In-District Charter School Application

Rodriguez Montessori Elementary School

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1. CAPACITY OF APPLICANT LEADERSHIP TEAM

Laura Christenberry - Principal, Steele Montessori ES - Laura Christenberry founded Steele Montessori Academy with SAISD in 2017. She worked with the National Center for Montessori in the Public Sector to create the vision and launch the first public Montessori school in San Antonio. Laura Christenberry has also had experience with the Young Women's Leadership Academy, another innovative in-district charter school, and was the assistant principal at Gates Elementary when it moved out of Improvement Required standing in just one year. Laura's skill set includes creating and articulating a solid vision to staff and parents, inspiring staff to continue and embrace Montessori principles, and organizing teams.

Rebecca Gonzalez - Associate Principal, Steele and Rodriguez - Rebecca Gonzales has been in education for twenty-three years. Rebecca's first experience with Montessori was in attending St. Mary's Hall High School where the Montessori principles were in place. She joined the Steele team three years ago as a parent of a Steele student and has now joined the administration team for Steele and Rodriguez Montessori. She was a classroom teacher for eleven years, a Campus Instructional Coordinator for four years, and an Assistant Principal for seven years. She has had experience with reviewing data and evaluating the effectiveness of programs that are being used on the campus. She has conducted many information sessions and tours for Steele and Rodriguez Montessori.

Linda Galvan - Senior Coordinator of Operations, Steele and Rodriguez - Linda Galvan has overseen operations for various organizations for over 10 years. She spent over 3 years on a Title I campus as a Case Manager for the non-profit ,Communities in Schools, Cameron County. There she coordinated students retention/motivation events, parenting sessions, referrals to outside agencies, and other social service support. Group Excellence, an onsite tutoring company, was her next venture where she set-up recruiting events, interviews, on-boarding/existing employees procedures and designed professional development. As an HR and Quality Assistant, she gained experience in employee recruitment, creating company handbooks, training, and procedures. She joined Steele in its founding year as the Parent Family Liaison, where she established family-community events, information sessions for potential families, and supervised their family and community volunteers.

2. STAKEHOLDER MAP

Students	
Stakeholder's Top 3 Needs	1. During conversations with the students in schools near Rodriguez Elementary School, the students stated that they were looking for the opportunity to learn a second language. They understand the advantage that knowing a second language gives them when applying for jobs, when it comes to their salary potential, and having the ability to interact with the community in which they live.
	2. Students voiced that they would like a curriculum in which they can work at their own pace, have hands-on experiences, and have the opportunity to engage in interactive projects. If a topic is something that the student feels they need more time to master, then they would like the option to spend more time on this topic to move towards mastery. Those students who are further along in the curriculum than other students would like the option to pursue their interests or have the option to move forward with their learning and not be held back for the sake of keeping all students together to meet a timeline. They would also like to have the opportunity to learn

	through interactive projects on topics they desire. The students understand that if they have fun while learning, they will more likely remember the material.
	3. Students in this day and age need curriculum and guidance in making healthy and safe choices that allow them to develop healthy relationships and learn to regulate their emotional well being. Students face an increasingly difficult social and emotional landscape to navigate, especially when coming from a low socio-economic background.
How those needs were identified (discuss engagement)	Rodriguez community meetings conducted in Sept., Oct. and Nov. of 2019.

Campus Staff	
Stakeholder's Top 3 Needs	1. In our experience at Steele and other schools, we believe that all campus staff crave opportunities to grow as professionals, especially in their capacities as leaders. Many teachers that thrive at Steele were recruited from SAISD where they were already known as successful teachers. They reported feeling fulfillment from the transition made to the Montessori model and from the meaningful relationships they have with students, but are eager to take on more responsibility and grow into roles that allow them to further support the school and students. 2. Rodriguez staff will likely need tangible support in helping students with academic, behavioral, social, and emotional needs resulting from a variety of circumstances. Staff will be working with students with a variety of ability levels, some coming from challenging backgrounds, who need concrete support to help students reach their potential in all areas. 3. Campus staff will need fellow staff members (including administration) that support the Montessori implementation. The staff will want the leadership to continue to build autonomous opportunities for teachers to allow students to develop at their own pace and make each day meaningful to a variety of learners through a flexible and efficient model of education. Teachers need the autonomy to plan individual lessons and abide by the Montessori model.
How those needs were identified (completed engagement)?	These needs were identified through gathering feedback from Steele staff, including the Staff Insight Survey given in the Spring of 2019, teacher feedback received in Spring of 2019, candidate interviews conducted during the Fall of 2018, and through the on-boarding process.

Families	
Stakeholder's Top 3 Needs	1. Rodriguez and neighborhood families are asking for the opportunity for their students to have a balance of technology time and time learning by other means. They understand the importance of technology in learning, such as using it for research, but they also want their students to spend time interacting with nature. 2. Families want the new school at Rodriguez to remain a part of the immediate community. They have seen Rodriguez through the good times and through the rough times. Generations of families have attended the school and have fond memories of their time spent there. They understand the need for newness to be brought to the school, but want the heritage of the school to remain intact. 3. The families in the vicinity of Rodriguez understand the importance of teaching the students social/emotional skills. Rodriguez is located in an area of the city that experiences trauma and

	poverty. The families are looking for the school to teach their students how to cope with the world around them and how to persevere despite setbacks or situations that could potentially impede them from succeeding.
How those needs were identified (discuss engagement)	Rodriguez community meetings held in Sept., Oct., and Nov. 2019.

Community	
Stakeholder's Top 3 Needs	1. The community around Rodriguez Montessori is looking to see the school flourish once again. The community would like to see traditions that were established at the school through years of various generations being incorporated into the new Montessori model. They are looking to have the traditional community input along with new opportunities for community engagement. They would like to see the students have an impact on the community in any way the school sees possible. 2. During the community meetings, a city council member, OLLU staff, and community members not having school age children could be seen attending the meetings. They are curious about how to interact with the school and how they can bring real life experiences to the students. There is the possibility to partner with these community members for mutually beneficial partnerships (ex: OLLU using Rodriguez as a site for student teaching). 3. Private and public Montessori schools and Associations are invested in the outcome of our school and will regularly check in with Rodriguez staff during visits, calls, and conferences. The main need they have in regards to our success is the potential to spread Montessori education. They also would like access to professional development and opportunities for collaboration with our staff.
How those needs were identified (discuss engagement)	Rodriguez community meetings held in Sept., Oct., and Nov. 2019.

3. CAMPUS DECISION-MAKING

The campus leadership team will be the campus-based decision making group. This group will meet monthly and members will include the principal, assistant principal, school counselor, one teacher from each level, a member from the instructional assistants, two family members of students, and in the future two students (this will occur once the school houses fourth and fifth graders). Responsibilities of the CLT will include revising the campus improvement plan, planning events, setting school goals, and approving the school's daily schedule. The teacher representatives on the CLT will be nominated and voted on by the school staff, and the family member representative will be nominated and voted on by the members of the third decision-making group, the Parent Advisory Council.

Age level teams will be divided into the primary and lower elementary levels. These teams will make the academic decisions based on data collected from MAP. They will review the MAP data at BOY, MOY, and EOY. Based on the data shown on the learning continuum, the teachers are able to make adjustments to the work plans of the students in Transparent Classroom.

The Parent Advisory Council will include a parent or family member representative from each class in the school. The teacher will communicate with the parent volunteer to assist with class and school events as well as attending quarterly meetings with the school principal. These meetings with school administration provide an opportunity for families from across the campus to stay informed, address concerns, and collaborate with each other. By having one parent representative from each classroom, this will expand the parent participation that will be occurring at the school.

The ARD committee will make decisions on the students' IEP needs. The committee will consist of the district representative, the general education teacher, the GEC teacher, the parent, and any other pertinent individuals based on the student's disability. Such things as the student's schedule, goals/objectives, testing accommodations, and classroom accommodations/modifications will be addressed.

The MTSS committee will address the needs of struggling students by deciding on instructional support that can be implemented for a student. This committee will consist of the parent, the teacher, the MTSS coordinator and any other relevant district member. The committee will make decisions on next steps once they decide that all the instructional supports in place have not been of significant benefit to the child.

The LPAC committee is another academic based committee that addresses student needs. The committee will consist of the LPAC coordinator, the bilingual/ESL teachers, and a parent. This committee will review data of our English Learners. They will make decisions on the instructional strategies to implement that will address their needs, on the placement of students into the Bilingual program, and on the STAAR accommodations that will be in place for the students as needed.

There will also be an interview committee that meets as needed to hire any additional staff for school staff vacancies. The committee will use the interview protocols that have been created by the campus to discern the will, skill, and vision of the applicant in regards to the Montessori model.

In the future, there will be a Montessori governing board. This board would be comprised of individuals that will be proponents of the Montessori model to ensure that as administrators change at the district level, the Montessori model will remain and to help raise money for the network.

4. DATA REFLECTION

Due to Rodriguez Montessori re-opening its doors after being closed for one school year, data from an elementary school in the same feeder pattern and same neighborhood as Rodriguez Montessori, and district-wide data was used for the reflection.

Currently, a nearby neighborhood school has a low attendance rate of 94% which is below the district goal of 96%. Over the last 3 years, the school's attendance data has continued to decrease each year. By opening a Montessori school which extends school choice for parents and increases student engagement, we would increase this data to 97%.

In the areas of reading and math, this school has been inconsistent on STAAR Data. In reading, they scored at 33%, then 27%, and then back to 39%. While this data is the same as the district averages, the inconsistency is something to note and is still below our district goals for reading.

We also noticed that retention data for the district is lower than at our current Montessori school. Only 70% of district teachers plan to return the following school year while 100% of teachers at Steele Montessori plan on returning. Steele Montessori also has 80% of teachers saying that the school provides a positive climate environment. This piece of data helps us to be able to retain teachers as most enjoy teaching in a Montessori setting.

5. CHALLENGES FOR YOUR SCHOOL

Challenge #1 - Addressing the frustration and sense of loss in the Rodriguez community.

Through conversations with families in the Rodriguez community, there was widespread frustration and sadness at the loss of their neighborhood school. The root cause of this frustration was obviously the closing of the school, but the frustrutration was particularly acute in this community for a few reasons. SAISD closed the school after the school was "Improvement Required" (the lowest level in the state accountability system) for five straight years. However, despite this level of performance for so many years, when the closure was announced, many families in the community were not aware that the school was low performing, or at least not to that extent. Their experience - either as a student themselves or with their own children or grandchildren - was largely positive. Therefore, being told that their school was "failing" and needed to be closed led to understandable surprise, anger and sadness. These damaged relationships and lack of trust will be a clear challenge for the new Rodriguez staff to overcome with the new school. The District took a positive step with extensive engagement in the fall of 2019 before the announcement of the new Rodriguez Montessori, but more needs needs to be done.

Challenge #2 - Recruiting enough families to open the school year in a financially sustainable manner.

Rodriguez will open with Pre-K 3, Pre-K 4, Kindergarten, and 1st grade, with a total of 128 students in the first year. The district goal for all choice schools is to have 2.5 applications per open seat, because of historical registration rates and attrition over the summer. That would mean Rodriguez needs approximately 320 applications. As of early February, Rodriguez has 280 applications for the 2020-2021 school year. While the overall number is close to the necessary 2.5X metric, the applications are strongest with Pre-K, and weakest in first grade, with only 30 applications. There will not be a waitlist for first grade students once students are accepted.

It is difficult to know the exact root cause of the lower than ideal student demand for Rodriguez seats, but we believe it is a combination of the lack of knowledge of the Montessori model and the difficulty of recruiting for first grade. While there is strong demand currently for Steele Montessori, as evidenced by our waiting list, it required extensive engagement with parents and explanation of the Montessori

model, which will be required with this new school. Montessori is a relatively new model in San Antonio and many families are unsure what Montessori is and why it would be a good fit for their child. Also, it is typically difficult to recruit for first grade at any new school, because kindergarten students have already been established at their current school for a minimum of a year. Parents often do not want to switch schools after being established at another elementary school.

Challenge #3 - Misalignment of Montessori Scope and Sequence to the TEKS and Navigating Challenges in Meeting Academic Proficiency Standards (MAP, STAAR). (This is a challenge that Steele Montessori is currently facing, and we believe it will likely be a challenge for Rodriguez.)

Currently, K-3 students at Steele Montessori are not meeting the proficiency standards in reading and math (according to 2018-2019 NWEA MAP testing). Only 32% of third grade students are scoring at the highest levels of reading (or in the top 40%) and only 37% perform at the highest levels in math. The goal at Steele is to have 80% of students scoring in the top 40% on the Reading NWEA MAP by the end of 2023.

After surveying a host of stakeholders on the root causes, including teachers and campus administration, the following driver was identified: As a public Montessori school, there is a need for Steele to follow the Montessori curriculum in conjunction with the state TEKS. The TEKS must be mastered in order to meet the state standard on the STAAR assessment for state accountability since Steele is a public school. In the Montessori curriculum, there is a specific order of the lessons and their corresponding materials. If this sequence is not followed, critical objectives and steps to understanding the Direct Aim of each material would be missed. When the child moves on to the next material, they may not understand the full objective of the next work. We will need to work on aligning the curriculum to ensure that Montessori lessons are being delivered with fidelity to the Montessori model, while addressing the state-required TEKS.

6. MISSION

Rodriguez Montessori Elementary School, fostering happy children who advocate for others and pursue their passions.

What we believe
- We believe that being in the present moment can help us focus better and bring us peace to our well-being.
- We believe we all are reflective learners who set meaningful goals for themselves.
- We believe that school is a joyful student-centered place to spend your day.
- We believe that the Earth is precious and full of resources that we must ethically manage.

- We believe that all children deserve access to a free and public Montessori education.
- We believe authentic and challenging work gives us a sense of purpose.
- We ARE deeply passionate and engaged in the work that we do. We do meaningful work that contributes to our community.
- We live in harmony with one another and treat each other with grace and courtesy.

7. GOALS

Goal #	Timeframe (1, 3 or 5 year)	Description of Goal in SMART format	2018-2019 Baseline Data	Data Used to Measure Progress towards Goal
1.	3 year	We will eliminate achievement gaps on the STAAR Reading assessment by having less than a 15 point difference between the achievement of economically disadvantaged students and non-economically disadvantaged students.	Currently we don't have any STAAR data	STAAR data in domains 1 and 3,
2.	5 year	Rodriguez Montessori will be rated an A by the Texas Education Agency by 2025.	Current rating for nearby neighborhood school is a D.	STAAR data, progress monitoring.
3.	5 year	60% of our special education students will meet or exceed their yearly growth measure for the STAAR Reading test.	No data currently available.	STAAR data, reading fluency progress monitoring, NWEA MAP
4.	5 year	Rodriguez will score at 50% Meets and Masters on the STAAR Reading assessment.	Currently, 33% of the Crockett students, which is in a similar neighborhood, score at the Meets and Masters level	NWEA MAP data, fluency progress monitoring
5.	1 year	Less than 20% of students will have a discipline referral in the first year.	48% of district students in 18-19 had a minimum of 1 discipline referral	Review 360 reports
Which goal will be the hardest to achieve and why?		We believe that Goal #4 will be the hardest to achieve because typically the district has had lower scores in reading resulting in an average of 34% of students score in the top 40% on the NWEA MAP Reading Assessment. The school will also need to find a balance between test preparation for STAAR and the Montessori philosophy that children will develop skills within their own timeline. The school will also have to align the Montessori standards with the TEKS to ensure that students are meeting both sets of standards.		

8. ACADEMIC MODEL

The academic model at Rodriguez Montessori will include a strong commitment to the Montessori educational model, with the added component of dual language instruction.

Montessori Education

Montessori education is based on the Montessori model researched and proposed by Dr. Maria Montessori. Her research focused on a child's natural abilities to concentrate, explore, discover, and learn about the world around them. The main components of Montessori education include: mixed-age classrooms, uninterrupted work periods, Montessori materials, building independence, emphasis of outdoor learning/real-world activities, and focusing on the social and emotional needs of the child.

Montessori works by offering children choices and activities that motivate them to engage deeply and work independently. Montessori classrooms are carefully prepared environments stocked with unique educational materials and teachers who have been specially trained to assist children in exploring, concentrating, and mastering key academic and social/emotional skills.

Montessori classrooms look different from regular classrooms. The Montessori method includes some special elements:
- Mixed-age classrooms - Children are in the same classroom, with the same teacher for three years. The students and the teachers build a strong relationship over this time, helping students feel safe in their environment. Younger children learn from older ones. The mixed-age classroom also helps facilitate students learning at their own pace.
- Uninterrupted Work Periods and Choice - Children have long periods of time to follow their interests and work independently, building concentration and focus. Students are also able to have choice on the order of the tasks they work on during this work period.
- Montessori Materials - The Montessori curriculum calls for the use of hands-on learning tools. These materials are both attractive to the child and designed to support the deep exploration of important concepts.
- Outdoor Learning/Real-world Activities - The classrooms include real-world activities such as caring for plants and animals, keeping the room clean and organized, and preparing and serving food. Children love engaging in real activities and, in addition to becoming responsible members of the classroom community, the skills they practice--attention, focus, coordination--set the stage for more advanced academic work. Outdoor learning in Montessori includes learning how to take care of our environment and stressing the mental health of being in the outdoors. The ultimate goal is to teach children to enjoy being in nature. It will help them have a better conceptual understanding of biology and environmental science concepts. The grace and courtesy lessons that are presented to the students helps the student be ready to function in a community both at school and beyond the school walls.
- Building Independence - Within the limits set by the teacher and the classroom, children have a high level of independence and responsibility. The students are charged with sweeping and mopping the floor plus cleaning the tables and washing dishes after each mealtime. The students are allowed to choose a comfortable area within the classroom or designated areas outside of the classroom to work without the direction of the teacher.
- Montessori Trained Teachers - Montessori teachers, or Guides, take additional training to learn the use of the materials and to study how children learn. Teachers typically give lessons to one child at a time or a small group, while the other children work independently, supervised by a classroom assistant. Teachers are given binders or albums with lessons for all the materials that

will be used in their classrooms. They practiced those lessons in training. Then, the lessons are implemented and utilized when planning individual, small group, and whole group lessons.

Dual Language Instruction

Dual language instruction is an additive bilingual program model that has proven successful in closing the Hispanic academic achievement gap. Dual language instruction provides an alternative approach for the instruction of all students, not only English learners, where the ultimate goal is for students to become bilingual and bi-literate. Rather than displacing the first language, the second language expands the linguistic repertoire of the learner.

In Rodriguez dual language classrooms, 50% of the instructional day will be in English and 50% in Spanish. Dual Language instruction can be adapted for a Montessori classroom. Materials in the classroom will be in both languages to support those who speak English and those who speak Spanish. Students will be able to interact with their peers interchangeably to perfect both their native language and the other language. To support English Language Learners in the Montessori classroom students will be able to participate in many strategies that support ELL students such as peer to peer conversations, a wide variety of visuals and hands-on experiences, instruction which is explicitly modeled verses explained, and an emphasis on nomenclature cards (which teach a wide variety of vocabulary).

Social Emotional Learning

Social Emotional Learning is a critical part of academic learning in the Montessori model. We incorporate the Second Step Curriculum into our daily learning which is key to developing social and emotional success in our school. Second Step is a product of Committee for Children, which helps to develop the Executive Function and self-regulation skills that are the mental process that enables a child to plan and focus attention. The Second Step program is a universal, classroom-based curriculum, it is research-based, and lessons are developmentally appropriate and sequential. Lessons are purposeful and designed to increase student's school success, decrease problem behaviors and promote social-emotional competence and self-regulation. The developmental lessons incorporate academic success by focusing on skills for learning, empathy, emotional management and problem solving. Skills taught are in cooperation with adults, focus attention, remember directions, stay on task, teach handling emotional challenges and getting along with others.

Montessori also has a peace curriculum that teaches conflict resolution and learning how to handle situations independently. Grace and courtesy is also incorporated into the Montessori classroom. These are lessons that teach manners and how to function in a community.

Special Student Populations

The Montessori model addresses the special populations in various ways. Whether you have been identified as gifted or as a student in need, you can benefit from the model by being provided opportunities for teachers to individualize lessons to meet your individual needs and/or to pace students according to their needs. The students also have access to hands-on and visual manipulatives for every concept. There are built in role models by having three grade levels in one classroom allowing

for peer assistance which also increases the opportunity for communication, meeting the needs of our English Learner students.

Montessori and State Accountability

Working within the Montessori curriculum at Steele, staff came to the understanding that there is an instructional gap between the Montessori curriculum and the TEKS, possibly leading to lower than expected STAAR scores. The misalignment between the two curriculums was found during an analysis of the MAP data by the lower elementary teachers and administration. We found that some of the items that were tested had not been taught by the Montessori curriculum. To address this misalignment, we have developed Montessori materials to fill in the gap caused by the discrepancy between the Montessori curriculum and the MAP and STAAR testing. For example, number lines and ten frames are not part of the Montessori materials but have been added to meet the requirements of the MAP and STAAR testing.   In addition, a STAAR plan has also been developed to meet this need. The plan entails providing the students a STAAR formatted assignment as part of the students' work plan. The number of reading passages that students are given is increased each month to build the stamina that is needed to concentrate on the assessment.

A review of the data generated by these assignments is also in place, including a data wall review and planning a corrective instruction plan to fill in any gaps the students may be exhibiting. With this plan in place, Rodriguez is confident that we will meet our STAAR goal.

9. Data and Continuous Improvement

Professional Learning Communities (PLC) - PLCs will be held every week for both primary and lower elementary.   The Lower Elementary meetings will consist of the teachers, the principal, and the instructional coach. In Lower Elementary, the first few meetings of the year will focus on incorporating the state standards into the Montessori curriculum.   For third grade specifically, a plan on how to prepare the students for STAAR will be devised with scheduled assessments that would allow for tracking of TEKS based data to help maintain academic progress by all third graders. The STAAR based data will reviewed every three weeks and adjustments will be made to a student's work plan to ensure that their needs are met and/or their strengths are addressed.

The Primary meetings will consist of the teachers, the principal, and the instructional coach. The Primary meetings will look at the instructional needs of the students and adjustments to work plans as needed. The meetings at BOY will be used to reflect on practices from the previous year to assess their success and if any changes need to be made.

For both Primary and Lower Elementary, the learning continuum will be consulted three times a year at minimum (after each administration of MAP) to make decisions on the individual work plans for the students. The learning continuum report translates MAP scores to learning statements. Teachers will be able to see at which grade level the student begins to struggle with the concepts that are related to the TEKS. For example, a student may begin to struggle with adding with regrouping at a 2nd grade level despite the fact that they are in third grade. Adjustments will be made to the student work plans after

reviewing the MAP data at BOY and MOY by using the learning continuum to fill in gaps the student may be experiencing.   Zone charts will also be kept and reviewed at the PLC meetings after the administration of MAP. The zone charts keep track of the student progress according to the Masters, Meets, and Approaches categories which correlates to the STAAR test.

Campus Leadership Team (CLT) - The campus leadership team will meet once a month. The committee will consist of the administration team, teachers representing both primary and lower elementary, parents, and community members. The committee will meet to discuss all available school data, including the Insight Survey data, MAP data, enrollment data and make updates/adjustments to the Campus Improvement Plan as needed.

Administrative Team Meetings - The administrative team will consist of the principal, the assistant principal, the instructional coach, and the counselor. The team will meet weekly to review the needs of the teachers as seen in walkthroughs and T-TESS observations.   The team will also review the Developmental Environmental Rating Scale (DERS) data at BOY, MOY, and EOY. Coaching sessions will be held based on this data. The team will also make decisions concerning the allocation of funds for instructional materials and professional development based on all data available.

Additional data will be collected using the following manner to address the needs and perspectives of the key stakeholder groups:

Students
- The counselor will give the SEAD (Social/Emotional Learning Development) survey in the fall semester to assess how safe the students feel on campus. The school counselor and administrators will review the Social, Emotional, and Academic Development (SEAD) data to make changes or enhance the Second Step Curriculum.
- To assess the academic progress of the students, they will be administered MAP (BOY, MOY, and EOY), STAAR (3rd and 4th), and COR (Child Observation Record) for the Preschool Program for Children with Disabilities (PPCD) class. All academic data will be discussed and adjustments to the curriculum and the student work plans will be made by the PLC committees.

Teachers
- At the end of the year, teachers participate in the Insight survey to assess Peer Culture, Diversity/Equity/Inclusion, Leadership, Learning Environment, Academic Expectations, Career Progression, Family and Community Engagement (Teacher Perspective), Observation and Feedback, Evaluation, Professional Development, and Instructional Planning for Student Growth. The CLT and administration team will meet to discuss the needs of the teachers and how they will be addressed the next school year.
- A T-TESS (Texas Teacher Evaluation & Support System) observation (yearly) and walkthroughs will be completed by the administration throughout the year to assess instructional effectiveness and to provide coaching opportunities.
- A DERS observation will be conducted at BOY, MOY, and EOY of each classroom. This observation is used to assess how closely the classroom environment matches the expectation of a Montessori classroom. The instructional coach uses this information to coach teachers in how to create a more Montessori aligned classroom.
- A survey will be given at the EOY to assess how teachers are looking to serve the school in a leadership capacity and their interest in future professional development. The administration

team uses this data to plan professional development opportunities for the following school year and to look for leadership opportunities for teachers within the school system.

Families

- A survey will be sent out at various times of the year to assess the parent perception of the programs offered at the school and any needs that we may not be meeting.
- The parents will be asked to take the PBIS survey to assess their perception of the climate and safety of the school.[1]
- There will be a yearly SPF (School Performance Framework) in-person meetings using a protocol to gather information concerning academic needs, social/emotional needs, and the overall health of the school.
- All data will be reviewed at the CLT meeting shortly after the data is received and adjustments will be made by all relevant members of the committee.

10. PROPOSED AUTONOMIES

Proposed Autonomy	Description of Autonomy	Rationale
Staffing	We request that the Montessori network have increased autonomy around hiring. ● Hiring protocols: The hiring process would include group interview protocols, task oriented protocols, questions written specifically to ensure the applicant meets the needs of the Montessori network, and a lesson demonstration by teachers. ● We are requesting the flexibility to use staff across the network. Some staff will be utilized at both schools but will not carry full-day caseloads. This allows the flexibility to have the staff member service students across the network. ● We request to hire for specific positions to support the behavioral, social/emotional,	The rationale for his autonomy is: ● Hiring individuals who believe in our mission and understand Montessori philosophy is essential to our work. We are looking for an applicant who has the will, the skill, and the mindset for becoming a Montessori teacher. The network is in need of teachers who are willing to work extra hours to get certified to be a Montessori teacher and prepare lessons that meet the needs of the individual student. This dedication needs to be ascertained during the interview process to avoid the misuse of resources, including time and money, if a teacher is hired that is not dedicated to or does not understand the high demands of the Montessori method. ● Each campus has unique needs. In order to best meet these needs, utilizing staff between the two campuses would help serve students more effectively. For example, a behavior specialist that does not carry a full caseload at one campus may go to the other campus once a week to serve students. ● The network may need positions to be added to meet the needs of the Montessori curriculum. Some examples of these positions would be an agriculture teacher to allow for more real-world teaching, staff to support mindfulness, staff to support the inclusion model seen in the schools, staff to support our behavioral model, etc. ● In the Montessori model, larger class sizes are in place to have students of mixed-ages in one room. As a result, we have intentionally staffed with a second adult who provides another support for students. This enables the older students to be

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		role-models for the younger students. The nature of the curriculum requires that the students work independently and the assistant serves as a supervisor as the teacher is conducting lessons. The assistant also serves as a social/emotional support. The assistants also plan with the teachers and share observations that they have made on the students with the teachers to create plans that will meet the students' needs.
	and curriculum initiatives and needs of the school.	
	We request no forced placement or forced transfer of teaching and administrative staff into the campus. We also request that the teacher sign a commitment to the school before they begin.	Teachers within the Montessori network are required to attend extensive training to become Montessori certified. A new teacher to the school without previous Montessori training will cost the district on average $14, 900 By maintaining a stable staff, we ensure that our staff has the needed skills to implement the very specific Montessori model.
	We request autonomy to determine staff stipends. Teachers with dual certifications should receive higher pay as they will be carrying an increased caseload across the network of Montessori schools.	Montessori certified teachers are not readily available due to the low number of Montessori schools compared to the number of traditional schools. Montessori teachers must also get specialized training to be a certified Montessori teacher which takes seven weeks of full day training in the summer. They also have follow-up observations and training throughout the year before becoming certified. The teachers spend up to 20-25 hours a week on preparation of individual lessons for the students and their own money on supplies. These additional hours allow the teachers to implement the Montessori curriculum with fidelity. A stipend being offered to the teachers would help retain the teachers at the school and keep us from losing a significant amount of our financial and human capital.
Calendar	We request the ability to adjust our campus operations as necessary to accommodate Montessori challenges.	● We will be asking for our new to Montessori students to attend school a week or two in the summer to begin showing them the routines necessary to be successful. Teachers will be brought back before their contract begins to teach things such as practical life, rug rolling, an introduction to essential Montessori materials and routines, and grace and courtesy. This will allow the students to experience more success with the routines that are integrated into every aspect of the Montessori curriculum. ● The teachers will be brought back early to have them attend necessary professional development, be able to provide two full parent conference days, etc. to help us achieve our mission.
Professional Development	We request that school administration and their staff have the option, but will not be required, to attend all district professional development.	The Montessori network schools have unique professional development needs due to the specificity of the curriculum used that may not be met by the professional development offered by the district. It's important to have the staff choose to attend the district offered professional development that will best meet their needs with implementing their curriculum or meet their student needs. The Montessori network will rely more heavily on consultants and the Montessori network for their professional development such as

		Lesson Studies, PMET (Public Montessori Educators of Texas) conference, and The Montessori Event by the American Montessori Society.
Curriculum and Instruction	We are requesting that Montessori curriculum be the main curriculum of the school.	Staff must be able to teach utilizing the Montessori method with fidelity, which will not always follow the district set scope and sequence. With this in mind, the Montessori network will have to intentionally plan when the TEKS will be met within the Montessori curriculum. This will also apply to other specialty demographic groups so the students with special needs, English Learners, and students qualifying for gifted and talented services can be instructed using the Montessori curriculum.
	We are requesting autonomy concerning the Montessori curriculum schedule to be implemented rather than having to follow the district schedule.	The Montessori schedule allows for a three hour uninterrupted work cycle. It also allows for free choice options for the students and the teaching of social/emotional skills within the day.
	We are requesting autonomy concerning the Social/Emotional curriculum.	The Montessori method works to build independence and intrinsic motivation through the curriculum. Intrinsic motivation is a strong component of the Montessori curriculum that is counterintuitive to the PBIS strategies used to motivate and change a child's behavior. We need the autonomy to address SEL needs in a Montessori appropriate method. Montessori relies on using the Second Step curriculum, teaching Mindfulness, teaching Grace and Courtesy, and teaching students to use calming spots/peace places as a means to meet their social/emotional needs.
	We are requesting the autonomy to have "farm" type animals on campus for the students to interact with.	Part of the Montessori curriculum includes global mindedness. By having "farm" type animals on campus, the students are able to care for and have a shared sense of responsibility within the school community by caring for the animals.
	We are requesting autonomy with the usage of technology in the classroom to align with the Montessori philosophy.	The Montessori curriculum calls for minimal use of technology within the classrooms. The main purpose of technology usage in the Montessori curriculum is for students to conduct research on topics of their choice.
Grade Reporting and Assessments	We are requesting the autonomy to choose to use the appropriate district assessments that would compliment the Montessori curriculum and the ability to opt out of those that are in contrast to the Montessori method.	The district assessments do not measure the necessary indicators to see the success of a classroom in following the Montessori curriculum. Therefore, we need to use other measuring systems such as DERS and Transparent Classroom. We would continue to use the MAP, LAP3, and of course administer the STAAR assessment in accordance with district and state guidelines. We would opt-out of using the district CBA assessments.
	We are requesting the autonomy to use a skill based report card system that will be a fit for the Montessori curriculum and also address the state standards.	The standards based report card shows a more accurate representation of how the student is progressing towards mastering the skills being taught. It also aligns with the Transparent Classroom software that the teachers use to lesson plan and track student progress.

11.   SCHOOL NETWORK DEVELOPMENT PLAN

Due to the success seen at Steele Montessori and the demand for seats at the school evidenced by the lottery waiting list, the decision was made to open an additional public Montessori school. Rodriguez Montessori will be the second public Montessori school to open within SAISD. The Public Montessori Network will allow the two Montessori schools to function as one unit yet allowing for each school to establish its own culture.

A. Relevant Experience

SAISD is in the process of hiring the principal for Rodriguez. The principal will be an experienced instructional leader with success driving student outcomes and fostering a strong student and staff culture.

B. Systems

Hiring System - The network will use similar hiring systems. The network will create a hiring team consisting of staff from both schools. This will help ensure the philosophy and mission of the network is upheld at all schools. The network will use self-created interview processes to include group tasks, individual tasks, and individual interviews with questions written to ensure the applicant exhibits the qualities of a Montessori teacher, the applicant's creativity, and the ability of the applicant to be a team player.

Professional Development - Professional development will be implemented as a network with the flexibility to meet individual teachers' needs. All teachers will need to be trained through an accredited Montessori association. Professional development will be key to ensuring consistency within a Montessori network. The teachers will need to attend the PMET conference in order to network with other Montessori teachers and to learn new and innovative methods to be used in the classroom through conducting classroom observations in Austin area Montessori schools and attending the sessions offered. Lesson studies will need to be conducted on campus with the Instructional Specialist in order to ensure the growth of the teachers to meet the needs of the students. To ensure consistency within the school itself, teachers will conduct observations of fellow teachers' classrooms (across both schools) to provide feedback to each other and to garnish new ideas. The teachers will also attend The Montessori Conference put on by the American Montessori Society.

Montessori Model - The network will use the same observation tools to ensure the classroom environment is following the Montessori model (DERS, Essential Elements of a Public Montessori). The following components of the Montessori model will be duplicated across the network: three-hour work cycle, student work plan, outdoor education, real-world activities, mixed-age classrooms, social/emotional curriculum, Montessori scope and sequence, and Montessori based classroom environment (furniture and materials).

New Family Welcome - The network will need to ensure a smooth transition for new families to the Montessori network. There are two ways in which this is accomplished. The network schools will hold a New Family Orientation during the school year they accept their seat. At this orientation, the presenters can review the school policies, the key aspects of the Montessori curriculum (independence, communication, care of the environment, self-care), and the Second Step Curriculum for social/emotional support. There is also a welcome session at the beginning of the new school year

where the new families are given a chance to mingle with the current families in order to build community.

Onboarding of Teachers - Once a teacher is hired into the Montessori network, if they are not Montessori trained they will attend a summer training to begin the process of becoming a certified Montessori teacher. The instructional coaches from the network will help the teacher set up their room. The current teachers on their level reach out to them and take them out for a getting to know you session. They also try to answer any questions the teacher may have at this time.

Lastly, all autonomies that are allowed will work in all schools within the network with the ability to allow for individual autonomies that will fit the school's particular model.

C. MITIGATING RISKS

Risk	Mitigating Strategy
Ensuring alignment academically and culturally between the two schools	The administrative teams will review all pertinent data to ensure alignment across the schools in the network. The administrative team and other relevant stakeholders will conduct observations at their fellow school using an observation instrument agreed upon by all involved (for example the DERS instrument) to ensure that there is alignment between the schools. Professional development opportunities based on this review of data and on the data gathered from the observations will involve both schools and can be held at any of the network schools. Parent engagement activities can be planned with input from each school and held at each school, alternating from one network school to the next.
Ensuring that staff that is hired have a passion and understanding of what the Montessori model entails	The hiring process will be crucial in ensuring that the potential hire is exhibiting the necessary passion for teaching in a Montessori school, among other skills and values. We could potentially hold information sessions for teachers and staff that are interested in applying as a Montessori staff member. All schools in the network will use the same job descriptions, interview protocols, and timelines for hiring new staff members. The intent is to create a hiring committee that will have members from all network schools. This hiring committee will be in all interviews for additional staff members, ensuring that the vision of the network is upheld.
Communication between the network schools	The schools will have to set standing meeting dates to allow for the schools to communicate with each other. Areas on which the schools would need to communicate include: academics, staffing concerns, classroom environments, professional development, and parent engagement activities. Some of this communication will happen with the advisory board sub-committees, such as the hiring sub-committee, the events sub-committee, etc. Specifically, the schools will need to have standing meetings at minimum every two weeks to ensure that both schools are meeting the vision and mission of the school. The schools could also use Google Sharing capabilities to share data and other pertinent information. Meetings can also be held by Zoom so that administrators can remain on their campus while still being able to communicate.

A decline in Steele's results or culture due to the time and commitment it will take to open another Montessori school.	Opening the new Montessori school will need to involve the input and assistance of the current teachers and administration at Steele. Without having an established staff at the new network schools, the expertise of the current team will be needed which entails having them represent both schools at events, taking time to help with completing charters at the schools, and meeting with those involved with opening the new network schools to provide their valuable input from their personal experience of having previously opened the first public Montessori school. This means that we will have to spread the amount of work amongst the current staff to not overwhelm any one person. We will have to get their input electronically to reduce the amount of time they spend on face-to-face meetings. The administration team will also need to be intune with the mood and needs of the staff to not stretch them to the breaking point. Open dialogue will be very important and frequent check-ins with the teachers will be needed.

12. HUMAN CAPITAL

We are a school who believes our culture is as important as our academic achievement. We want teachers who are looking to grow students' independence, foster their growth mindset, teach them how to advocate for their passions, and to instill global mindedness through teamwork and dedication. We look to hire guides who are willing to work for the benefit of the whole child through innovative thinking and a long-term commitment to the Montessori model. We are willing to grow our people through coaching, tailored Montessori professional development and support, and by fostering leadership skills that yields steady and consistent growth.

Recruitment
Recruitment of highly qualified and motivated Montessori teachers is vital to the school's success. Rodriguez staff will use both the Public Montessori Educators of Texas conference and The Montessori Event hosted by the American Montessori Society to recruit new members of the school. Both of these conferences allow networking to occur and will allow Rodriguez to actively recruit new members to the Montessori network in SAISD. The hope is that the majority of the teachers that will be employed at Rodriguez have also worked in the traditional schools within San Antonio ISD. This will allow Rodriguez to recruit from traditional teachers to become Montessori teachers. The teachers and administration will use these connections to actively recruit potential applicants who have a strong work ethic and strong teaching skills that align with the Montessori model.

Because Rodriguez will be relatively new to the Montessori public sector and the second public Montessori school in San Antonio, the universities in the area are not invested in creating a pathway for teachers to be Montessori trained. This is an avenue of recruitment that needs to be further explored in order to create a broader pool of qualified Montessori teachers in the SAISD area. This would save the district thousands of dollars by not having to pay for the teachers to be Montessori certified. At Rodrigez, the intent is for the staff to be diverse. To ensure that we diversify our staff, Rodrigeuz will need to begin reaching out to professional organizations, such as the National Alliance of Black School Educators (NABSE), to have access to recruiting quality candidates from diverse ethnicities, races, and gender.

Hiring Process

The hiring of new teachers will be conducted by the interview committee which will be comprised of representatives from school administration and teachers. The interview for teachers will include several components. One part of the interview will be answering rubric-based questions that are scored by members of the interview committee. Another part of the interview will be to have the candidate conduct a demonstration lesson with a small group of students of varying needs and levels. The students will be given the opportunity to provide feedback to the members of the committee after the demonstration lesson. The final component of the interview will be an observation of the Montessori environment followed by a debrief with members of the interview committee

In similar fashion, the hiring of the administrative team, assistants, and other auxiliary staff will be conducted by a committee. The applicants are taken through a group task and scored on a rubric to assess the skills of the applicant while working in a group. They will then be taken to an individual interview where they are asked questions that are meant to ascertain the applicant's will and skill, and to assess their vision alignment with the Montessori model.

On-boarding

If a teacher is hired and does not have a Montessori certification for the position they will fill, the teacher will need to attend Montessori training at the Houston Montessori Center at the expense of the district. This training is a six-week course in the summer prior to them beginning the school year. The teacher must go back two times during the coming school year and will return the following summer for a week. Various projects, reports, and observations will be completed throughout the year before the teacher can officially receive their Montessori certificate which is required to teach in a Montessori environment.

The summer prior to the new teacher starting, various people from the campus will reach out to the new hiree to let them know they are supported, to answer any questions or concerns they may have, or to provide resources. This gesture will begin to build the relationship of the new applicant with the team they are joining. The school will place a high priority on this because a connected team can yield high academic results when they work together for the benefit of the students.

Once the guide joins the team, administrators, instructional coach, and grade-level peers continually work together to support new employees. If the guide is new to the district, an onsite guide or the instructional coach becomes their mentor for two years. Grade level meetings will take place and Professional Learning Communities will also be held weekly to teach/review any of the instructional strategies or technology used in the classroom. On-site professional development will be given monthly and outside Montessori consultants will be brought in to aid in the growth of fidelity with the Montessori curriculum.

Rodriguez will need to create an on-boarding policy which will be made to be more systematic. There could be a 30/60/90 day plan devised that would not only address the new teachers that start at the beginning of the year, but it could also incorporate ideas of how to on-board various types of employees as well as ideas of how to on-board at any time during the year.

Teacher Development

Rodriguez staff will be offered the opportunity to attend Montessori conferences. The National American Montessori Institute Conference and the Public Montessori Educators of Texas conference are two possibilities. During these two conferences, teachers will attend workshops that grow their practice. They will also have the opportunity to visit other Montessori classrooms as a resource for ideas concerning how to maintain the Montessori environment. Once the teachers return, they can share information and resources with their peers through lesson studies.

Weekly Professional Learning Communities will be held by the teachers, administrators, and the instructional coach. These meetings will act as mini professional developments driven by the teachers. At these meetings, the teachers will review all available data to make a plan to address the needs that are present according to the data. At the meetings, the teachers will also share instructional strategies with which they have experienced success, discuss ideas for the next theme to be taught, and discuss behavior concerns. Lesson studies will also be held during the PLC time. This process will let teachers share ideas that will support the upcoming themes of study, ideas for teaching social/emotional strategies, or ideas that will enhance the Montessori environment in the classrooms.

Administrators and the Instructional coach will observe all the teachers and meet with them regularly to give constructive feedback and to help the guides reflect on their own practice. The administration will use both the Developmental Environment Rating System (DERS) data and the T-TESS observation data to provide more targeted instructional feedback. The Instructional Coach will ask the teacher guiding questions which help them reflect on their practice rather than telling them what they need to do. This will build the teachers ability to self-reflect and will build their ability to think through their practice on their own.

Montessori consultants will be hired to make observations of the classrooms in December to ensure fidelity to the Montessori model is occuring. The consultants will debrief with the teachers the day of the observations to give them an overall impression of what they observed. From the data they gather during the classroom observations and the information they gather from the debriefing session, the January professional development will be planned for the teachers to address any areas of need.

Teacher Retention

Teacher retention will be supported through providing regular and positive feedback, by providing teachers with access to additional resources for their classroom, and by the school encouraging the teacher to continue teaching at their school the following year. Retention of teachers can also be accomplished by maintaining a positive school culture and a positive school learning environment.

Teachers will receive weekly coaching from the Instructional Coach. The Instructional Coach will make observations in the classrooms and provide feedback on how to strengthen their teaching practice or how to enhance the learning environment for the students.

Teachers' voices being heard will be an important part of the school culture and climate at Rodriguez which will influence teacher retention. The administration will survey the teachers at the end of the year to ascertain their professional development needs and to see the areas in which they would like to grow as leaders. This information will be used to plan professional development for the next year, the

mode by which it will be implemented, and which teachers are comfortable with leading the professional development.

Rodriguez will encourage teachers to stay at the school by offering them leadership opportunities. Teachers can be given opportunities to lead such as starting student clubs, becoming team leads, chairing the PBIS committee, taking on the GT coordinator role, and taking on the lead role for primary and lower elementary. This will allow the teacher to grow in their knowledge and to sharpen their leadership skills. It will also offer them a broader view of how the school is run and how every part of the school interacts with each other for the benefit of the whole child. This will create ownership on the part of the teacher as to the success of the school. This will help retain the teacher as they want to be a part of this success.

Teachers will be a part of the interview committee. This will entail input in writing the interview questions, setting the criteria for the rubric to rate applicants, and being a part of the actual interviews. Teachers will also be a part of the Campus Leadership Team which reviews data and makes decisions that will impact the school to continue the progress of the school. The administration will also survey the professional development needs of the staff at the end of the year to hear their personal needs for growth. The survey will then be reviewed to make professional development decisions for the following school year.

Rodriguez administration will strive to foster a family-like feel among the staff which mirrors the culture of the Montessori classroom environments. All staff can be invited out a few times a year for dinners or a special outing to help build our school community family. The staff can support each other by attending events outside of school to support or celebrate each other. The staff can celebrate the holidays together through various traditions that will be established.

One area of professional development that could be furthered by a Montessori network is the desire by teachers to interact with Montessori schools in the area. By creating a network of public Montessori schools, the teachers would have a wider range of professional development and leadership opportunities. The network schools could conduct instructional rounds with each other to provide feedback as to the fidelity with which the Montessori model is being implemented at the schools. The schools could also share in the professional developments that are offered at each individual school. There is also the possibility of teachers coaching teachers by having more teachers available within the network to get this work done.

Reflection on Human Capital Data
For the human capital data, we believed the most relevant data to Rodriguez was the teacher retention data. We selected district-wide data rather than Crockett, because the teachers we hire will likely come from many different SAISD and non-SAISD schools, rather than from schools specific to one neighborhood. From the data, it appears that SAISD schools lose approximately 30% of their teachers at their school each year, while the district as a whole loses approximately 20% of teachers district-wide each year. There are many reasons that a teacher might leave a school or the district, including personal or family reasons, or not being the right fit for a specific school. Some attrition is healthy and necessary. However, losing 20-30% of your employees every year would be a difficult challenge for any organization. At a Montessori school, teacher retention is an even large challenge, because of the difficulty in finding qualified Montessori teachers, and the expense in training Montessori teachers.

Steele Montessori has had great success in retaining its teachers due to the strong culture, relationships between teachers and staff, the teachers' affinity for the Montessori model, and opportunities for teacher leadership experience. We hope to continue each of these components at Rodriguez.

13. CLIMATE & CULTURE

Rodriguez Montessori will pride itself on fostering a very family-like climate and culture where the child comes first. This family-like culture will be seen through the relationships between student and student, student and teacher, teacher and parent, teacher and teacher, and teacher and administration. Importance will be placed on the interactions that occur at the school to foster a culture that also focuses on the happiness of the children. The vision of the school and the systems that are in place will be the method by which the school maintains this climate and culture.

Physical Environment:

The Montessori model is very intentional concerning the environment influencing the climate and culture of the school. In Primary, the students will be taught patience through the materials that are on the shelves. There will be only one of each material on the shelves in the classroom and the students will be taught how to handle the situation of the material they need not being available. They will be taught to be patient and to find an alternative task to occupy the time. There is an intent to have a sensory path in the hallway that the students will be able to use to reset their mood and join the classroom, ready to work. Each classroom will have a peace corner which students will be able to use to calm themselves down. In the peace corner there will be various sensory objects that the student will be able to manipulate, books on emotions, and social stories on how to handle various emotions. Each classroom will have its own unique set-up for the peace corner. All of these environmental aspects of Rodriguez will help us meet the individual needs of the students.

Systems:

PBIS uses positive strategies, including extrinsic motivators to impact student behavior. The Montessori model builds the child's intrinsic motivation to impact student behavior. The intent is to utilize some of the PBIS strategies at Rodriguez Montessori that will work within the Montessori model. Some of these strategies will include the development of a PBIS committee that will work to create common area expectations and to create incentives for the staff. These PBIS initiatives will support the Montessori model by focusing the students on taking care of the world, their school, each other, and themselves and will help keep morale high among the teachers.

To assist those students who are exhibiting more trouble with either behavior or academics, the teachers will conduct Child Studies. During Child Study, the teachers will present the academic or behavioral needs of the students to their fellow grade level teachers. The members will then discuss all the possible strategies that may be implemented for the benefit of the child. The teacher will use the Branching Minds system to track the data of the student's reaction to the strategies that are implemented.

Programs:

There will be many programs and systems in place that will help Rodriguez build and maintain its climate and culture. The Second Step program will be used to teach social/emotional lessons that will help students regulate their emotions. The counselor will teach the social/emotional lessons to the students

while the teacher is in the classroom. The teachers will then be able to reinforce and extend the lessons. Grace and courtesy will be taught to help the students function in a community. They will be taught to offer food to their peers during the family style lunch, politely greeting people, being able to have a positive interaction with their peers, and respecting the environment both inside and outside of the school. Finally, the students will be given lessons on Mindfulness and Yoga by the assistant principal and the counselor. The students will receive Mindfulness lessons once a month and Yoga once a month. These lessons will help the students find an outlet for their emotions and help the students be in the moment.

The district data states that 48% of students have one or more discipline referrals. This is almost half of our student population. Our goal is for less than 20% of students to have a discipline referral. Rodriguez will use restorative practices and conscious discipline to help maintain the climate and culture on campus. If a child were to wrong a fellow student or adult either emotionally or physically, restorative practices will be used to make amends to the relationship. This will include writing notes of apology, conducting random acts of kindness, or apologizing in person. Every classroom will have a peace place where students can go when they are struggling to maintain their emotions in the classroom. There will also be a sensory path in the hallway which allows students to take some time to reframe their thoughts and behavior. All of these strategies will be used first to keep a child from acting out and to discipline a child without having to resort to suspension which research shows is not effective.

14. SCHOOL COMMUNICATIONS

School communication is key to helping our stakeholders feel involved with decision making of Rodriguez Montessori. This creates ownership by all invested in Rodriguez and builds a trusting relationship between the school and the various stakeholders. The school will use many different methods of communication to ensure that we are able to meet a variety of information needs of the stakeholders.

Stakeholder	Purpose of Communication	Communication Method
Students	Communication between the students and the school allows for students to feel that they are a priority and that their needs will be met. When the students are heard, it also builds trust between them and the school.	● Students will have the opportunity to voice their desires to their teachers and to the administration on campus. The students in lower elementary will be expected to plan any field trips that they would like to attend. They will have to give the reasoning as to why they want to take the field trip and a detailed plan as to costs, buses needed, chaperones needed, etc. The administration will review the plan and will either approve the plan or ask more questions of the students. It will be a negotiation until both parties see the plan as acceptable before the field trip is approved. Students will also be able to voice the different types of clubs that they would like to see after school. ● Morning circles will be a time for the students and teacher to set-up the day for success and to evaluate and address any needs of the group as a whole. Any new materials that will be set out will be reviewed for the correct usage. If the teacher notices a classwide concern from the day before, the class will discuss the occurrence and what needs to occur in the future to correct the situation. The class will also take time to pursue

		common interests of the classroom. For example, if the students express an interest in a current event, the teachers can begin a classroom discussion around this common interest.
		● The work plans will be a reflection of interactions between the student and the teacher within the classroom. The teacher will be able to work with the student throughout the week and note their habits and interests through classroom observations and conversations with the child. The teacher will be able to tailor the work plan with input from the child during one-on-one sessions that are held weekly. The student interest in subjects will influence the lessons they are given. For example, if the student was to exhibit an interest in geometry, their work plan may reflect more lessons on this subject versus the lesson plans of other students. Progress made by the student will also be shared during this one-on-one session.
		● Students who may be experiencing behavioral difficulties will be assigned a Check-in/check-out person. This person can be anyone on campus with whom the student has a connection. The purpose of these conferences will be that the Check-in/Check-out person is to review the student's expected behavior and the goal at the beginning of the day and at the end of the day to review how their day went and the progress that was made towards their goal.
		● For our special education students and any other students in need, visual schedules reflecting their daily schedule will be used and reviewed. Cue cards and social stories will be used to convey the desired behavior to be met by the student. The Daily Behavior Report Card will be the form used to house the goal and the progress being made. This is what will be used as a visual for the discussion during the conference time.
Staff	Staff being invested in the work that is needed and desired at Rodriguez will be key to success. Communication of the school's areas of need to the staff will help them see where they can contribute to the need through the use of their unique skills. For example, if the students decide they would like a gardening club, through communication of this need, teachers skilled in gardening can volunteer to help with this initiative.	● Each Friday, a weekly bulletin will be sent to the staff members. In this bulletin, there will be a calendar for the week that lists deadlines, visitors that will be on campus, events happening on campus, and administration that will be out on certain days. The dates and topics of the PLC and staff meeting can also be listed on the calendar. On the bulletin, there will also be reminders from the nurse, the counselor, the instructional coach, and administration. These reminders can include subjects such as PBIS items that need to be reviewed, reminders of tour groups on campus, and reminders of parent information that needs to be conveyed.
		● Faculty meetings will be held every week to discuss topics that have been determined through data review or observations within the classroom. Teachers can also request or express interest in certain topics being covered.
		● Coaching sessions will be used to convey areas of growth for a teacher. These areas of growth will be determined by looking at the data from various resources such as the Developmental Environmental Rating Scale (DERS), classroom observations, or T-TESS observations/walkthroughs.
		● Teachers will have the ability to provide the administration team with feedback on various subjects leading to an overall feel of success of the teachers through the Insight Survey. Teachers will also be asked to complete a survey on their professional development needs, how they want to develop as a leader, and how they can contribute to the campus.

Families	Families have a desire to ensure that their student is being academically and social/emotionally successful. They will also want to know how they can contribute to the success of the school. When the school conveys this information through its communication, then a relationship is built between the school and the families.	● Transparent Classroom is an academic resource by which parents will be informed of their child's academic progress. Parents will be able to see when a Montessori formatted lesson is introduced, worked-on, or mastered by their child through an email sent by the teacher through the app. This app will also allow the teachers to send pictures of the parent's child engaging in different activities throughout the day. ● Report Cards will be a means by which the school communicates the academic progress of a child to the parent. The report card is skills based and will be sent home every nine-week period. On the report card, comments will be made to the parent in regards to the student's work habits or a request for a conference can be made. Along these same lines, a progress report will be sent home every three weeks, communicating to a parent the academic progress a student is making in school. Parent/Teacher Conferences can be held immediately after the report cards are sent home. There will be two times a year where teachers have a full day allotted to scheduling these conferences. During the conferences, the parent and teacher can discuss the academic and social/emotional progress of the child. ● Various apps such as Remind and ClassDojo will be used to convey every day messages to the parents. The teachers can send electronic versions of fliers that are also sent home in a folder with the child. The parents will be able to ask quick questions or convey quick messages concerning their child to the teacher and the teacher will be able to respond at their earliest convenience. The school will also use these apps to remind parents of family engagement activities that will be occurring at the school and donations that will be needed by the classrooms. ● Phone Calls and School Messenger messages will be used to convey messages that are needed to be sent to the school community as a whole. Some of these messages can include reminders of free dress days, reminders of upcoming events/holidays, and reminders of needed donations to name a few. ● The Parent Advisory Council will meet monthly to give their input on the planning of the family engagement activities. They will be able to share their ideas on the event, offer access to resources in their possession that would help implement and enhance the event, and have a chance to volunteer to help with the event. This committee will also be the bridge between the parents and the school. The parents can voice their concerns to the parents on the advisory council and the council member can let the administration team know of the concern. ● Surveys will be sent to the parents to ascertain the effectiveness of Rodriguez in meeting the needs of their children academically and social/emotionally. The survey will also gather information on the effectiveness of the family engagement activities occurring at Rodriguez.
Communities	Communication with the community helps build confidence in the actions of the school. It helps to build support from the community with our model.	● Many of our staff members could have affiliations with organizations outside of school. Through discussions with these entities, they come to see Rodriguez as a resource for sound instruction, an example of an effective school culture, and an exemplar for implementing the Montessori model in public school. The school can be contacted by these organizations for visits to the school with question and answer sessions to

		follow. Some of these organizations can include Teach for America (TFA), and the New Schools Venture Fund.
		● In order to inform the immediate community of what Rodriguez has to offer, we will make visits to the two closest public libraries to leave fliers with our information session dates and brochures that contain information about the school. We will also visit daycare centers in the area to promote Rodriguez.
		● The school will use its website to advertise our Montessori program to the masses. Each teacher will have a website that gives a glimpse into their experience as a Montessori teacher.

The administration team will need to have a standing item on the administration meeting's agenda regarding school communication. When communication needs to be sent out or collected, a task will have to be created with the name/s of the person/people who would be responsible for the communication being sent and the data, if any, being collected from the communication. For example, if the school is in need of volunteers for a family engagement activity, then the FACE Specialist would be tasked with sending out that communication. Another example would be if the teachers are holding parent conferences, the teacher and the administration would be responsible for conveying this information through the various communication means such as the Remind app, School Messenger, and fliers. In order to assess the success of the plan, Rodriguez can track data on how many people like our posts and watch our Facebook live, track the attendance of parents at family engagement activities through sign-in sheets, track the data of how many families were reached through the School Messenger messages, and collect valuable data through surveys. All of this communication data can be discussed at the administration meeting and adjustments can be made accordingly.

15. FAMILY AND COMMUNITY ENGAGEMENT

Rodriguez Montessori Family and Community Engagement will have many aspects to its implementation. We look to engage families and the community through fun events on campus that bring families together, we will offer presentations to help parents understand the Montessori model and how they can help their child at home, we will offer different volunteer opportunities for parents to support the success of the school, and through different methods we will work to have the family/community voice be heard at the school. Success of the plan will be seen through the academic success of the school, the number of families we will be able to provide resources to, and through the number of parents that will be attending the school sponsored events.

There are many events that Rodriguez will host in order to engage the families with the school and its staff in an informal and fun manner. Some of the events could include movie nights, Fiesta at Rodriguez, and Mother's Day Tea. To engage families in events that impact the community, the school will participate in events such as Dia De Los Muertos, Basura Bash, and Chalk It Up. These events will expose the students and their families to culturally and environmentally based events that are outside of the immediate area of Rodriguez, thus reinforcing the global awareness aspect of the Montessori Model.

There will be a parent room at Rodriguez where the parents are able to house all the materials they need in order to be effective volunteers. There will be an area that houses books and toys for the younger non-school age children that the parents may bring while volunteering. The parents will have

tables, chairs, laminators, and office supplies so they can complete the work that the teachers have asked them to do. The room will also act as the Family and Community Engagement Specialist's office so the parent volunteers have easy access to her if questions arise.

Parents are often not versed in the Montessori model. Rodriguez looks to host a First Thursday event every month. This event is meant to equip parents with a clear visual of what occurs in a Montessori setting to help their child progress academically and social/emotionally. Topics that can be covered include Edison's Day (a video depicting the day of a child in a Montessori school), Math in the Montessori classroom, Language in the Montessori classroom. The school will host two Watch Me Work nights, one each semester. The Montessori model calls for the students to not receive homework. This causes a disconnect between the school and the families because the parents do not know the progress of their children and they do not get a glimpse into what their children are working on. The Watch Me Work nights will allow the families to enter their child's classroom for a demonstration by their child of the lessons that they have received. This will also be a time when the parents can ask general academic questions about the Montessori curriculum. The parents will leave the evening knowing that their children are indeed working on academic skills.

The education community will likely reach out to Rodriguez to develop a mutually beneficial relationship. The community of educators interested in creating public Montessori models within their districts will visit Rodriguez to gather information on how to make Montessori successful in a public school. They will be very interested in touring the classrooms and asking the administration and the teachers questions on the Montessori model and what the school perceives as the key to our success. They will also very likely be interested in how Rodriguez has promoted a Montessori education in a setting which the traditional method of school is the norm. Rodriguez will be able to share consultants and professional development sessions with other Montessori schools within the area. We will also be able to collaborate with other Montessori teachers and share teaching strategies with fellow Montessori teachers that have been met through the various Montessori associations with whom Rodriguez will create relationships.

Finally, Rodriguez will develop two ways by which parents can be a part of the decision making process for the school. The first will be by parents being part of the Campus Leadership Team. Two parents will be asked to be a participant on this team. This team will be tasked with making decisions for the school as a whole. They will review the campus improvement plan and make adjustments as needed. In order to make these adjustments, the members will review data that is available at the school to help them make informed decisions. The team, along with the parents, will also make decisions about procedural topics and professional development needs of the school.

Rodriguez will also have a Parent Advisory Council. The purpose of this council will be to have parents be an important part of the school.   Each classroom will have a parent representative on this council. The main purpose of the council will be to serve as the first point of contact for the school and the classroom when volunteers are needed for various events. The parents will also be the first point of contact when parent is needed for volunteer opportunities. The greater number of parents that will be on this council allows for more voice and ideas to be heard as well as the amount of work to be spread more evenly. The council will conduct meetings monthly with the Principal and the Family and Community Engagement Specialist. The agenda items will usually revolve around volunteer or donation opportunities occuring at the school, gathering parent ideas on various upcoming family and/or student

engagement events, gathering ideas on how to promote the school, or gathering ideas on how to improve the student/parent experience at Rodriguez.

16. Student Recruitment and Retention

Rodriguez Montessori will be a school that strives to nurture a student who is intentional, empathetic, adaptable, creative, and independent. The Montessori model allows students to have choice throughout their school day, including choice on their assignments and their work space. A strong emphasis is placed on cultural and global awareness through research, through field trips in Lower Elementary to environmentally aware destinations, and through events such as the Holidays around the World. Strong relationships are built between the teachers, parents, and students due to the child staying in the same classroom for three years and relying on their peers for assistance and looking to them as a role model. Families will become a part of the Rodriguez Family through family engagement activities and the possibility for their voice to be heard through various means.

Rodriguez recruiting will be modeled after Steele, which has a well-defined method for promoting the availability of their Montessori model. The first part of this process is to promote the school and it's Montessori model. Flyers of the various information sessions and tours are taken into the community. They have been left at the two closest public libraries, at daycare centers, and at various businesses around the area. Rodriguez will also promote the school through its website, its Facebook page, and through the various events held by the district.

Another important part of the promotion of Rodriguez are the Information Sessions that are held four times during the open-enrollment period. At these sessions, an overview of the Montessori method will be given, including the mission of the school, a glimpse at the life of the student, family engagement and parent involvement, and the role of the teacher in the school and the classroom.. After the presentation, the prospective parents will be able to tour a primary and a lower elementary classroom. The prospective students will be able to engage with some of the Montessori materials that are available for their exploration. The teacher will be available to answer any questions that the prospective parents may have. The parents will also be able to view the outdoor play area that is unique to Montessori. The prospective parents will also take a brochure and flyer with them to help promote Rodriguez.

Every Tuesday from 9:00-10:00, Rodriguez will hold tours of the school. A member of the administration team will take prospective parents through a primary classroom and a lower elementary classroom. The prospective family will be able to get a first hand look at what their child would experience on a typical school day. They will be able to ask brief questions of the teacher, but the main source of information is the person conducting the tour. They will be able to see the gym, the art room, and the outdoor play area. Since this is more of an intimate setting, the parents will be able to ask any questions that may pertain more to their child.

Retention of students not only entails ensuring that the needs of the students are met, but it also means the parents must have confidence in the school so that their desire is for their child to attend Rodriguez. Once a family has accepted the seat at Rodriguez for the following school year, the family will be invited to a Family Orientation event which consists of a rotation through various topics. During one rotation, the topics that will be discussed include what can be done at home to prepare their child for their Montessori experience, what can be expected the first day, week, and month of school, how birthdays are celebrated with a Celebration of Life, the school's stance on behavior, including not using rewards, and how the social/emotional needs are met and an overview of the strategies taught to address this topic. In the next rotation, the administrative team will review the handbook/policies/procedures,

special events of the year (first thursday, watch me work), arrival/dismissal, rainy days, uniforms, visiting your child at school (1st 6 weeks, eating lunch with child, bringing food to child), classroom parties, and the school's policy on cultural proficiency. There will be another rotation with the teachers in order to have a question and answer session with the parents, give samples of schedules their child may follow, and to allow the teachers to discuss the balance that can be seen between the student being held accountability yet having some freedom within the classroom. The final session will be with the school's Family and Community Engagement Specialist in which volunteer opportunities and procedures are discussed, the background check process, and parent conduct expectations are reviewed.

Rodriguez will have many parent engagement activities that occur throughout the year to help the families make a meaningful and fun connection to the school. Annually,Rodriguez looks to host two family movie nights, two Watch Me Work nights, a Loteria night, a Valentine Family Dance, and many more activities to have parents join the faculty/staff and fellow Rodriguez families in fun activities. The school will engage in community events such as Basura Bash and Chalk It Up to help families engage with each other but to also reinforce the idea that the school is looking to mold globally minded children. There will be a Parent Advisory Council to engage parents in the planning of engagement activities and to help make decisions on behalf of the school. All of these activities will help to create parent ownership in order to build a school-home connection which supports the retention of their child at Rodriguez.

Open lines of communication will also be key to retaining the students. The parents will have access to their child's teacher through the Remind app, email, and phone calls. The teachers will usually respond to any communication from the parent within 24 hours and will be more than willing to hold face-to-face conferences as requested. This communication will also be extended into biannual school-wide parent conferences.

Students building a strong relationship with their teacher and their peers will be another way in which Rodriguez retains its students. The students will be with the same teacher for three years in a row (Primary being PK3-K and Lower Elementary being 1st-3rd). The teacher will have the unique opportunity to really know their students academically and personally. This will allow the teacher sufficient time to find unique and personally tailored strategies to meet the needs of the child. The teacher will also build a strong working bond with the parent throughout those three years that their child is in the teacher's classroom.   The students within the classroom will also build strong relationships with each other and use each other as role models and resources.

Choice which is built into the Montessori model will help Rodriguez retain students. Students will be given choice during the school day. Students will be able to create a work plan alongside the teacher and will be able to choose which assignments will be done at a self-chosen time during the three hour work cycle which occurs each day. If all their assignments are completed, they will have free choice time at the end of the week to engage in an activity of their choosing or pick to attend either open gym or open art. Students will be able to have a snack as needed, choose where to work both within the classroom or outside of the classroom at designated areas, and will be able to choose topics to explore in depth.

Meeting the needs of the students both academically and social/emotionally will also be important to retention of the students. The hands-on approach to the Montessori model and the ability for teachers to pace children's learning according to their need (children who may be struggling are able to remain on a skill longer and an advanced child being able to forge ahead) will help the teachers meet the individual needs of each child. The counselor led lessons through the Second Step Curriculum will help build the social/emotional capacity of the students with the teachers reinforcing the skills.

Elevator Speech to Prospective Families

Rodriguez Montessori Elementary is a local school within the San Antonio Independent School District; we are committed to achieving excellence in our academics, attendance, and parental/family engagement. This is a school where the voice of the child matters and where we offer them options throughout the school day. Outdoor play, social/emotional awareness, cultural awareness, and academics are cultivated to foster a well rounded child who will be empathetic, intentional, independent, adaptable, and creative.

Projected Enrollment and Plan for Opening

The school is projected to open in 2020-21 with 128 students in grades PK3 - 1st grade. The school's goal is to be fully enrolled with 550 students in PK3 - 5th grade by the 2024-25 school year. As discussed in the Challenges sections above, we are currently below our goal for student applications. However, we believe there is strong demand for a second Montessori school within SAISD. Steele remains one of SAISD's most popular schools, with significant waitlists. It is the only public Montessori school in San Antonio; there are several private Montessori schools. In the Rodriguez neighborhood, there is a high density of families, and there are not very many choice school options nearby. Finally, there is a strong affinity for Rodriguez elementary and the community seems to be rooting for the success of the school after SAISD's extensive engagement in the Fall.

17. CAMPUS GOVERNANCE

A. ROLE

The intent is for Rodriguez to have both an Advisory Board and a Campus Advisory Committee. We see the role of the Advisory Board as having three purposes. The first purpose of this Advisory Board is to protect our culture of Montessori and its autonomy which includes maintaining or reimaging the mission and vision of the school as it grows. Our Advisory Board would also connect the school to the broader community. The last purpose of the board is to hold the school accountable to reaching its goals.
We are currently working with the Parent Advisory Committee which could potentially be transformed into a separate Campus Advisory Committee. Parents, teachers, and community members could be on this committee. This Campus Advisory Committee will focus on local items that occur on a daily or monthly basis. They will advise on such things as parent engagement opportunities. They will work alongside the Advisory Board to help the board fulfill its purpose. This will create a more robust Advisory Board with all stakeholders being involved.

B. STRUCTURE

The Advisory Board will meet 4-6 times a year. A minimum number of meetings expected to be attended will be set. The board could potentially have between 10-15 members with a three year term commitment and a two year term limit. The committee will be broken down into roles and sub-committees. The roles could include Chairperson, Vice-Chairperson, Secretary, Treasurer, Events Coordinator, Chair of Promotion, etc. Examples of the sub-committees include Family Engagement Committee, Accountability Committee, Nomination Committee (to find new candidates for vacant positions), and School Promotion Committee. These committees will meet as needed. The agenda will be driven by the principal of Rodriguez, the Chairperson, and the leads of any sub-committees. A standing agenda item could be reviewing data and the progress that is being made towards the school goals, including a review of the MAP data, Insight Survey data, Parent survey data, enrollment

information, and the budget from the preceding year as a few examples. Another standing agenda item could be an update on all projects that are in progress.

C. SUSTAINABILITY

Recruitment of members can begin by engaging with our current Montessori contacts such as people we will meet through the Montessori networks, contacts within the SAISD school district, and the contacts that have already been established at Steele Montessori, a fellow network school. We will prioritize mutually beneficial partnerships to retain board members and attempt to stagger terms to avoid the loss of knowledge and capacity. An example of a mutually beneficial partnerships is one potential board member could be a part of the Teach for America organization. A potential mutual benefit could be we could reach out to him for potential applicants to vacancies at the school while we offer to host tours of our school for Teach for American members. We would want to ensure that each board member feels that their presence is making a difference in the Montessori community by using their talents to best fit the needs of the school. We could acknowledge their contributions at events hosted at the school or through communication that would be sent from the school to the families/communities. We could also have students write thank you notes to the board for the work they are doing on behalf of Rodriguez. As a network, we would want to make sure that we are performing both academically and in providing the authentic Montessori experience.

D. ACCOUNTABILITY

The board would hold Rodriguez accountable at the yearly Performance Review Meeting. Rodriguez would present an update to their goals and objectives and their progress towards their Performance contract from the following year. Rodriguez will also be expected to present new goals and objectives and update their Performance contract for the current school year.   A yearly walkthrough will be held between the Rodriguez principal and the board members. A debriefing after this walkthrough will be held to ensure that the Montessori model is being implemented with fidelity. Rodriguez will be expected to maintain a rating of a C or higher within the Texas state accountability system.

E. MEMBERSHIP

Board Member Name (First and Last)	Affiliation or Role	Relevant Expertise
1.	Rodriguez Principal	
2. Laura Christeberry	Steele Principal	Opened Steele Montessori Academy
3.	Teacher	Lower Elementary Teacher
4.	Teacher	Primary Teacher
5.	Rodriguez community leader	Community support, fundraising
6.	City-wide leader	fundraising, networking
6.	Advisor of Montessori Philosophy	accreditation expertise, Montessori teacher
7.	Parent	
8.	Parent	

18. BUDGET EXERCISE

Item Description	Estimated Cost	Rationale	Sustainability Plan
Reading Materials (Classroom Libraries and Library Books)	$50,000.00	Students will need access to books for research in the lower elementary grades. The primary and lower elementary teachers will need classroom libraries to teach reading (fluency and comprehension). Since we do have a Dual Language pathway, some of these books will be purchased in Spanish.	The school will be applying for the federal charter school startup grant, which is a 2 year grant for the 2020-21 and 2021-22 school years. Awards are typically in the range of $800,000 over two years. Most of the budgeted items in this charter will be purchased with this grant. If the grant application is not successful or the funds do not cover the budgeted needs, school staff will rely on district funds to cover startup costs and campus funds to cover ongoing expenses.
Supplies and Materials	$100,000	This is a new school start-up. Materials for everyday use will be needed for the effective functioning of the school (examples: paper, paper clips, staplers, staples, pens, pencils, etc.),	
Supplies and Materials-Technology	$290,000	Since this is a new school start-up, all new technology will need to be purchased. Computers will be needed for the office staff to complete their work. Students will need access to technology for research. Administration will need to use technology to review data on students. Teachers will use technology to assess students, track their progress, and have access to data.	
Start-up Classroom (Furniture and Instructional Materials)	$250,000	New furniture and instructional materials for the classrooms need to be purchased to be used by teachers, office staff, and students in order to be successful in their academics.	
Appliances	$2,500	Healthy living, eating, and snack is a part of the Montessori model. Refrigerators are needed to keep the fruits and vegetables that parents send to the school to be used throughout the day.	
Dues for American Montessori Society	$2000	Rodriguez will be a part of this society in order to have access to their professional development opportunities and discounts on different Montessori training.	
Travel/Subsistence-Teacher	$95,000	Any teachers hired to teach at Rodriguez that are not Montessori certified will need to attend summer professional development that carries over into the	

		school year in order to be certified as a Montessori teacher.	
Travel/Subsistence-Administration	$5000	All administration needs to be trained in the Montessori model in order to maintain fidelity with the model.	
Marketing	$5000	Being a part of the open enrollment process in SAISD, Rodriguez will need to market the model and availability of the school to maintain a strong waitlist and to maintain the 50/50 economically disadvantaged to non-economically disadvantaged students model.	
Facilities-Building Lettering and Marquee	$500	In order to maintain communication with the community, we will use the marquee to promote school events.	

19. IMPLEMENTATION PLAN

New Student Welcome		
Milestone	Action Steps	Responsible Parties
Start Date: February 12, 2020 End Date: May 18, 2020	● Conduct phone calls to families that have been offered a seat at Rodriguez through the lottery. ● Send welcome cards to newly accepted families. ● Hold welcome session for new families.	● Administrator/s ● Counselor ● Senior Coordinator of Operations ● Instructional Coach ● Data Clerk ● Secretary
Estimated Start Date: July 20, 2020 Estimated End Date: July 24, 2020	Newly accepted students to lower elementary without Montessori background will be asked to attend a summer session to give the student background knowledge on how to handle Montessori expectations.	● Administrator ● One Primary Teacher ● One Lower Elementary Teacher ● Counselor ● Instructional Coach
Student Recruitment		
Milestone	Action Steps	Responsible Parties
Start Date: September 1, 2020 End Date: November 4, 2020	● Choose sites for flyer/brochure drop off. ● Drop off fliers/brochures to sites. ● Schedule info sessions off site. ● Attend community events to promote the open enrollment.	● Administrator/s ● Senior Coordinator of Operations

Start Date: November 4, 2020 End Date: January 31, 2021	● Monitor the number of applications being submitted weekly. ● Adjust the flyer/brochure drop off as needed.	● Administrator/s ● Senior Coordinator of Operations
Start Date: January 16, 2020 End Date: February 20, 2020	● Hold info sessions at Rodriguez. ● Hold weekly tours on Tuesday at Steele Montessori for Rodriguez families (9:00-10:00)	● Administrator/s ● Senior Coordinator of Operations ● One primary & one lower elementary teacher ● Instructional Coach
Alignment of Montessori Curriculum and TEKS/MAP/STAAR		
Start Date: August 3, 2020 End Date: May 31, 2021 This will occur at the beginning of the year PD sessions before school starts and BOY, MOY, and EOY administration of MAP.	● Review the Montessori expectations with the TEKS/MAP expectations	● Administrator/s ● Instructional Coach ● Primary & Lower Elementary Teachers
Start Date: August 3, 2020 End Date: May 31, 2021	● Create Montessori needed materials to help with the alignment of the two curriculums.	● Instructional Coach ● Primary & Lower Elementary Teachers
Facility Process		
Start Date: January 17, 2020 End Date: August 1, 2020	● Refresh of the physical building at Rodriguez. ● Update of outdoor area to follow the Montessori model. ● Update of wireless network infrastructure	● Facilities Department ● DHR Architecture Firm
Start Date: February 28, 2020 End Date: August 1, 2020	● Purchase of furniture for the classrooms and offices. ● Purchase of classroom instructional materials. ● Purchase of technology for teachers, students, and staff.	● Senior Coordinator of Operations ● Associate Principal ● Grants Department
Start Date: December 12, 2019 End Date: once all positions are filled	● Hiring of Principal and Secretary ● Hiring of Teachers and additional staff	● Human Resources Department ● Principal and Hiring Committee

Appendix A - Data Template

SCHOOL NAME: Rodriguez Montessori ES

	2016-17	2017-18	2018-19	Change Y1 to Y3	% Change Y1 to Y3
PART 1: ENROLLMENT AND STUDENT PERSISTENCE (NEARBY SAISD ELEMENTARY SCHOOL)					
A. General Information					
Grade Levels Served (e.g., K-8; 9-12, etc.)	PK-5	PK-5	PK-5	N/A	N/A
Total Enrollment Count	681	667	658	-23	-3%
B. Student Population					
% African-American	5%	5%	6%	1%	23%
% Asian	1	2%	2%	-98%	-98%
% Hispanic	92%	91%	91%	-1%	-1%
% White	2%	1%	1%	-1%	-38%
% Other Race/Ethnicity	0%	1%	0%	0%	N/A
% Economically Disadvantaged	97%	98%	98%	1%	1%
% English Language Learner	31%	32%	33%	2%	6%
% Special Education	10%	10%	12%	2%	24%
C. Student Persistence					
% of Students who Remain at School from Previous Year (All Students)	81%	81%	84%	3%	4%
% of Special Education Students who Remain at School from Previous Year	84%	86%	95%	11%	13%
PART 2: ACADEMIC OUTCOMES (NEARBY SAISD ELEMENTARY SCHOOL)					
A. STAAR Grades 3-5 Outcomes (if applicable)					
% of Students who Meet or Master Standards (Reading)	33%	27%	39%	6%	18%
% of Students who Meet or Master Standards (Math)	39%	35%	41%	2%	5%
% of Students who Meet or Master Standards (Writing)	21%	NA	23%	2%	10%
% of Students who Meet or Master Standards (Science)	36%	24%	23%	-13%	-36%

% of Students who Meet or Master Standards (Social Studies)	NA	NA	NA	N/A	N/A
B. STAAR EOC Outcomes (if applicable)					
% of Students who Meet or Master Standards (English I)	NA	NA	NA	N/A	N/A
% of Students who Meet or Master Standards (English II)	NA	NA	NA	N/A	N/A
% of Students who Meet or Master Standards (Algebra I)	NA	NA	NA	N/A	N/A
% of Students who Meet or Master Standards (Biology)	NA	NA	NA	N/A	N/A
% of Students who Meet or Master Standards (U.S. History)	NA	NA	NA	N/A	N/A
C. Self-Selected Outcomes *(Select up to 3 data points to share)*					
Average daily attendance for Nearby SAISD Elementary School	95.3	95.2	94.5	-0.8	-1%
				0	N/A
				0	N/A

Part 3: HUMAN CAPITAL (DISTRICT-WIDE)

Select 3 data points to share. *(Examples: average years of teacher experience, % of teachers who remain from preceding year, # of master teachers, average TTESS proficiency scores, average # of staff absences, Insight survey results, etc.)*

Teacher attrition (% of SAISD teachers who left *their school* at end of school year)	34%	36%	31%	-5%	-14%
Teacher attrition (% of SAISD teachers who left *SAISD* at end of school year)	23%	25%	22%	-3%	-12%
Average T-TESS ratings for all SAISD teachers	3.24	3.21	3.33	-0.03	-0.01

Part 4: STUDENT DISCIPLINE (DISTRICT-WIDE)

Select 3 data points to share. *(Examples: Review 360 incidents, # of student suspensions (in-school and out-of-school), # of DAEP placements, etc.)*

Percentage of Students Receiving Referrals-District	50%	53%	48%	-2%	-4%
Percentage of Referrals Involving Racial Minorities-District	49%	51%	47%	-2%	-4%
Percentage of Students Receiving Out-of-School Suspensions-District	14%	12%	14%	0%	0%

ADDENDUM – COMPLIANCE WITH IN-DISTRICT CHARTER LAW AND DISTRICT POLICY

The School certifies that this in-district charter application complies with Texas Education Code Section 12.059, as follows:
1. The education program being offered is described in the charter application.
2. The continuation of this charter is contingent on satisfactory student performance on state-required assessment instruments, satisfactory financial performance under state financial accountability provisions, and on compliance with other applicable accountability provisions.
3. In accordance with SAISD Policy EL(LOCAL), the SAISD Board may place this School on probation or revoke the charter in accordance with the School's performance contract if it finds that the campus charter:
    a. Violates a provision of applicable state or federal law, which may result, after a cure period, in revocation at the conclusion of the School year;
    b. Violates student achievement provisions of the charter, including the failure to meet the metrics set forth in the performance contract for the campus charter after a three- or five-year review period;
    c. At the end of two School years, the campus charter may be revoked or placed on probation if it is rated as "improvement required" or fails to meet state accountability standards or is at the bottom five percent in comparison to all campuses in terms of student achievement in the District based on the school performance framework; or
    d. After a cure period, the charter fails to meet generally accepted accounting standards for fiscal management.
4. The School will not discriminate in admissions on the basis of national origin, ethnicity, race, religion, or disability.
5. The governing structure of the campus is described in the charter application.
6. In order to ensure the health and safety of students and employees, the School will comply with Texas Education Code Chapter 38.
7. The District will conduct an annual audit of financial and programmatic operations of the School in accordance with state and federal law and District policy.
8. The School will provide all information necessary for the District to participate in PEIMS reporting.

In accordance with EL(LOCAL), the School and the SAISD Board of Trustees agree as follows:
1. This charter has a term of ten years, beginning with the 2020-21 school year and ending with the 2030-31 school year, with a three- or five-year performance review and renewal cycle, as defined in EL(LOCAL).
2. The Board waives all applicable District policies and procedures per EL(LOCAL) and the School's In-District Charter Application.
3. The School will comply with its Board-approved school performance contract, and the District's annual process for reporting and reviewing the performance contract.
4. The School will follow the District's unified enrollment policy and procedure, including FD(LOCAL), FDB(LOCAL), F1 and F51. In the event of any conflict between the charter application and district policy and procedure regarding student enrollment, district policy and procedure will govern.
5. The School will participate in District-wide NWEA MAP testing, or its future replacement assessment, as determined by the District.