



# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 194-Daggett Montessori (K-8)

**Principal:** Susan Wade

<b>Data Sources Used</b> Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	Yes	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
<b>Demographics</b>	1.	Increased diversity; low mobility rates; attendance above District and State averages at 96.6%	1.	Economically Disadvantaged 50%; increased number of special education (10.5%) and ELL students	1.	Focus on quality ELL strategies, exiting long term ELL students. Increase reading levels of students below level, improve Social Studies scores for all students, increase rigor, depth, and complexity needed to achieve Level III on STAAR
<b>Student Achievement</b>	1.	STAAR Reading 83%, Math 82%, Writing 81%, Science 82%. 8th Grade Science increased 25% to 94%, 100% students passed Algebra 1 at Level III	1.	Social Studies 44% (22% drop) - significantly below FWISD average, significant gaps in all tested subjects for ELL and SE students	1.	Increasing reading lexile levels 200 points each year. Increasing Social Studies performance on STAAR. Close achievement gaps, especially those noted for ELL and SE students, continue science lab experiences, early literacy intervention (pull-out K-2 small group instruction).

<b>School Culture and Climate</b>	1.	Low rates of disciplinary referrals, few out of school suspensions, no COC hearing referrals. Surveys show high rate of staff satisfaction.	1.	Bullying incidents reported by parents. Racial differences in discipline referrals.	1.	Bullying mitigation efforts through guidance lessons, INOK, and peer mediation. Support for struggling students through push-in tutoring, early literacy interventions, after school tutoring, camps.
<b>Staff Quality/ Professional Development</b>	1.	All teachers and assistants are Highly Qualified. Elementary teachers trained and certified in Montessori education. Teachers completed or are in process to complete Gifted/Talented certification. Most Middle School core teachers trained in PBL	1.	Time to plan together as teams and vertically. Montessori continuing education is lacking. Middle school lacks teams due to small size.	1.	Increase support to teachers to ensure fidelity to Montessori methodology and philosophy. Work toward Project Based Learning in Middle School. Increase opportunities for teachers to work together
<b>Curriculum, Instruction, and Assessment</b>	1.	Curriculum Frameworks and Montessori aligned with TEKS. First year implementation of Project Based Learning in Middle School. Elementary Science Lab equipped and staffed.	1.	Montessori philosophy, methodology, and materials not used consistently. Montessori scope and sequence not aligned with Curriculum Frameworks or benchmark tests.	1.	Incremental implementation of PBL in Middle school, with support and training for teachers. Team time for elementary teachers to align Montessori with testing and to bridge from materials to test.
<b>Family and Community Involvement</b>	1.	Strong, active PTA with many opportunities for participation. Multiple methods of communication with parents in place. Meet the Teacher, Open House, and various family nights have high attendance. All front office staff bilingual.	1.	Language barriers inhibits involvement. DMS is not a neighborhood school. It is difficult to locate community individuals to get involved.	1.	Provide interpreters for all meetings. New PTA position for interpretation/translation.

<b>School Context and Organization</b>	<b>1.</b> Schedule allows time for tutoring/small group lessons during school hours in elementary. FWISD supportive of Montessori schools. K-8 structure increases vertical alignment and smooth transition from elementary to middle school.	<b>1.</b> Difficult to ensure fidelity to Montessori principals and practice, TEKS, and FWISD initiatives. Frequent paper/pencil testing interrupts the Montessori cycle of learning through materials. Middle school teachers do not have planning time during school to meet	<b>1.</b> Provide support to teachers as they mesh Montessori and traditional mandates. Alternate staff meetings with grade level/team meetings. Provide time for teachers to observe in other classes. Provide push-in tutoring in middle school.

**2016-17 CEIP for 194-Daggett Montessori (K-8)**

**Budget Summary**

**Principal: Susan Wade**

**Leadership Director: David Saenz**

Summary by Fund Source

<b>Fund Source</b>	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	<b>GRAND TOTAL budgeted in CEIP</b>
Tier I Instruction	0	0	0	0	0	0	\$ -
Middle Grade Math	0	0	0	0	0	0	\$ -
College and Career Readiness	0	0	0	0	0	0	\$ -
Professional Development	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
<b>TOTAL</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Allocations</b>	-	-	-	-	-	-	-
<b>Percent Budgeted</b>	NA	NA	NA	NA	NA	NA	NA

**Compensatory Education Fund - FTEs**

**2016-17 CEIP for 194-Daggett Montessori (K-8)**

**Tier I Instruction Action Plan**

**Principal: Susan Wade**

**Leadership Director: David Saenz**

<b>District Strategic Plan Alignment</b>	Goal:	1. Increase Student Achievement
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on tier one instruction and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
1,2,3,4	LEP	All students will set and achieve personalized AR goals.	Wade, White, Falgout, Teachers	September - May			
1,2,3,4	LEP	All students will understand the learning expectations	Wade, White, Teachers	September - May			
1,2,3,4	LEP	All students are engaged in student centered, rigorous activities	Wade, White, Teachers	September - May			
1,2,3,4	LEP	Teachers use formative assessment to give immediate feedback and make lesson adjustments as needed	Wade, White, Teachers	September - May	PLC		
1,2,3,4	LEP	Data from STAAR tests, Achieve3000, and Value Added will be used to monitor mastery of concepts and intervention plans will be implemented accordingly	Wade, White, Teachers	September - May	PLC		
1,2,3,4	LEP	Teachers will use the DII lesson structure and sequence	Wade, White, Teachers	October - May	Faculty Mgt		
1,2,3,4	LEP	Students will participate in Achieve3000 with fidelity	Wade, White, Teachers	October - May			
1,2,3,4	LEP	Teachers will be trained in Achieve3000 usage	Wade, White, Teachers	October	Pull-Out		
1,2,3,4	LEP	Teachers will be trained in Achieve3000 data analysis	Wade, White	January	Pull-Out		
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)					

**2016-17 CEIP for 194-Daggett Montessori (K-8)**

**Middle Grade Math Action Plan**

**Principal: Susan Wade**

**Leadership Director: David Saenz**

<b>District Strategic Plan Alignment</b>	Goal:	1. Increase Student Achievement    Priority: Middle Grade Math
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on middle grade math and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,4	LEP	Enhanced Math classes will be provided to strengthen	Wade, White,	September				
1,2,3,4	LEP	Enhanced Math students will use TTM three times a week	Wade, White,	September				
1,2,3,4	LEP	Data from multiple sources will be used to develop	Wade, White,	September				
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							

**2016-17 CEIP for 194-Daggett Montessori (K-8)**

**College and Career Readiness Action Plan**

**Principal: Susan Wade**

**Leadership Director: David Saenz**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
<b>Plan</b>	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on college and career readiness and the intentional action steps, below students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
1,2,3,4,6,	LEP	Teachers will plan and deliver rigorous, engaging lessons featuring a high degree of student engagement through discussion and student centered activities	Wade, White, Teachers	September - May			
1,2,3,4,6	LEP	Push in, pull out, after school targeted, small group tutoring will be designed to maximize learning leading to Level III performance on STAAR tests	Wade, White, Teachers	September - May			
1,2,3,4,6,	LEP	Students will participate in Achieve3000 lessons	Wade, White, Teachers	October - May			
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						



**2016-17 CEIP for 194-Daggett Montessori (K-8)**

**Professional Development Action Plan**

**Principal: Susan Wade**

**Leadership Director: David Saenz**

<b>District Strategic Plan Alignment</b>	Goal:	1. Increase Student Achievement
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on professional development and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 5, 6	LEP	Montessori training will be initiated for teachers new to the method and will be completed within two years of hiring	Wade, White, Teacher	September		Other	\$6,500/teacher	
1,2,3,4,5,6	LEP	Gifted/Talented certification will be completed by all teachers and will be maintained current	Wade, White, Teacher	September				
1,2,3,4,5,6	LEP	PBL training will be completed so that middle school core teachers can incorporate two PBL projects into their curriculum	Wade, White, Teachers	September - May				
1,2,3,4,5,6	LEP	Formative Assessment training will continue	Wade, White, Teachers	October				
1,2,3,4,5,6	LEP	Training on ELL best practices will be implemented	White, Daniels	October				
1,2,3,4,5,6	LEP	Training on SpEd best practices will be implemented	Flusche, Reece	November				
1,2,3,4,5,6	LEP	T-Tess rubric training will be ongoing with emphasis on Tier I instructional practices	Wade, White	August - May				
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							

**2016-17 CEIP for 194-Daggett Montessori (K-8)**

**Campus Needs Assessment Action Plan**

Principal: Susan Wade

Leadership Director: David Saenz

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic Plan</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on the Campus Needs Assessment and the intentional action steps below, students will achieve a 200 pont Lexile level gain each year, leading to a Lexile level of 1300 by graduation of all students.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,4,6,9	LEP	Early literacy intervention (pull-out K-2 small group instruction)	Wade, White	October - May				
1,2,3,4,6,9	LEP	Targeted, focused interventions with pull-out, push-in, and after school small group instruction 3-8th core subjects	Wade, White	October - May				
1,2,3,4,6,9	LEP	Accelerated Reader program to encourage reading	Wade, White, Falqout	September - May				
1,2,3,4,6,9	LEP	Focused reading and math intervention in the computer lab using TTM, Achieve3000, Big Brainz	Wade, White, Colbert	September - May				
1,2,3,4,6,9	LEP	Rtl struggling students to identify needs and provide early targeted support	Wade, White, Segretti, Teachers	September - May				
1,2,3,4,6,9	LEP	Anti-bullying focus through INOK and guidance lessons	Wade, White, Segretti, Flusche, Reece	October - May				
1,2,3,4,6,9	SPED	Provide inclusion support and scaffolding for SpEd students	Wade, White, Flusche, Reece	August - May				
1,2,3,4,6,9	LEP	Provide focused professional development to address gaps in achievement and discipline	Wade, White	August - May				
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)			<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)		