

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 063 - Como Montessori (K-8)

Principal: Carridine, Ronnita

Executive Director: Sonja Starr-Malone

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

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.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.7

Special Education: 10

Dual Language/ESL: 20.3

Gifted and Talented: 14.4

Career and Technology: 0

Percentage of at-risk students: 71.9

Percentage of English Language (EL) students: 20.6

Percentage of economically disadvantage students: 62.5

2019-2020 Campus Site-Based Committee

Name	Role
RONNITA CARRIDINE	Principal
DANIEL McALISTER	Additional Representative Appointment
ALEXIS BALL	Teacher
MOLLY ELLISON	Teacher
HANAN FARES	Teacher
AMANDA PANGELINAN	Teacher
KEITH SNYDER	Teacher
TAMEKA LONG	Campus Non-Teacher Professional
SHARON MASSEY	Campus Non-Teacher Professional
ANGELA HODGES	Parent
ELLIOT WINSTON	Parent
ESTRUS TUCKER	Community Representative
GARY GRAY-HOPE FARM	Community Representative
KIM ASHMIN	Business Representative
BETTY SMITH	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Como Montessori (K-8). The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain

Domain 1: **Student Achievement** 69

Domain 2: **School Progress** 65

Domain 3: **Closing The Gaps** 70

Overall Performance Accountability Rating

69 - Met Standard

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 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

No Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Our campus has a diverse student population; White 9.2% AA 41.7% & Hispanic 46.5%, Asian 2.5%	1. More proficiency needed in differentiation for ELL learners & SPED; Closing the gap between sub groups.	1. CAMPUS PRIORITIES AND INSTRUCTIONAL FOCUS: INSTRUCTION, PROGRESS MONITORING, TEKS MSTRY, STANARDS ALIGNMENT (LITERACY, MATH, SCIENCE, SO ST); EFFECTIVE MASTER SCHEDULE (ELEM AND SEC); PAUL BAMRICK RIGOR TRAJECTORY 2. PLC AND PD: VERTICAL PLNG; PD- LITERACY, MATH/SCIENCE EXP, QUESTIONING, FORMATIVE ASSESSMENTS, DISCOURSE: MONTESSORI PRINCIPLES & PRACTICES (SHELTON TO TRAIN); EMO INT AND SPECIAL NEEDS SUPPORT; 3. INCREASE ENROLLMENT: EFFECTIVELY MARKET THE CAMPUS; HIGHLIGHT ACHIEVEMENTS; PROVIDE INFORMATIONAL FORUMS REGARDING MONTESSORI 4. FAMILY & COMMUNITY PARTNERSHIPS; CONT. P3 (PRINCIPAL PARENT PARTNERHSIP), AND C3 (COMMUNITY CHAMPIONS COLLABORATION) ; PARENT SESSIONS TO INCLUDE MONTESSORI 101, HOMEWORK SUPPORT, STAAR 5. PBIS AND CAMPUS DISCIPLINE MANAGEMENT SYSTEM AND RESTORATIVE PRACTICES
	2. Attendance percentage range: 95.6%-96.2%	2.	
	3. Attendance percentage range: 95.6%-96.2%	3. Reading and vocabulary support in all content areas.	
Student Achievement	1. 2018-2019 STAAR SCORES Domain 1: 57 Student Achievement; Domain 2A: 56 School Progress; Domain 2B: 57; Domain 3: 54 Closing the Gaps; Overall Score: 57	1. In 2016-2017, 75% of all students approached grade level or above in all subjects. 68% of Hispanics & 68% of Economically Disadvantaged students approached grade level;	
	2. Academic Gains: Elem & Sec Reading,	2. Influx of academic deficits include: Achieve 3000 Campus Avg 600+; Math deficits	
	3.	3.	
School Culture and Climate	1. Students describe the school as a safe place to learn, pleasant & positive environment.	1. Emotional & Social support for students; Emotional Intelligence	
	2. Teachers describe the school climate as a positive campus focused on improving student achievement.	2. Increased vertical planning and teacher collaboration; Cross curricular.	
	3.	3.	
Staff Quality/ Professional Development	1. Group Collaboration and planning helps to deepen individual knowledge of the content.	1. Have Montessori training for staff with strategies for multiage classrooms; Tchr turnover in 2016-2017 and 2017-2018 left the campus needing to train 12 new tchrs;	
	2. Professional Development opportunities for staff (in house, district, etc.)	2. Training needed for working with students with special needs in a Montessori classroom.	
	3.	3.	
Curriculum, Instruction, and Assessment	1. Improvement with fidelity of the implementatoion of Achieve 3000 and Smarty Ants	1. Achieve 3000 & Smarty Ants conflict with the Montessori Philosophy;	
	2. Implementation of Montessori, supplement with district curriculum, Achieve & Smarty Ants	2. Balancing Montessori Practices with District/State Curriucular Expectations	
	3. Montessori Work Plans	3. Small Groups inconsistentl in Rdg/Math; Supporting SGI in Middle School	

Family and Community Involvement	1.	CMS Facebook Page; Family Communications Liaison	1.	Language and Translations
	2.	Math/Science Night, Fine Arts Night, Dances, Programs, Meet the Teacher, Carnival, Field Trips, Pastries w/Parents, Field Day	2.	Increase percentage of parent involvement in PTA including ELL Parents; Translator available for Parent Teacher Conferences.
	3.		3.	
School Context and Organization	1.	Professional Development opportunities for staff (in house, district, etc.)	1.	Students who have behavior concerns are together several years which can prove difficult for the class, the teacher, as well as the student.
	2.	Middle School Schedule 7 PDs	2.	Campus Master Schedule needs to be streamlined and fluid to maximize instruction
	3.		3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 063 - Como Montessori (K-8)

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	75.86	44.83	24.14	80%	
	Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.	64.95	16.49	9.28	70%	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)				60%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	<p>*TARGET STRATEGY: INCREASE TEACHER INSTRUCTIONAL CAPACITY TO MEET THE DIFFERENTIATED NEEDS OF SCHOLARS RECEIVING SPECIAL EDUCATION SUPPORT, AS EVIDENT IN LESSON PLANS, WORK PLANS, CLASSROOM ASSESSMENTS, and INTERIM ASSESSMENTS</p> <p>*CMS SMART GOAL: BY MAY 29, 2020, 18% OF OUR 3RD-8TH GRADE SCHOLARS RECEIVING SPECIAL ED SUPPORT LITERACY WILL EXPERIENCE A MINIMUM OF A 10% INCREASE AS MEASURED BY STAAR READING AND WRITING.</p> <p>*RATIONALE: 2019 STAAR SUFFERED A 25 PT LOSS ON STAAR WRITING (15% APPR)</p>	<p>IMPLEMENT DISTRICT LITERACY FRAMEWORK; REVIEW DISTRICT CURRICULUM & MAP-OUT INSTRUCTIONAL PLANNING CALENDAR EACH 9 WEEKS; PROVIDE PD ON IEP GUIDELINES, MONITORING, and INCLUSION SUPPORT; CONDUCT WEEKLY PLCs FOCUSING ON DATA, STUDENT WORK, and TARGETED TEKS; PROGRESS MONITOR; REVISE DATA PROTOCOLS and CONDUCT ONE-to-ONE DATA MEETINGS; GENERATE CAMPUS BASED ASSESSMENTS TO ALIGN w/MONTESSORI OUTCOMES; CONDUCT SMALL GROUP INSTRUCTION IN ELEMENTARY; PROVIDE INSTRUCTIONAL PLANNING DAYS A MINIMUM OF 2X</p>	Instructional Leadership	5/29/2020	Special Education	3,791		
2 SPED	<p>*TARGET STRATEGY: INCREASE TEACHER DATA ANALYSIS CAPACITY TO PROVIDE RIGOROUS DIFFERENTIATED INSTRUCTION TO MEET THE NEEDS OF SCHOLARS RECEIVING SPECIAL EDUCATION SUPPORT IN MIDDLE SCHOOL, AS EVIDENCED IN LESSON PLANS AND INTERIM ASSESSMENTS</p> <p>*CMS SMART GOAL: BY MAY 29, 2020, 8% OF OUR 6TH-8TH GRADE SCHOLARS RECEIVING SPECIAL ED SUPPORT LITERACY WILL EXPERIENCE A MINIMUM OF A 10% INCREASE AS MEASURED BY STAAR READING AND WRITING.</p> <p>RATIONALE: 2018 STUDENT GROUP NOT LARGE ENOUGH FOR 2019 COMPARISON</p> <p>Target Strategy: SGI during Core and Intervention during the day</p>	<p>IMPLEMENT DISTRICT LITERACY FRAMEWORK IN MIDDLE SCHOOL; CREATE INSTRUCTIONAL PLANNING CALENDAR EACH 9 WEEKS; IMPLEMENT PEER-to-PEER SUPPORT; SEE ACTION STEPS FOR TARGET STRATEGY #1</p>	Instructional Leadership	5/29/0020	Special Education	2,500		

3	LEP	<p>*TARGET STRATEGY: INCREASE CONSISTENCY IN THE INSTRUCTIONAL IMPLEMENTATION OF ESL STRATEGIES TO SUPPORT OUR ELL/LEP SCHOLARS, AS EVIDENCED IN INTERIM ASSESSMENTS</p> <p>*CMS SMART GOAL: BY MAY 29, 2020, 32% OF OUR 3RD-8TH GRADE ELL SCHOLARS WILL GAIN A MINIMUM OF 15% AS MEASURED BY STAAR READING AND WRITING.</p> <p>RATIONALE: 2019 STUDENT GROUP DECLINED BY 33 PTS IN WRITING TO 20% APPR</p> <p>Target Strategies: Small Group Instruction; Visual Support; Hands On Support; Peer-to-Peer</p>	<p>REVIEW PBMAS STATE EXPECTATIONS; PROVIDE PD ON SHELTERED INSTRUCTION and ESL STRATEGIES; PROVIDE PD ON MULTIPLE INTELLIGENCES and LEARNING STYLES; CONDUCT WEEKLY PLCs TO REVIEW PROGRESS; SEE ACTION STEPS IN TARGET STRATEGY #1 and 2</p>	Instructional Leadership	5/29/0020	Bilingual	420	
4	Title I	<p>*TARGET STRATEGY: IMPLEMENT SPECIFIC WRITING STRATEGIES TO SUPPORT INCREASED SCHOLAR ACHIEVEMENT IN 4TH and 7TH GRADE WRITING, AS EVIDENCED IN LESSON PLANS and WRITING RESULTS (OBJECTIVES AND COMPOSITIONS)</p> <p>*CMS SMART GOAL: BY MAY 29, 2020, ALL SCHOLARS IN 4TH & 7TH GRADE WILL GAIN A MIN OF A 10% INCREASE AS MEASURED BY STAAR WRITING.</p> <p>RATIONALE: 2019 4TH GR WTG: 45% (-26 FROM PREVIOUS YEAR); 2019 7TH GR WTG: 69% (7 POINT DECLINE FROM PREVIOUS YEAR)</p>	<p>IMPLEMENT CAMPUS WRITING PLAN; PROVIDE WRITING PD; PROGRESS MONITOR GRAMMAR FOUNDATIONS; ADMINISTRATION, DATA ANALYST, and INSTRUCTIONAL COACH TO MONITOR WRITING FOLDERS BI-WEEKLY FOR 4TH and 7TH GRADE; PRINCIPAL TO SUPPORT AND MODEL FOR 4TH and 7TH GR WTG AS APPLICABLE; STRENGTHEN EXPOSITORY IN 4TH GRADE AND NARRATIVE/INFORMATIONAL IN 7TH GRADE; PROVIDE INSTRUCTIONAL MATERIALS AND GENERAL SUPPLIES AS APPLICABLE, TO SUPPORT WRITING WORKSHOP</p>	Instructional Leadership	5/29/2020	Title I	500	
5		<p>*TARGET STRATEGY: SCHOLAR ACHIEVEMENT WILL INCREASE BASED ON MASTERY OF TEKS BY UTILIZING PAUL BAMBRICK'S RIGOR TRAJECTORY, AS EVIDENCED IN LESSON PLANS AND ASSESSMENTS</p> <p>*CMS SMART GOAL: BY MAY 29, 2020, ALL SCHOLARS IN 3RD-8TH WILL GAIN A MINIMUM OF 10% AS MEASURED BY STAAR READING.</p> <p>RATIONALE: 2019 RESULTS 67% (1 PT CHANGE FROM 2018)</p> <p>Target Strategies: Scholars will track their data throughout the year and set goals.</p>	<p>REVIEW HISTORICAL TRENDS IN MASTERY AND NON-MASTERY OF TEKS IN STAAR; TARGET HIGH IMPACT TEKS, AS WELL AS HISTORICALLY LOW TEKS; PRESENT, PROVIDE INSTRUCTIONAL MATERIAL TO SUPPORT RIGOR TRAJECTORY AND MASTERY OF THE TEKS; PROVIDE INSTRUCTIONAL MATERIAL FOR CORE INSTRUCTION AND TARGETED INTERVENTION.</p>	Principal	5/29/0020	SCE	2,359	PBS Rigor Trajectory_Get-Better-Faster-Scope-Sequence.pdf
6		<p>*TARGET STRATEGY: NEW TEACHER INDUCTION-BUILD TEACHER INSTRUCTIONAL TOOLKIT TO EFFECTIVELY IMPACT SCHOLAR ACHIEVEMENT THROUGH DATA ANALYSIS, AS EVIDENCED THROUGH THE KNOW/SHOW PROTOCOL; PROVIDE PD AND RESOURCES AS APPLICABLE</p>	<p>MONTHLY MEETINGS (FALL SEMESTER); SPRING MEETINGS AS NEEDED; BOOK STUDY on GET BETTER FASTER and RIGOR TRAJECTORY (\$625); CONTINUE DATA ANALYSIS PROTOCOL-KNOW/SHOW; CONDUCT REGULAR WALKTHROUGH'S AND PROVIDE IMMEDIATE ACTIONABLE FEEDBACK</p>	Principal	5/29/2020	Title I	2,000	

7		TARGET STRATEGY: ATTEND AIE CONFERENCE (ADVANCING IMPROVEMENT IN EDUCATION); SUPPORT BUILDING TEACHER INSTRUCTIONAL CAPACITY CAMPUS-WIDE, SPECIFICALLY ADMINISTRATIVE LEADERSHIP TEAM AND TEACHER LEADERS, TO IMPACT SCHOLAR ACHIEVEMENT	DELEGATE CAMPUS MEMBERS TO ATTEND A PARTICULAR STRAND: LEADERSHIP; EDUCATOR QUALITY; CONTENT & CURRICULUM; SCHOOL CULTURE; and SYSTEMS & INNOVATION; SHARE LEARNED INFORMATION FROM CONFERENCE WITH STAFF AS APPLICABLE, IN ACCORDANCE WITH PROFESSIONAL LEARNING PLAN AND ESF REQUIREMENTS	Principal	10/3/2019	Local (Basic Allotment)	2,700		
8		TARGET STRATEGY: WE WILL INCORPORATE ESF (EFFECTIVE SCHOOLS FRAMEWORK) INTO OUR CAMPUS CIP, CONTINUOUS IMPROVEMENT, and TURNAROUND PLANS, TO IMPROVE SCHOLAR ACHIEVEMENT; FOCUS ON TEACHER INSTRUCTIONAL EFFECTIVENESS UTILIZING SPECIFIC DATA POINTS	COMPLETE ALL DOCUMENTS REQUIRED THROUGH ESF; SHARE DOCUMENTS WITH TEACHERS; COLLECT APPROPRIATE EVIDENCE AND ARTIFACTS; FOCUS ON DDI AND MONITOR PROGRESS	Principal	5/29/2020	Local (Basic Allotment)	2,000		
9	Title I	TARGET STRATEGY: EMPLOY A DATA ANALYST TO SUPPORT DATA COLLECTION, TUTORING COORDINATION, and INSTRUCTIONAL CAPACITY, TO DIRECTLY IMPACT SCHOLAR ACHIEVEMENT	ALLOCATE APPROPRIATE FUNDING	Principal	5/29/2020	Title I	59,323		
10		*TARGET STRATEGY: INCREASE CONSISTENCY IN THE INSTRUCTIONAL IMPLEMENTATION OF GT STRATEGIES TO SUPPORT OUR TOP 10% AND TALENT POOL SCHOLARS, AS EVIDENCED IN INTERIM ASSESSMENTS	SCHEDULE PULLOUTS WITH GT/TPPO TEACHER AS ASSIGNED BY DISTRICT, IN ELEMENTARY; PLAN AND CONSTRUCT LABRYNTH	Principal	5/29/2020	Gifted & Talented	5,781		
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12									
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14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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