classrooms provide 2.5-hour morning work periods. • Classrooms for older children provide 2-hour work periods, but 2-3 times a week, those periods are taken up with specials and other programmed activity. 	<ul style="list-style-type: none"> • Work periods are divided into small portions (e.g.: Readers or Writers Workshop, Literacy Block) with limited opportunity for children to concentrate on self-chosen work.
<p>Specialty programs such as music, art, and second languages are integrated into the three-hour work cycle.</p>	<ul style="list-style-type: none"> • The Montessori teachers confidently deliver Montessori music, using bells, tone bars and other materials integral to this part of the program. • Materials for making and viewing art are visible on shelves, and students have access to them at all times. • Bilingual staff support an immersion approach to second-language instruction. 	<ul style="list-style-type: none"> • Specialty programs (music, art, second language) are offered as separate classes, but do not interrupt extended work periods. • Students have free access to Montessori music materials—bells, tone bars, etc. 	<ul style="list-style-type: none"> • Specialty programs (music art, second language) are offered as separate classes, usually during afternoon work periods. • Students have limited access to Montessori music materials. 	<ul style="list-style-type: none"> • Specialty programs such as music, art, and second languages are delivered by non-Montessori specialists during work periods. • There are separate morning and afternoon classes. • Students have no access to Montessori music materials.
<p>The environment supports a high degree of student choice in what to work on, where to work, and how long to work.</p>	<ul style="list-style-type: none"> • Students can choose to work at tables, on rugs on the floor, or outside. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood). 	<ul style="list-style-type: none"> • Students can choose to work at tables, on rugs on the floor, or outside. • Students have ongoing access to all materials, and are allowed to choose their work for the majority of work periods. • 80% of instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood). 	<ul style="list-style-type: none"> • Students have choice regarding where and what to work on for part of the day. • Students may be assigned work but may choose where and in what order they will do their work. • Whole or large-group instruction is used almost as much as individual and small group instruction. 	<ul style="list-style-type: none"> • Student movement is restricted. • Most students work at tables. • Most learning is directed by adults. • Most instruction takes place in whole-group formats. • Teaching and learning are expected to follow a pacing set by the teacher.

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STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>The full complement of Montessori materials is available in every area, representing the majority of materials on all shelves. Additional materials conform to Montessori standards of order, beauty, and simplicity.</p>	<ul style="list-style-type: none"> • The full complement of Montessori materials is available in every area. • Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available to students. • Materials are in constant use. 	<ul style="list-style-type: none"> • The full complement of Montessori materials is available in every area. • Montessori materials are displayed in an orderly and inviting manner, representing the majority of work available to students. • Materials are in good repair and ready for use. • Materials are in regular use. 	<ul style="list-style-type: none"> • There is less than a full complement of Montessori materials. • Montessori materials are visible, but not organized in a way that invites robust engagement and concentration. • Montessori materials are liberally supplemented with other curricular approaches. 	<ul style="list-style-type: none"> • Montessori materials may be visible, but the majority of work involves other materials and resources, such as worksheets, text books, or computers. • The environment is cluttered, with little attention to order, beauty and simplicity.
<p>The learning environment offers ongoing access to real-world materials and activities.</p>	<ul style="list-style-type: none"> • Children have ample opportunities to engage in care of the classroom, food preparation, dining and meal cleanup, and plant and animal care, and these activities are a regular part of children’s activity. • Tools and materials for practical activities are functional and child-sized. • Appropriate cutlery, glassware and dishes are used daily. 	<ul style="list-style-type: none"> • Children have some opportunities to engage in care of the classroom, food preparation, dining and meal cleanup, and plant and animal care, and are at times engaged with them. • Functional child-sized tools and materials are available, but the supply is limited or some are not appropriate for children’s use. • Appropriate cutlery, glassware and dishes are used daily. 	<ul style="list-style-type: none"> • Some real world activities are available, but children do not spontaneously engage in them. • Tools and materials are very limited, or mostly inappropriate for children’s use. • Care of the classroom, food preparation, dining and cleanup, and plant and animal care are handled mostly by adults. • Children eat with disposable cutlery, plates, and cups. 	<ul style="list-style-type: none"> • No real world activities are available. • Care of the classroom, food preparation, dining and cleanup, and plant and animal care are handled by adults. • Children eat with disposable cutlery, plates, and cups.
<p>The learning environment offers appropriate access to a prepared outdoor environment.</p>	<ul style="list-style-type: none"> • Children have free access, within appropriate limits, to a well-prepared outdoor learning environment. • The outdoor environment is in regular use. 	<ul style="list-style-type: none"> • Children have some access to a well-prepared outdoor learning environment. • The outdoor environment is in occasional use. 	<ul style="list-style-type: none"> • Access to the outdoor environment is tightly restricted by adults. • The outdoor environment is not well prepared or appropriate for children’s use. • The outdoor environment is infrequently in use. 	<ul style="list-style-type: none"> • Access to the outdoors is only available during “recess”, as a free play activity. • The outdoor environment is not well prepared or appropriate for children’s use.
<p>SPED students are fully included and supported within the classroom.</p>	<ul style="list-style-type: none"> • Montessori teachers are dual certified as SPED teachers and able address all but most significant learning issues through the Montessori program. • SPED and Resource Teachers are Montessori trained or oriented and work in collaboration with Montessori teachers to provide special services within the prepared environment. 	<ul style="list-style-type: none"> • SPED students are pulled out for small portions of the day, or specialists come in the classroom but work with the SPED students apart from the rest of the group and primarily through non-Montessori materials. 	<ul style="list-style-type: none"> • SPED students are pulled out of the Montessori classroom for large portions of the day. 	<ul style="list-style-type: none"> • SPED students have a separate program for most or all of the day.
<p>ELL students are fully included and supported within the classroom.</p>	<ul style="list-style-type: none"> • Montessori teachers are dual certified as ELL teachers. • ELL Resource Teachers are Montessori trained or oriented and work in collaboration with Montessori teachers to provide special services within the prepared environment. 	<ul style="list-style-type: none"> • ELL students are pulled out for small portions of the day, or specialists come in the classroom but work with the ELL students apart from the rest of the group and primarily through non-Montessori materials. 	<ul style="list-style-type: none"> • ELL students are pulled out of the Montessori classroom for large portions of the day. 	<ul style="list-style-type: none"> • ELL students have a separate program for most or all of the day.

Domain 3—Family Engagement

STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
A strong partnership between home and school is evident in all formal and informal communications.	<ul style="list-style-type: none"> • A well-developed Family Handbook elaborates mutual expectations in clear, accessible language. • Robust, two-way communication begins prior to enrollment and is visible in a website, newsletters, letters home, and processes for parent-teacher conferences. • All relevant documents are translated into languages reflecting the school's population • The school's Parent Engagement plan may include home-visits. • Faculty and staff reflect the ethnic, linguistic and racial makeup of the student-body. 	<ul style="list-style-type: none"> • A well-developed Family Handbook elaborates mutual expectations in clear, accessible language. • The school maintains an active website. • Most classrooms distribute newsletters and other regular communications such as websites, blogs, or Google groups. • Highest priority documents are translated into the languages reflecting the school's population. • Efforts are made to hire faculty and staff that reflect the ethnic, linguistic and racial makeup of the student- body. 	<ul style="list-style-type: none"> • A Family Handbook exists, but is out-of-date and not widely distributed. • Communication between home and school is limited to informing families of events, deadlines, and other administrative matters. • Some classrooms distribute newsletters and other regular communications, but there is no coordinated system for ensuring that all members of the community are informed. • Translation services are limited. 	<ul style="list-style-type: none"> • A Family Handbook may exist, but is out-of-date and not widely distributed. • Communication between home and school is sporadic, and usually in the form of announcements from the administration. • Translations are sporadic or non-existent.
The school provides ongoing opportunities for family education, including information sessions, discussion groups, observation of classrooms, and parent-teacher-student conferences.	<ul style="list-style-type: none"> • The enrollment process features multiple opportunities for parents to learn about Montessori and the family commitment expected by the school. These events are well planned and executed, and attended by large numbers of prospective families. • A robust family induction process, includes open houses, orientation evenings, and networking with experienced families. • Family education opportunities are offered monthly. 	<ul style="list-style-type: none"> • The enrollment process features some opportunities for parents to learn about Montessori and the family commitment expected by the school. • The school offers an orientation evening for new families. • Family education opportunities are offered quarterly. 	<ul style="list-style-type: none"> • The enrollment process may feature events such as open houses, but they are poorly advertised and sparsely attended. • The school offers an annual Open House. • Family education opportunities are offered sporadically. 	<ul style="list-style-type: none"> • The enrollment process includes no opportunities for families to learn about the school, and any families enroll without any knowledge of Montessori education. • No family education opportunities are offered.

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STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>The school cultivates a strong school-home association, in which parents have authentic opportunities to contribute meaningfully to the school's mission and communicate with school leadership.</p>	<ul style="list-style-type: none"> • The school maintains a designated space for adults to gather, which includes a resource library filled with material related to Montessori, child development, parenting, and other topics of interest. • The school employs a Community Engagement specialist, who supports the family community by partnering with parent leaders, assisting in the coordination of volunteer opportunities. • There is an active school board and/or governance council with significant family representation. • Minutes of all meetings are shared with the entire community. 	<ul style="list-style-type: none"> • The school's School-Home or Family Association is active, with parent/adult leaders visible in the school. • Minutes of all meetings are shared with the entire community. 	<ul style="list-style-type: none"> • The school has a School- Home Association, but it is not active. • The school's Board or governance council may have family representation, but families do not regularly attend meetings. • Minutes of meetings are not regularly shared with the community. 	<ul style="list-style-type: none"> • There are no formal structures through which families can participate in the school.

Domain 4—Leadership and Organizational Development

STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
An experienced Montessori educator guides the implementation of the Montessori program, as Principal, Program Director, Curriculum Coordinator or Instructional Coach.	<ul style="list-style-type: none"> A Montessori trained school leader communicates and advocates effectively for full Montessori implementation. At least one instructional coach, with Montessori training for at least one program level, supports full Montessori implementation as a primary responsibility. 	<ul style="list-style-type: none"> The school leader is not Montessori trained, but is enthusiastically engaged in ongoing Montessori professional development. A trained Program Director or Montessori Coach supports the untrained school leader. 	<ul style="list-style-type: none"> The school leader is not Montessori trained, and has engaged in minimal Montessori professional development. The school does not employ a Montessori Program Director or Coach, but does rely on the expertise of experienced teachers or consultants in making program decisions. 	<ul style="list-style-type: none"> The school leader is unwilling to engage in Montessori professional development The school leader regards Montessori as an aspect of the school program rather than the essence of the school program. The school leader engages in teacher evaluation and program development systems that are in conflict with Montessori principles and practice.
The school has a clear vision for how it delivers Montessori education, and has an active cycle of reflection and self-review.	<ul style="list-style-type: none"> The school has a current and active strategic/school improvement plan, which is grounded in Montessori principles, informed by multiple constituents, and widely understood and embraced by the school community. The school regularly employs Montessori consultants to provide internal and external audits of program quality, and incorporates consultant feedback into an ongoing strategic planning process. The school has a well-articulated and transparent process for inducting, mentoring and evaluating teachers. Teachers are evaluated based on a protocol designed to support fully implemented Montessori practice. 	<ul style="list-style-type: none"> The school has a living strategic/ school improvement plan, which is grounded in Montessori principles, informed by multiple constituents, and made available to the school community. The school has employed a Montessori consultant within the past three years to provide internal support for strategic planning and instructional improvement. Teachers are evaluated based on a protocol that is friendly to Montessori pedagogical principles. 	<ul style="list-style-type: none"> The school is in the process of developing a strategic/ school improvement plan, which includes goals for improving Montessori practice. The school does not look to outside resources for Montessori support. Teachers are evaluated in part or whole based on a protocol that does not reflect Montessori practice. 	<ul style="list-style-type: none"> The school's strategic/school improvement plan includes no goals for improving Montessori practice. Teachers are evaluated based on a protocol that has no relationship to Montessori pedagogical practice.
The school maintains membership in one or more Montessori professional organizations, and seeks accreditation to ensure consistent quality.	<ul style="list-style-type: none"> The school is accredited or recognized by at least one major Montessori professional organization. 	<ul style="list-style-type: none"> The school maintains membership in at least one major Montessori professional organization. 	<ul style="list-style-type: none"> The school is not be a full member (due to costs or other constraints), but leaders and staff attend at least one major Montessori professional organization's conference. 	<ul style="list-style-type: none"> The school has no connections with any Montessori professional organization.

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STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>The school has a pipeline for recruiting, training, hiring, and retaining high quality Montessori teachers.</p>	<ul style="list-style-type: none"> The school sponsors two or more teachers for Montessori training annually. The school provides a robust annual Assistant's/Fundamentals Course. The school has a strong relationship with a MACTE accredited or AMI Montessori training center. The school recruits broadly and provides a substantive interview and induction process for all prospective and new hires. 	<ul style="list-style-type: none"> The school's budget supports sponsorship for Montessori training for at least one new teacher a year. The school offers orientation and professional development designed to support classroom assistants. 	<ul style="list-style-type: none"> The school's operating budget does not support annual sponsorships, but efforts are made to raise funds for the specific purpose of supporting the talent pipeline. 	<ul style="list-style-type: none"> The school has no systems in place to ensure a reliable pipeline of high quality Montessori teachers.
<p>All adults engage in ongoing Montessori professional development.</p>	<ul style="list-style-type: none"> All adults engage in ongoing Montessori professional development. 	<ul style="list-style-type: none"> 50 – 90% of adults engage in ongoing Montessori professional development. 	<ul style="list-style-type: none"> Some, but fewer than half, of adults engage in ongoing Montessori professional development. 	<ul style="list-style-type: none"> Adults do not engage in ongoing Montessori professional development.
<p>Adults treat one another with respect and model grace and courtesy in their interactions.</p>	<ul style="list-style-type: none"> All adult interactions are respectful, gracious, and courteous. Respect, grace, and courtesy characterize formal and informal school activities. Respect, grace, and courtesy characterize interactions with families. 	<ul style="list-style-type: none"> Most adult interactions are respectful, gracious, and courteous. Respect, grace, and courtesy characterize most formal and informal school activities. Respect, grace, and courtesy characterize most interactions with families. 	<ul style="list-style-type: none"> Adults are sometimes disrespectful, preemptory or dismissive with one another. There are notable status divisions among trained teachers, support staff, and administrative staff. 	<ul style="list-style-type: none"> Adults are generally disrespectful, preemptory or dismissive with one another. Non-teaching staff are blatantly disrespected or delegitimized.
<p>Montessori practice is supported by a clearly defined Montessori scope and sequence, integrated with (but not driven by) state standards.</p>	<ul style="list-style-type: none"> Faculty and staff understand and can explain the Montessori approach and how it meets state standards. A Montessori scope and sequence aligned with state standards is shared widely in the school and available to families, district staff, and other stakeholders. Teachers lead with their Montessori training and refer back to state standards as necessary. 	<ul style="list-style-type: none"> Most faculty and staff understand and can explain the Montessori approach and how it meets state standards. An alignment of the Montessori scope and sequence with state standards is in process. The Montessori scope and sequence is part of internal and external communications. Teachers mostly lead with their Montessori training and refer back to state standards as necessary. 	<ul style="list-style-type: none"> Many faculty and staff members are unclear on the Montessori approach and how it meets state standards. No alignment of the Montessori scope and sequence with state standards is in use. The Montessori scope and sequence is available but not part of community understanding or regular practice. Teachers mostly lead with state standards and use some Montessori materials and lessons to teach them. 	<ul style="list-style-type: none"> Faculty and staff are following a scope and sequence that conflicts with Montessori pedagogy. Teaching is entirely driven by state standards.

Domain 5—Assessment

STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Assessment protocols integrate measures of academic achievement with measures of executive functions such as self-regulation, initiation, and cognitive flexibility.	<ul style="list-style-type: none"> The school tracks multiple indicators of success through means such as alumni, parent, and receiving teacher surveys. The school uses cognitive measures such as the Flanker Inhibitory Control Task, or the Minnesota Executive Function Scale (MEFS), to document wide-scope developmental outcomes. The school maintains profiles of all students based on narrative appraisal and work sampling, as well as performance on standardized academic measures. 	<ul style="list-style-type: none"> The school is in the process of developing a protocol that allows the documentation of social and emotional and executive function outcomes. The school maintains profiles of all students based on narrative appraisal and work sampling, as well as performance on standardized academic measures. 	<ul style="list-style-type: none"> The school includes narrative appraisals of social and emotional development as part of its assessment and reporting protocols, but has no larger system for tracking wide-scope student outcomes. 	<ul style="list-style-type: none"> The only form of assessment is state-mandated tests. Results are reported without context. Minimal standards of proficiency drive instruction.
Ongoing, personalized qualitative assessment, in the form of observation and documentation, drives all instructional decisions.	<ul style="list-style-type: none"> Regular, recorded observation is the basis of planning and assessment. The school uses an on-line record-keeping system to ensure that data are collected and managed effectively. Teachers make time daily to record observed activity within the environment. An observer's chair is visible in the environment. Teachers meet weekly as teams to discuss student progress, reflect collectively on challenges, and share potential solutions. 	<ul style="list-style-type: none"> Regular, recorded observation is the basis of planning and assessment. Some teachers use an on-line record-keeping system to ensure that data are collected and managed effectively. Teachers make time daily to record observed activity within the environment. An observer's chair is visible in the environment. Teachers meet occasionally as teams to discuss student progress, reflect collectively on challenges, and share potential solutions. 	<ul style="list-style-type: none"> Some teachers make time daily to record observed activity with the environment, but there is no link to a larger system of data management. Some classrooms have an observer's chair. 	<ul style="list-style-type: none"> There is no evidence of ongoing, recorded observation. Teachers do not meet to reflect on student progress.
Assessments are delivered in the least obtrusive manner possible.	<ul style="list-style-type: none"> Formative and summative assessments are delivered to individual students during work periods. Tests are treated as Practical Life activities, with minimal emphasis or work disruption. Test preparation is limited to practice experiences designed to familiarize students with format and language. 	<ul style="list-style-type: none"> Summative assessments are delivered during testing windows. Total test preparation constitutes no more than one week of student work time. 	<ul style="list-style-type: none"> Formative and summative assessments are delivered to the whole school/whole class during prescribed testing windows. Test preparation constitutes more than two weeks of student work time. 	<ul style="list-style-type: none"> Testing windows take over the entire school day, with work periods suspended, students grouped in grade-level cohorts, and assessments proctored by unfamiliar teachers. Preparing for tests drives the school's program.

continued

STANDARD	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p>As students mature, they are increasingly involved in monitoring their own progress.</p>	<ul style="list-style-type: none"> • Beginning in the elementary level, students keep daily journals of their work. • Teachers regularly confer with students to assist in the development of personal learning goals and to reflect on progress. • Beginning in the elementary, students regularly participate in parent-teacher discussions of student progress. 	<p>Students keep work journals, but they are not regularly employed in the self-assessment process.</p> <p>Teachers sometimes confer with students to assist in the development of personal learning goals and to reflect on progress.</p>	<p>Students are given assigned “work plans” which they have little input in developing or reflecting on.</p> <p>Work plans require the teacher to “check-off” completed work rather than allowing students to manage their time and productivity.</p>	<p>Students are disconnected from the assessment process, except to receive grades.</p>

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- We have five guides or assistants who have completed their Montessori certification.
- Our newly hired guides and assistants are committed to the Montessori philosophy and have begun their training.

Staff Quality, Recruitment and Retention Weaknesses

- As many of our staff are new to our campus and Montessori, we must provide additional support to ensure productive, engaging learning environments for all students.
- A lack of bilingual staff in the elementary program has made it difficult to implement the dual language program to fidelity.

Staff Quality, Recruitment and Retention Summary

Ongoing opportunities to include staff voice in the decision making process will be regularly implemented. Staff will be able to provide feedback through committees and PLCs. Regular staff check-ins will be utilized to determine ongoing needs and opportunities for improvement. As much of the staff is new, we are co-creating systems and routines little by little. Community building will be included during professional development days as well as faculty meetings. Signature SEL practices for opening and closing meetings will be integrated.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

The primary goal of curriculum, instruction, and assessment for the 2022-2023 school year is alignment between the Montessori standards and State standards and assessments. As a public Montessori, we are challenged with ensuring students meet state expectations while maintaining fidelity to the Montessori philosophy.

We are taking strides toward this alignment goal by first ensuring all staff members are trained in Montessori principles at the level appropriate to their position. We have also hired three, part-time Montessori-certified instructional coaches who will support guides in lesson practice and presentation, as well as the alignment stated above.

As a campus, we are reviewing systems for identifying and supporting students who are Gifted and Talented and Multilingual to ensure adequate supports and services are provided. The campus needs additional training in providing two-way dual language instruction as some guides are still unfamiliar with the expectations. This training has already

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

been scheduled with the Multilingual department.

Inherently, the Montessori philosophy and curriculum provide a foundation to meet students' individual needs and allows them to progress at their own level. Our campus challenge will be to allow students to flourish while the staff is in the process of completing their Montessori training.

Family and Community Involvement

Family and Community Involvement Strengths

- Families and community members are eager to engage with and support the campus.
- Multiple opportunities are currently available for families and community members to get involved.

Family and Community Involvement Weaknesses

- As we continue to grow, we want to ensure that we are mindful that the school continues to serve students from the community in which the campus resides.
- Our PTA is currently small so we are discussing ways to increase engagement and minimize barriers to that engagement.

Family and Community Involvement Summary

Our customer service priority will be communicating with families often in a consistent manner and ensuring families feel welcome in the school through explicit invitations. We will hold regular equity audits of communication to review which families are receiving our communication and which families voices are heard during surveys, campus meetings, etc. We are committed to ensuring all families have shared participation in the campus.

As we work to improve our enrollment, we want to build connections with local businesses and community members so that they part of the school community, even if they do not have a child currently attending. We will prioritize sharing event information with the wider Winn Montessori community.

Again, we will follow the exemplars set by the Essential Elements rubric in regard to expectations for family and community involvement.

WINN EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) By the end of the 22-23 school year, the campus receives a "satisfactory" score on 20 of the 26 strands on the National Center for Montessori in the Public Sector Essential Elements Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete the Schoolwide Reflective Instrument monthly with all campus staff and family members (CAC or PTA meetings). (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,2.1,3.2,5.1,5.3,5.4)	Academic Leadership Team, Administrators	October-May 2023		Criteria: Meetings agendas, Completed and dated copies of the School-wide Reflective Instrument.
2. Campus will develop a well-elaborated orientation and induction program for students who enter after age 4. (Title I SW Elements: 2.1,2.3) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 4) (ESF: 3.2,3.3,3.4)	Academic Leadership Team, Administrators, Bilingual Specialist/Instructional Coach, Parents	May 2022		Criteria: Outline of induction program, attendance sheet from first event.
3. Children have ample opportunities to engage in care of the classroom, food preparation, dining and meal cleanup, and plant and animal care, and these activities are a regular part of children's activity. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Instructional Specialists/Coaches, Teacher Assistants, Teachers	September 2022-May 2023		Criteria: Pictures from classroom meals, staff completed Essential Elements rubrics

WINN EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Food Services) By December 2022, 100% of children will have ample opportunities to engage in food preparation, dining, and meal cleanup as evidenced by lunch time observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Appropriate cutlery, glassware and dishes are used daily. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1)	Cafeteria staff, Teacher Assistants, Teachers	August 2022-May 2023		Criteria: Completed Essential Elements Rubric
2. Guides and assistants introduce unfamiliar foods and model trying new things when eating with students. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 3.2)	Teacher Assistants, Teachers	October 2022-May 2023		Criteria: Completed Essential Elements rubric, classroom walkthroughs during lunch time
3. Student meals begin with a communal song in English and Spanish. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1)	Instructional Specialists/Coaches, Teacher Assistants, Teachers	October 2022		Criteria: Copies of lunch songs in both languages, classroom walkthroughs during lunch time

WINN EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Family Engagement) On the Spring 2023 Panorama Survey, 80% of families will respond positively to the question, "How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?"

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will send out monthly volunteer opportunities to families via a variety of digital channels, as well as a paper flyer. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Parent Support Specialist, Principal	Beginning October 2022		Criteria: Artifacts from SchoolMessenger, Class Dojo, etc.
2. Targeted phone calls/outreach is completed to invite families who may not normally feel welcome (i.e. new families, families who speak languages other than English, etc.) to events, classes, and other learning opportunities (For example: Personal invites to Black/African American families to attend the family dual language classes supported by the African American Dual Language Committee). (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Office Staff, Parent Support Specialist, Principal	Beginning September 2022		Criteria: Call logs
3. Parent Support Specialist will support interested families in completing the APIE volunteer application. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Parent Support Specialist	Beginning October 2022		Criteria: Documented support in eCST, Total number of families enrolled in APIE

WINN EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 4. (SEL) Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies through Grace and Courtesy lessons. As a result, the number of staff disciplinary office referrals of students will decrease by 25% from October 2022 to May 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All adults are training in methods to interact with students in ways that are deeply respectful and support their development as appropriate to the children's age and level of independence. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2.1)	Campus Committees, Campus Leadership Team, Instructional Coaches	SY 22-23		Criteria: Agendas from training, observations by instructional coaches and administrators
2. Students have ongoing access to culturally relevant, high-interest materials, and are allowed to choose their work for the majority of work periods. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1)	Academic Leadership Team, Instructional Coaches, Librarian, PLCs, Teacher Assistants, Teachers	SY 22-23		Criteria: Classroom walkthroughs, completed Essential Elements rubric
3. Counselor and Montessori Committee complete a calendar of Grace and Courtesy lessons to be implemented by teachers throughout the school year, but especially when returning from breaks. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Campus Committees, Counselor	December 2022-May 2023		Criteria: Resources folder for Grace and Courtesy lessons

WINN EL

Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) By May 2023, 100% of campus-based staff will be Montessori-certified, have completed the Montessori assistants or foundations course, or be in the process of completing their certification.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom Assistants complete the Montessori Assistants training and participate in weekly assistant mini-trainings. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,4.1,5.2)	Instructional Coaches, Teacher Assistants	SY 22-23		Criteria: Training completion certificates, weekly assistant meeting agendas
2. Develop time in the master schedule for guides to complete the required components of their Montessori certification. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1)	Instructional Coaches, Principal	SY 22-23		Criteria: Campus master calendar and instructional coaching support calendar
3. Enroll all auxiliary staff in Montessori fundamentals course or other Montessori-inspired job-alike course. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1,5)	Bookkeeper, Instructional Specialists/Coaches, Principal	Courses completed 5/23		Criteria: Completion certificates and/or registration receipts.
4. Guides and assistants receive twice monthly walkthroughs with feedback provided in alignment to assessment tools provided by the National Center for Montessori in the Public Sector and the district PPFT Montessori What-This-Might-Look-Like rubric. (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 1,2) (ESF: 4.1,5.2,5.3,5.4)	Administrators	SY 22-23		Criteria: Walkthrough tracking documents, Frontline Employee Evaluation reports, copies of handwritten feedback

WINN EL

Goal 3. (Increased Enrollment) Campus enrollment for the 22-23 school year will increase from 240-300 students by June 1, 2023 with the additional students reflecting the current campus racial/ethnic demographics.

Objective 1. (Increased Enrollment) Campus enrollment for the 22-23 school year will increase from 240-300 students by June 1, 2023 with the additional students reflecting the current campus racial/ethnic demographics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Enrollment Committee includes members from the campus and community. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administrators, Campus Committees, Community Partner, Parent Support Specialist, Parents, Principal, Teachers	December 2022		Criteria: Roster of Campus Enrollment Committee
2. Develop a calendar to implement strategies for enrollment based on ideas suggested by Campus Enrollment Committee, CAC, PTA, and University of Texas at Austin Human Development of Organization team. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Campus Committees, Parent Support Specialist, Principal	January 2023		Criteria: Campus calendars (both internal and community-facing)
3. The enrollment process features multiple opportunities for parents to learn about Montessori and the family commitment expected by the school. These events are well planned and executed, and attended by large numbers of prospective families. (Title I SW Elements: 2.1,3.2) (Target Group: PRE K,K,1st) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, CAC Members, Campus Committees, Instructional Coaches, Parent Support Specialist, Parents, Teacher Assistants, Teachers	February 2022		Criteria: Event agendas and sign-in sheets, feedback forms from newly enrolled families

WINN EL

Goal 4. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will obtain a "Meets Expectations" on the customer service section of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will obtain a "Meets Expectations" on the customer service section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Title I SW Elements: 2.2) (Target Group: H,AA,ECD,EB,AtRisk) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Administrators, Parent Support Specialist, Parents	November 2022		Criteria: Analysis notes based on communication strategies such as ClassDojo and SchoolMessenger.
2. All relevant documents are translated into languages reflecting the school's population. (Title I SW Elements: 3.1) (Target Group: All,BI,EB) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Administrators, Parent Support Specialist, Teachers	August 2022-June 2023		Criteria: Sample communications, agendas, etc.
3. A well-developed Family Handbook elaborates mutual expectations in clear, accessible language. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.4)	Campus Leadership Team, Instructional Specialists/Coaches, Principal	November 2022		Criteria: Copy of Family Handbook

WINN EL

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments. **Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

WINN EL

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

WINN EL Site Base

Name	Position
Farr, Bridget	Principal
Alvarez, Mary	Executive Director
Thomasson-Bramley, Alison	Librarian
Daily, Sarah	CAC Teacher Co-Chair
Seelke, Sandi	Montessori Guide
Martinez, Felix	Montessori Assistant
Parra, Rebecca	Montessori Guide
Khan, Nadia	Parent/Caregiver
Puente-Garcia, Helena	Parent/Caregiver
Hervey, Stacie	Parent/Caregiver
Longino, Becca	Parent/Caregiver
Lucio, Alejandra	Montessori Guide

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	65				77
Grade	NR*	--	--	--	C

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				92
Grade	C	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	51				80
Grade	NR*	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	60				75
STAAR Performance Meets	36				50
STAAR Performance Masters	18				25
STAAR Performance Raw Score	38				50
STAAR Performance Scaled Score	65				77

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	73				85
Academic Growth Scaled Score	77				92
Academic Growth Grade	C	--	--	--	A
Economically Disadvantaged %	70.2	70.2	70.2	70.2	70.2
Economically Disadvantaged % Grouping	70.1 to 71	70.1 to 71	70.1 to 71	70.1 to 71	70.1 to 71
Relative Performance Raw Score	38				50
Relative Performance Scaled Score	65				83
Relative Performance Grade	NR*	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	2	out of 10	2022 Values:	2	out of 2
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	7	out of 10	2023 Goals:	2	out of 2

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	69				88
Grade	NR*	--	--	--	B

English Language Proficiency			Student Success		
2022 Values:	0	out of 1	2022 Values:	1	out of 5
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	2	out of 5

Campus Name: **Winn**
 Campus Number: **227901157**

Template by Campus & District Accountability



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation Form)*
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of the Parent/Family Engagement Policy on your campus stationary)*
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include meeting notice, agenda, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation of at least 2 sample communications in languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Attach documentation: agendas, sign in sheets, minutes and/or records of meetings)*
- Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. Homeless and Foster Care Documentation *(Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks)*

By signing this form, I am confirming that these Title I Compliance Requirements have been met, as verified by the attached documentation. *(Upload ALL documents in PlanWorks)*

Winn Montessori
Campus Name

Bridget M. Farr
Principal's Signature

11/04/22
Date

WINN EL Site Base

Name	Position
Farr, Bridget	Principal
Alvarez, Mary	Executive Director
Thomasson-Bramley, Alison	Librarian
Daily, Sarah	CAC Teacher Co-Chair
Seelke, Sandi	Montessori Guide
Martinez, Felix	Montessori Assistant
Parra, Rebecca	Montessori Guide
Khan, Nadia	Parent/Caregiver
Puente-Garcia, Helena	Parent/Caregiver
Hervey, Stacie	Parent/Caregiver
Longino, Becca	Parent/Caregiver
Lucio, Alejandra	Montessori Guide