

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

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

Principal: Eugenio, Victorius

Executive Director: Todd Koppes

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: 11.4
Dual Language/ESL: 9.3
Gifted and Talented: 27.2

Career and Technology: 0
Percentage of at-risk students: 61.9
Percentage of English Language (EL) students: 10.5
Percentage of economically disadvantage students: 44.6

2019-2020 Campus Site-Based Committee

Name	Role
Christine Combs-Moore	Teacher
Brooke Feldman	Teacher
Heather Leaf	Parent
Nancy Strickland	Community Representative
Christina Bautista	Community Representative
Sid Davis	Business Representative
Ashley Dilling	Business Representative
Gregory Richmond	Additional Representative Appointment
Teacher representative to be elected in August.	Teacher
Teacher representative to be elected in August.	Teacher
Non-teaching representative to be elected in August.	Campus Non-Teacher Professional
District level representative to be elected in August.	District Level Staff
Parent representative to be elected in August.	Parent
Parent representative to be elected in August.	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Daggett 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	Overall Performance Accountability Rating
Domain 1: Student Achievement 83	85 - Met Standard
Domain 2: School Progress 86	
Domain 3: Closing The Gaps 84	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 1
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 1	

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. Attendance rate is consistently at 96%.	1. Students identified At-Risk is 61.9%	1. Increase writing across all levels and across the curriculum
	2. Mobility is at 1.6%	2. Students identified Special Education 11.4%	2. Increase problem solving skills across lower elementary grades
	3.	3.	3. Implement student goal setting practices campus-wide
	4.	4.	4. Implement consistent PLC schedule for frequent collaborative planning among all grade levels
	5.	5.	5. Increase attendance at Montessori parent education workshops
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Student Achievement

1.	EOC Algebra I and EOC English I were both at 100% Meets Grade Level with a 14% increase in English I achieving Masters level from 2018 to 2019.	1.	2019 All Math (3-8) decreased in Approaches accountable student groups: All by 7%; Hisp by 6%; White by 5%; Eco Dis by 8%; EL by 5%. 4th and 6th grade showed the most decline in Approaches level.
2.	7th grade Writing in all accountable student groups increased performance between 10%-16% in approaches level. All at 90%; Hisp at 88%; Eco Dis at 90% Approaches	2.	Decrease in 4th Writing in all accountable student groups across Approaches, Meets, and Masters levels from 5%-13%. All at 56%; Hisp at 48% Approaches
3.	All Reading (3-8) performance increased from 1%-9% in Approaches, Meets, and Masters levels.	3.	6th grade Reading All student group decreased performance 4%-10% across Approaches, Meets, and Masters.
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School Culture and Climate

1.	Community Meeting implemented in 6th-8th grade	1.	Provide opportunities for team-building
2.	Staff implementation of Community Meeting	2.	Continue implementing systems for stakeholder input
3.	Strong sense in giving back to community	3.	
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**Staff Quality/
Professional
Development**

1.	Campus specific professional development	1.	Continue professional learning of Montessori education and philosophy
2.	Multi-age classrooms	2.	Continue restorative training for 7th-8th faculty
3.	Montessori training provided for new teachers	3.	Peace education/restorative discipline
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**Curriculum,
Instruction, and
Assessment**

1.	Teacher collaboration to develop Montessori flow charts	1.	Implement best practices to teach critical thinking skills
2.	Refined middle school zero period structure	2.	Provide targeted interventions for struggling students
3.		3.	Provide structured time for collaborative planning to include vertical planning among all grade levels
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**Family and
Community
Involvement**

1.	Strong parental involvement and PTA support	1.	Continue providing education in Montessori philosophy and Montessori method to parents
2.	Teacher led Montessori education workshops	2.	Continue academic and enrichment opportunities to students and families
3.	Significant logged volunteer hours	3.	PTA to continue financial support of goal-aligned campus programs
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School Context and Organization

1.	Stakeholder input via SBDM, CERC, community meetings, surveys	1.	Continue providing opportunities for stakeholder participation and input
2.	Teacher leadership in committees, student clubs and organizations, extra-curricular activities	2.	PLC time needed for planning and collaboration among grade levels and increase real-world learning opportunities for students
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Academic Excellence Goals

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

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

Principal: Eugenio, Victorius

Executive Director: Todd Koppes

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.	77.97	55.93	38.98	81%	
	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.	84.42	59.74	31.82	82%	
	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)				100	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Increase achievement by including students in their personal goal setting. Grow student ability to set long and short term goals for reading fluency as evidenced by BOY, MOY, EOY analysis of student goals.	Review work plan daily, set goals each six weeks and after benchmarks.	Teacher(s)	8/26/2019			Not Started	
2	Increase and ensure new teacher effectiveness is maximized by incorporating new teacher supports through mentor support, collaboration, and professional development.	Schedule mentor observations on and off campus. Schedule follow up meetings with mentors and teachers as separate groups.	Teacher(s)	8/26/2019	Title I	1,300	Not Started	
3	Increase student reading fluency in EC-2 by incorporating district FWISD prescribed high frequency words in daily routine in direct teach or independent practice.	Plan for and include in daily practice. Include reinforcement practice in individual student work plan. Progress check weekly. Students set weekly goals. Analyse BOY, MOY, and EOY Map Reading Fluency growth. Purchase necessary materials to support all students inclusive of SpEd program.	Teacher(s)	8/26/2019	Special Education	2,083	Not Started	
4	Intervention support will be provided to struggling students in language and/or math via push-in support and/or after school tutorials.	Each tutor will be utilized during the instructional day 14.5 hours weekly. Teachers will conduct after-school tutorials.		8/26/2019	Title I	12,736	Not Started	
5	Increase student achievement in reading through individual/small group direct teach intervention as measured by student progress on 6 weeks assessments.	Title I teacher assistant will present daily lessons and monitor student progress.	Teacher(s)	8/26/2019	Title I	21,000	Not Started	
6	Increase student achievement in ELA by focusing on grammar skills and writing across all core subjects evidenced by work samples from all core subjects and district writing assessments.	Conduct teacher planning meetings. Create content and grade level-specific rubric previously developed in 6th-8th grades will be utilized to provide feedback to students weekly. Teachers will conduct regular writing conferences with students in elementary and middle school grades. All core subjects will incorporate/include a writing task (i.e. short answer). Purchase Montessori and supplemental materials. Conduct data meetings after interim assessments and benchmarks to monitor plan.	Teacher(s)	8/26/2019	Local (Basic Allotment)	10,324	Not Started	

7	Increase Montessori practices knowledge and implementation, professional development opportunities will be provided to teachers and administrators as evidenced by walk through observations. Stay abreast of leadership skills and statewide practices appropriate for school leadership.	Teachers and administrators will attend Annual AMS Conference in March 2020 in Dallas, TX. Consult with Shelton Montessori Training Center in Dallas, TX for Montessori refreshers. Participate in other content-specific professional learning. Ensure opportunities for grade level and vertical planning.	Principal	8/12/2019	Title I	11,960	Not Started
8	Increase student lexile scores in grades K-8, students will use Lexia Core and Lexia Power Up as evidenced by BOY, MOY, EOY lexile growth.	Incorporate Lexia Core program in Montessori work plan to meet weekly usage minutes. Implement Lexia Power Up during zero period in grades 6-8 for struggling readers.	Teacher(s)	8/26/2019	PTA/PTO	11,900	Not Started
9	Increase SE/Task Alignment in daily presentations and student independent activities by implementing instructional planning and collaboration pull-out sessions across K-5 and 6th-8th as needed as evidenced by Instruction Planning Calendars or collaboration summaries.	Schedule pull-out planning sessions after benchmarks and/or during faculty meetings. Purchase resources to better understand TEKS and Montessori Flow Chart Curriculum.	Principal	9/16/2019	Local (Basic Allotment)	5,000	Not Started
10	Increase parent participation and involvement by conducting report card conferences with parents each semester to discuss student progress in the Montessori environment.	Schedule report card conferences with K-5 parents after the 2nd and 4th six weeks.	Teacher(s)	10/7/2019	Local (Basic Allotment)	2,000	Not Started
11	Increase Montessori practices knowledge and implementation, professional development opportunities will be provided to teachers and administrators as evidenced by walk through observations. Stay abreast of leadership skills and statewide practices appropriate for school leadership.	Teachers and administrators will attend Annual AMS Conference in March 2020 in Dallas, TX. Consult with Shelton Montessori Training Center in Dallas, TX for Montessori refreshers. Participate in other content-specific professional learning. Ensure opportunities for grade level and vertical planning.	Principal	9/2/2019	Gifted & Talented	5,000	Not Started
12	Imbed appropriate resources within the classroom K-8 to provide extensions in daily teaching practices and curriculum to better serve G/T population and all students.	Purchase materials to promote enrichment programs such as UIL, Robotics, and all Fine Arts. Increase available novel sets in elementary and middle school.	Teacher(s)	9/2/2019	Gifted & Talented	5,000	Not Started
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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:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from			EOY
	Utilize MAP to identify baseline and set targets.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Teachers will monitor and analyze student math growth through MAP assessment three times a year to measure progress.	Create and implement testing plan. Data analysis and instructional planning will occur after BOY and MOY MAP assessments.	Teacher(s)	8/26/2019		0	Not Started	
2	Provide small group intervention via push-in support in literacy and math.	Push-in tutors will provide intervention 14.5 hours weekly in grades 3-6.	Teacher(s)		Title I	3,000	Incomplete	
3	Increase student math fluency by implementing multiplication/division assessments as appropriate in 3rd-6th grade.	Implement and scheduled timed assessment of math fluency skills. Included students in weekly goals. Purchase consumable Montessori materials and supplemental resources to support all students including SpEd program.	Teacher(s)		Special Education	2,000	Not Started	
4	Increase student achievement by developing critical thinking and problem solving skills through Montessori resources as evidenced by student work plans.	Plan for and include in daily practice. Include reinforcement practice in individual student work plan. Progress check weekly. Students set weekly goals. Analyse BOY, MOY, and EOY Map Reading Fluency growth. Purchase necessary supplemental materials.	Teacher(s)		Title I	3,000	Not Started	
5	Ensure an school wide plan to ensure students are successful within the Tier I instruction.	Provide after school intervention program.	Teacher(s)	5/24/2019	SCE	2,471	On Target	
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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:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

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

Principal: Eugenio, Victorius

Executive Director: Todd Koppes

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	3	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	90	100	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Increase parent involvement and participation by providing opportunities for parents to increase their personal knowledge of Montessori philosophies and practices. Montessori parent education workshops will be scheduled three times a year; beginning, middle, and end of year. Workshops will be conducted by teachers and students.	Schedule workshops from 6-7 p.m. Provide child care. Provide dinner/snack.	Teacher(s)	8/26/2019			Not Started	
2	Increase awareness of personal health and wellness by sharing Fitness Gram overall class report card with classroom teacher. Include Fitness Gram report card with classroom take-home folder.	Utilize call-out to notify parents Fitness Gram report card has been completed and obtain report card from student.	Teacher(s)			000		
3	Increase schoolwide resources to better serve Montessori practices for students identified G/T.	Purchase consumable and non-consumable materials for use of instruction.	Principal		Gifted & Talented	3,975		
4	Provide necessary translations or materials as necessary to increase parent engagement.	Translate materials sent home and purchase translated materials as necessary. Purchase consumable materials as necessary.	Principal	5/24/2019	Bilingual	187		
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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:

194 - Daggett Montessori (K-8)

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 17,324.00	\$ 2,471.00	-	\$ 187.00	\$ 13,975.00	\$ 4,083.00	\$ 52,996.00	\$ 91,036.00

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Eugenio, Victorius

Executive Director: Todd Koppes

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 17,324.00	-	-	-	\$ 10,000.00	\$ 2,083.00	\$ 46,996.00	\$ 76,403.00
Mission	-	\$ 2,471.00	-	-	-	\$ 2,000.00	\$ 6,000.00	\$ 10,471.00
Learning Environment Goals	-	-	-	\$ 187.00	\$ 3,975.00	-	-	\$ 4,162.00
Total Allocated	\$ 17,324.00	\$ 2,471.00	-	\$ 187.00	\$ 13,975.00	\$ 4,083.00	\$ 52,996.00	\$ 91,036.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	\$ 11,900.00	-	-	-	-	-	-	\$ 11,900.00