

194-Daggett Montessori (K-8)

Veronica Delgado

Todd Koppes

2018-19 Schoolwide Programs: Campus Improvement Plan

194-Daggett Montessori (K-8)

Principal: Veronica Delgado

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

Postsecondary Readiness

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

udent's educational experience to produce global citizens who are empowered with knowled

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	83
Domain 2: School Progress	86
Domain 3: Closing The Gaps	84

SBDM Members

Name	Role
Kristin Westhoff	Teacher
Natalie Williams	Teacher
Brooke Feldman	Teacher
Christine Combs-Moore	Teacher
Christina Falgout	Campus Non-Tch Prof
Katie Segreti	Additional Appointed Rep
Nancy Strickland	Community Rep
Ashley Dilling	Business Rep
Sid Davis	Business Rep
Christina Bautista	Community Rep
Susann Claunch	District-Level Staff
Sally Gulde	Parent
Caroline Robbins	Parent
Gregory Richmond	Additional Appointed Rep
	Select
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	Select
	Select

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Daggett Montessori School

Principal: Veronica Delgado

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	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	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Hispanic Social Studies STAAR scores increased from 39% to	1.	Increase attendance rate for Hispanic and Af American student groups.	1. Implement social studies camp with other SOC.	
	2.	Hispanic and Af American Math scores increased from previous years.	2.	Provide real world learning experiences.	2. Continue project-based learning opportunities for students.	
Student Achievement	1.	Distinctions earned in Science and Post-secondary readiness.	1.	Increase attendance rate for special education students.	1. Create Attendance Incentive plan.	
	2.	Consistently top 10% in College Readiness District wide.	2.	Increase ELL student performance on TELPAS.	2. Provide ELPS training.	
	3.	For the last 2 years English I and Algebra I have been at 100% approaches or above	3.	Teacher assistants needed in Montessori classrooms.	3. Provide Montessori training for teachers and assistants.	
School Culture and Climate	1.	Teachers and students adapting to new structures.	1.	Non-academic clubs/activities needed.	1. Partner with other schools to provide extra-curricular activities.	
	2.	Strong sense of community among staff and students.	2.	Utilize consistent discipline plan campus-wide.	2. Implement community meeting across all grade levels.	
Staff Quality/ Professional Development	1.	High teacher retention rate.	1.	Tailored professional development for Montessori teachers.	1. Plan professional development with other SOC/POC.	
	2.	Faculty meetings and PLCs are professional development	2.	Peace education/restorative discipline.	2. Provide Montessori training/refreshers to staff.	

	3. Professional development based on need.	3. Continue developing teacher leaders.	3. Provide Peace Education & Community Meeting training.
Curriculum, Instruction, and Assessment	1. Montessori curriculum builds strong foundation and exceeds state standards.	1. Cohesively follow Montessori flow chart	1. Align TEKS to Montessori curriculum.
	2. Project based learning in 6th-8th grade.	2. Skills which require students to critically think and problem solve not	2. Utilize task cards to teach problem-solving and critical reading skills.
	3. Data drives instruction/intervention	3. More effectively meet needs of ELL, dyslexic students, and special education students.	3. Provide professional development to meet special populations needs.
Family and Community Involvement	1. Many family events and traditions are hosted.	1. Increase attendance at parent education events.	1. Provide Montessori training to parents for effective volunteering in the classroom.
	2. Significant volunteer hours logged by parents.	2. Increase involvement of parents new to DMS.	2. Continue Montessori Workshops for parents.
	3. Strong PTA involvement.	3. Increase parent accountability.	3. Identify an additional business/community partner.
School Context and Organization	1. Strong staff collaboration.	1. Common planning time is needed for middle school teachers.	1. Develop master schedule to allow for common planning.
	2. Engaged SBDM team.	2. 3 hours is needed of uninterrupted work schedule.	2.

		194-Daggett Montessori (K-8)							
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL	
	(Basic Allotment)								
	\$ 17,300	\$ 3,919		\$ 285	\$ 14,350	\$ 3,544	\$ 60,671	100,069	

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Veronica Delgado

Leadership Director:

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	13,200	0	0	0	0	944	51,606	\$ 65,750
Campus Needs - Student Achievement	0	0	0	285	0	0	600	\$ 885
Campus Needs	0	0	0	0	0	0	8,178	\$ 8,178
Parent/Family Engagement Health Related	0	0	0	0	0	0	0	\$ -
TOTAL	\$ 13,200	\$ -	\$ -	\$ 285	\$ -	\$ 944	\$ 60,384	\$ 74,813
Allocations	17,300	3,919	-	285	14,350	3,544	60,671	100,069
Percent Budgeted	76%	0%	NA	100%	0%	27%	100%	75%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Veronica Delgado

Leadership Director:

Fort Worth ISD Student Outcome Goal Alignment	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from			EOY
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	75%	80%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	70%	75%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	70%	75%	EOY
	1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	70%	75%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		K-1st grade students will learn grade level appropriate 100 sight words.	Teachers	9/2018-5/2019				Achievement
2	LEP	Implement Lexia Pro and Power Up for struggling readers in 1st-8th grade.	Teachers	10/2018-5/2019	Pull-Out	Title I	\$600	Achievement
3		Intervention will be provided to struggling readers via push-in support.	Teacher Asst./Tutor	9/2018-5/2019		Title I	\$ 37,400.00	Progress
4		Opportunities to participate in BOB, Read & Quiz, and the Million Word Challenge will be provided to spark further interest in developing reading skills.	Teacher, librarian	9/2018-5/2019				Culture and Climate
5	LEP	Provide professional development focused on meeting needs of English language learners.	Administrator	Oct. 2018	PLC			Closing Gaps
6		Utilize PLC to implement the use of task cards in Montessori classrooms to support students in developing critical reading skills.	Teachers	10/2018-5/2018	PLC			Achievement
7	SPED	Provide learning opportunities to teachers including professional development focused on the needs of students identified with specific learning disabilities.	Administrator	10/2018-12/2018	Faculty Mgt/PLC	SPED	\$ 944.00	Closing Gaps
8		Provide learning opportunities to teachers including professional development focused on the needs of students identified with dyslexia.	Counselor	10/2018-12/2018	Faculty Mgt/PLC			Achievement
9		Provide Montessori refreshers focused on language curriculum.	Teachers/Consultant	10/2018-5/2018	Faculty Mgt/Vendor	Title I	\$ 3,000.00	Tchr/Staff Quality

10	4	Teachers attend Montessori training for certification and participate in required observations.	AAIL	Aug-July	Faculty Mgt/Vendor	Local	\$ 13,200.00	Tchr/Staff Quality
11	4	Teachers and administrators attend Montessori Conferences/workshops for continous improvement and leadership development.	Principal/Teachers	Oct-March	Faculty Mgt/Vendor	Title I	\$ 7,606.00	Tchr/Staff Quality
12		Conduct instructional planning days to include conferencing with parents.	Principal/Teachers	Fall & Spring	Pull-Out	Title I	\$ 3,000.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Veronica Delgado

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 0 to 0 percent.	BOY %	MOY %	EOY %	Target %	Difference
Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool		75.0%			80%	-5.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		70.0%			75%	-5.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		70.0%			75%	-5.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Progress check every 6 weeks	1-(Achievement) K-1st grade students will learn grade level appropriate 100 sight words.	Personal HF word list for each student	On Target			
2 TBD after training on 9/25/18	2-(Achievement) Implement Lexia Pro and Power Up for struggling readers in 1st-8th grade.	Sept. 25, 2018	On Target			
3 Teacher Asst. conducts progress check weekly	3-(Progress) Intervention will be provided to struggling readers via push-in support.	A-Z checks; individual student work plan				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Veronica Delgado

Campus Needs - Student Achievement Action Plan

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
SMART Goal Campus Priorities	Goal 1	Improve grammatical sentence structure in student's written communication.	71.00%	47.00%	19.00%	75.00%	52.00%	25.00%
	Goal 2	Increase identified individual EL student's academic performance in reading/ELA	49.00%	11.00%	0.00%	55.00%	15.00%	75.00%
	Goal 3							
	Goal 4							

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	3	Implement weekly writing activities across the curriculum.	Teachers	9/2018-5/2019				Achievement
2	3	Utilize grade appropriate writing rubric across the curriculum in all grades.	Teachers	9/2018-5/2018				Progress
3	4	LEP Provide professional development focused on meeting needs of English language learners.	Teachers	Oct. 2018	Faculty Mgt	Bilingual	\$ 285.00	Achievement
4	9	Implement Lexia Core 5 and Power Up for struggling writers in 1st-8th grade.	Teachers	10/2018-5/2019				
5	4	Conduct Lexia Core 5 and Power Up training for ELA teachers K-8.	Principal	9/25/2018	Pull-Out	Title I	\$ 600.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Veronica Delgado

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Improve grammatical sentence structure in student's written communication.						
	Increase identified individual EL student's academic performance in reading/ELA						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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2	Writing conference	Teacher will provide written feedback upon completion of published work in ELA or every 3 weeks in math, science, social studies courses.	Written feedback	On Target		
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Veronica Delgado

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Students will learn multiplication facts by the end of third grade.			0%	70%	EOY
	Goal 2	Third grade students will apply mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.			0%	66%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	8, 9	Implement weekly multiplication/division assessments as appropriate in 3rd-6th grade.	Teachers	9/2018-5/2018				Achievement
2	3	Utilize PLC to implement the use of task cards in Montessori classrooms to support students in developing problem-solving skills.	Administrators/Teachers	Oct. 2018				Achievement
3	9	Provide math intervention via push-in support and/or small group instruction.	Teachers/tutors/teacher assistants	9/2018-5/2019		Title I	\$ 6,960.00	Progress
4	9	Provide after school tutorials for students struggling in math.				Title I	\$ 1,218.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Veronica Delgado

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Students will learn multiplication facts by the end of third grade.	0.0%			70%	-70.0%
	Third grade students will apply mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	0.0%			66%	-66.0%
					0%	
				0%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Weekly Assessment	1-(Achievement) Implement weekly multiplication/division assessments as appropriate in 3rd-6th grade.	Work plan/student goal sheet	On Target			
2 Benchmarks	2-(Achievement) Utilize PLC to implement the use of task cards in Montessori classrooms to support students in developing problem-solving skills.	Work plan	On Target			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

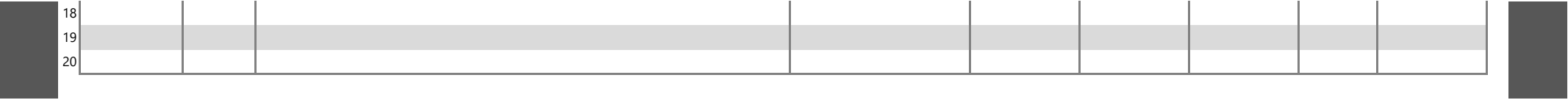
Principal: Veronica Delgado

Leadership Director:

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Provide Montessori learning opportunities and resources for parents.	100%	100%	1-May
	Goal 2	Increase family and student awareness about benefits of healthy food choices, physical activity, and community resources.	50%	100%	1-May
	Goal 3 (Optional)	Incorporate daily recess in K-5 and brain breaks in all classrooms.	85%	100%	1-Aug
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,6	Provide Montessori workshops for parents.	Administrator/Teachers	9/2018-5/2019				FAMILY
2		Provide opportunities for morning activity prior to beginning of school day for students.	Teacher Assts.	9/2018-5/2019				HEALTH
3	6	Include Montessori practices for implementing in the home.	Parent Liaison	10/2018-5/2019				FAMILY
4		Implement salad bar during elementary and secondary student lunch.	Cafeteria Manager	9/2018-5/2019				HEALTH
5		Daily 30 minute recess schedule in K-5th; frequent brain breaks in K-8th.	Teachers	8/2018-5/2019				HEALTH
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Veronica Delgado

Leadership Director:

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Provide Montessori learning opportunities and resources for parents.	100.0%			100%	0.0%
	Increase family and student awareness about benefits of healthy food choices, physical activity, and community resources.	50.0%			100%	-50.0%
	Incorporate daily recess in K-5 and brain breaks in all classrooms.	85.0%			100%	-15.0%
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Attendance	3 Parent Montessori Workshops will be hosted	Sign-in sheets	On Target			
2 Parent Knowledge	Develop a monthly newsletter with Montessori information	Newsletter	On Target			
3 Student Participation	Participate in 3 city 5Ks	Participation number	On Target			
4 student / teacher feedback	Recess Schedule in K-5/brain breaks	Observation	On going			
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