

Fort Worth Independent School District
063 Como Montessori School
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Como Montessori has 243 students spanning grades kindergarten through 8th grade. Student racial categories are broken down as 49% Hispanic, 37% black or African American, 8% white, 2% Asian, and 4% two or more races or not identified. CMS students' genders are 50% male and 50% female. 32% of our families say Spanish is the primary language spoken at home. 26% of our families say their student speaks Spanish the majority of the time at home. All other students speak English the majority of the time and English is the primary language spoken in the home. 28% of CMS students are identified as having Limited English Proficiency (LEP). We do not offer a dual language program and all students identified as LEP are served using English as a Second Language (ESL). 16.5% of the students at CMS are receiving Special Education services and 15% of students are identified as Gifted and Talented (GT). CMS is 75% economically disadvantaged.

CMS has 14 "homeroom" teachers; 8 homeroom teachers in elementary and 6 homeroom teachers in middle school. There are also 2 special education inclusion teachers, and 4 "specials" teachers. Specials teachers teach elementary and middle school PE, art, music, and band. The band teacher is half-time and only works with middle school. Teacher experience ranges from new first and second year teachers to 35+ year veterans with the average years of teacher experience being approximately 11. Additional professional staff includes two instructional coaches, a librarian, a counselor, a behavior interventionist (half-time), a social worker, a dyslexia teacher, a speech pathologist (half-time), a school nurse, a principal and an assistant principal. CMS also has 6 paraprofessionals that serve in the role of teacher assistants.

CMS is a FWISD School of Choice (SOC). This means CMS does not serve one particular neighborhood and is available to all students throughout the district via the FWISD application and lottery process. CMS is located in the Como community but does not serve the community as the default school based on attendance boundary lines.

Demographics Strengths

The school is diverse and serves students from the entire district. Students can come together and share life experiences and culture from many different backgrounds in an environment that promotes inclusion and differentiation. CMS occupies the building that was once Como Junior Senior High. The community is involved in ensuring the history of the building is preserved.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CMS has a relatively high population of English Learner (EL) students that are performing below their non-EL peers. **Root Cause:** Montessori curriculum and materials sometimes lack cultural significance and teachers need an increased intentional focus on reaching these students.

Problem Statement 2: Parent participation is low for families that primarily speak Spanish in the home. **Root Cause:** CMS has only three staff members that are bilingual. Two of these people are teachers and one is the behavior interventionist (half-time). This often makes translating difficult and communication with these families infrequent.

Student Learning

Student Learning Summary

In 2018-2019, the last year the school received a rating from TEA, the school was rated as an "F" and designated as a targeted improvement and support campus. In 2018-2019, CMS scored a 58 in Domain 1, a 58 in Domain 2, and a 46 in Domain 3. Overall, 61% of STAAR test results were at the approaches level or higher, 26% were at the meets level or higher, and 11% were at the masters level. In 2018-2019, 57% of students grew one academic year or more. 1 of 16 targets for grade level performance were met (African American Reading) and 3 of 14 targets for academic growth rates were met (African American reading, Economically Disadvantaged reading, and English Learners (EL) reading). CMS did not meet the target indicator for English Language Proficiency based on TELPAS.

Using the middle of year data from the NWEA MAP reading assessment (winter 2020-21), 71% of students are expected to score approaches or higher, 34% are expected to score meets or higher, and 11% are expected to score masters on the 2021 spring STAAR assessment. This assessment shows students are struggling particularly in 3rd, 4th, and 8th grade reading with "did not meets" predicted for 38.1%, 33.3%, and 32.1% respectively.

Using the middle of the year data from the NWEA MAP math assessment (winter 2020-21), 64% of students are expected to score approaches or higher, 18% are expected to score meets or higher, and 6% are expected to score masters on the 2021 spring STAAR assessment. This assessment shows students are struggling particularly in 4th, 6th, and 8th grade math with "did not meets" predicted for 48.4%, 39.5%, and 40.9% respectively.

Student Learning Strengths

MAP scores indicate that student achievement is on pace or higher compared to 2018-2019, despite the setbacks created by the pandemic.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Academic achievement is in need of additional improvement. **Root Cause:** CMS lacks a fully differentiated Montessori curriculum that is tightly aligned to state standards.

School Processes & Programs

School Processes & Programs Summary

CMS is a public Montessori school. The instructional philosophy and methodology is based on the teachings of Dr. Maria Montessori. Dr. Montessori began her work with early childhood and worked her way up to upper elementary by developing developmentally appropriate pedagogy and curriculum for these grades. Montessori pedagogy involves lots of hands on, concrete activities at the younger grade levels and moves to more abstract concepts and modes of work at the older grade levels. The instructional method involves students being placed in multi-aged group rooms, where the older students serve as mentors to the younger ones. Instruction is differentiated for each child in the room, and individual work plans are developed utilizing the Montessori materials and curriculum. Montessori curriculum is divided into the areas of math, language, cultural studies, practical life, and sensorial applications.

Because we are a public school tied to the Texas Essential Knowledge and Skills, and that Montessori education was developed to follow a curriculum that does not always align with the TEKS, it is important that we ensure our curriculum is tightly aligned to the state standards while still utilizing Montessori philosophy and methodology.

To be an effective Montessori teacher, teachers need to attend a two year training program at an accredited training center. Currently, we are training teachers using Shelton School, an American Montessori Society (AMS) accredited training program. Materials and curriculum should be purchased using vendors that specialize in Montessori materials.

School Processes & Programs Strengths

CMS is a unique campus that offers an educational philosophy and methodology that is different compared to traditional "home" schools.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some classrooms fail to adequately combine Montessori education with the TEKS. **Root Cause:** Montessori curriculum is not explicitly linked to state standards.

Problem Statement 2: Not all teachers are Montessori certified or are still in the process of becoming certified. **Root Cause:** Montessori certification is expensive and the process takes time. Teacher turnover results in a time lag to find a new person and get them trained.

Problem Statement 3: The Montessori materials are incomplete or outdated. **Root Cause:** Montessori materials are expensive and a campus wide refresh has not occurred in recent memory.

Perceptions

Perceptions Summary

Como Montessori believes that a Montessori education provides developmentally appropriate activities, in an environment prepared for optimal learning, that allows children to explore their strengths in a way that leads them closer to achieving their cosmic purpose.

The school has a daily attendance rate of approximately 97% with no significant difference between sub groups. This is similar data to previous years. In 2020-20201, the school had zero DAEP placements which is the same as the previous year.

The school employs a school counselor, behavior interventionist (half-time) and a case worker. In addition to administration, all three of these positions participate in conflict resolution. These staff members use restorative practices to resolve conflict among students. In addition, the elementary teachers use Montessori pedagogy to resolve conflict within their classroom.

The school measures parent and community participation through PTA and SBDM. Unfortunately, due to COVID-19, parent participation was not measured in the 2020-2021 school year. The community is generally supportive of the school and looks forward to additional opportunities to participate in the 2021-22 school year.

CMS is utilizing the panorama survey to gauge social and emotional skills and well being. Students scored CMS high (in the 4th and 5th quintiles) in supportive relationships, teacher-student relationships, sense of belonging, and engagement. Students scored CMS low (in the 1st and 2nd quintiles) in emotional regulation and social awareness. Using the same survey, the CMS staff scored the school favorable in all areas, with the highest (4th and 5th quintile) being an inviting work environment, staff-leadership relationships, and educating all students.

Perceptions Strengths

There is a strong community that is supportive of providing an alternative, high quality education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some potential families are mistaken and believe CMS is a behavioral or private school. **Root Cause:** Public knowledge of Montessori education is low.

Problem Statement 2: Enrollment is on a downward trend. **Root Cause:** With the opening of charter schools and the recent success of the Leadership Academy at Como Elementary, CMS has not done a good job of marketing its strengths to the community.

Priority Problem Statements

Goals





Revised/Approved: June 4, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of Grade K - Grade 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Reading from 70% to 75% by May 2022.

Evaluation Data Sources: MAP Fluency Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction in Literacy through Montessori pedagogy by using MAP fluency data to progress monitor student achievement.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will use BOY MAP fluency data to appropriately place students at the correct point along the continuum of Montessori materials. 2. Teachers will design student work plans to address needs identified from MAP Fluency. 3. Ensure teachers have the appropriate Montessori materials and curriculum to differentiate student work plans appropriately. 4. NEWA MAP data will show a 10% increase from BOY to MOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Montessori Materials - Title I (211) - 211-11-6399-04E-063-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of Grade 2 through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 35% to 40% by May 2022.

Evaluation Data Sources: MAP Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction in Literacy through Montessori pedagogy by using MAP Growth data to progress monitor student achievement.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will use BOY MAP fluency data to appropriately place students at the correct point along the continuum of Montessori materials. 2. Teachers will design student work plans to address needs identified from MAP Fluency. 3. Ensure teachers have the appropriate Montessori materials and curriculum to differentiate student work plans appropriately. 4. Ensure all teachers are Montessori trained 5. NEWA MAP data will show a 10% increase from BOY to MOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Montessori Materials - Title I (211) - 211-11-6399-04E-063-30-510-000000-22F10 - \$16,072, Montessori Training - Title I (211) - 211-13-6299-04E-063-30-510-000000-22F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 67% to 75% by May 2022.

Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Math lessons and work plans will be aligned to individual students' BOY TX-KEA results.</p> <p>Strategy's Expected Result/Impact: 1. Differentiated work plans that address students individual math needs will be observed at least 75% of the time during walkthroughs and PLCs.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: Early Math


Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.


Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 57% to 65% by May 2022.


Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction in Literacy through Montessori pedagogy by using MAP data to progress monitor student achievement and provide data points for differentiated student work plans.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will use BOY MAP data to appropriately place students at the correct point along the continuum of Montessori materials. 2. Teachers will design student work plans to address needs identified from MAP Fluency. 3. Ensure teachers have the appropriate Montessori materials and curriculum to differentiate student work plans appropriately. 4. NEWA MAP data will show a 10% increase from BOY to MOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Montessori Materials - Title I (211) - 211-11-6399-04E-063-30-510-000000-22F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 56% to 65% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction in Literacy through Montessori pedagogy by using STAAR from 2021 to identify learning gaps and provide differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use 2021 STAAR data to identify learning gaps and then conduct differentiated lessons to close those gaps.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-063-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25% to 35% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction in Math through Montessori pedagogy by using STAAR from 2021 to identify learning gaps and provide differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use 2021 STAAR data to identify learning gaps and then conduct differentiated lessons to close those gaps.</p> <p>Staff Responsible for Monitoring: Teachers and administration.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring - Title I (211) - 211-11-6116-04E-063-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (10 or more) from 16% to 8% by May 2022.

Evaluation Data Sources: FOCUS





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct home visits</p> <p>Strategy's Expected Result/Impact: 100% of students with chronic absences will receive a home visit and a reduction in rate of absenteeism.</p> <p>Staff Responsible for Monitoring: Truancy officer, administration, counselor</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted and intense support for at-risk students identified in the RtI process</p> <p>Strategy's Expected Result/Impact: Close learning gaps. Provide individualized instruction and tutoring.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselor</p> <p>Funding Sources: Supplemental Instruction - SCE (199 PIC 24) - 199-11-6112-001-063-24-243-000000 - - \$1,835</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 61% to 65% by May 2022.

Evaluation Data Sources: Panorama SEL Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Increased campus focus on the Montessori principals of a prepared environment and conflict resolution.</p> <p>Strategy's Expected Result/Impact: Teachers will prepare their rooms in a way that is inline with the Montessori foundational principal of the prepared environment. Teachers will conduct conflict resolution procedures using the Montessori "peace table" and restorative practices.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus-wide events outside of school to connect SEL services with parents and the community</p> <p>Strategy's Expected Result/Impact: Increased participation of parents and community members resulting in positive results on the Panorama survey</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Food/Snacks - Title I (211) - 211-61-6499-04L-063-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from 3.33% to 3.40% by May 2022.

Evaluation Data Sources: Qualtrics Stakeholder Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize stakeholder data, PTA, and SBDM to make the school grounds more available to parents and to conduct additional after school activities to engage the community.</p> <p>Strategy's Expected Result/Impact: Increased satisfaction regarding parental engagement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Extra duty pay for staff for after-hours parental involvement activities - Title I (211) - 211-61-6116-04L-063-30-510-000000-22F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharon Massey	Title 1 Teacher	RP	1.0

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Montessori Materials	Supplies and materials for instructional use	211-11-6399-04E-063-30-510-000000-22F10	\$3,000.00
1	2	1	Montessori Materials	Supplies and materials for instructional use	211-11-6399-04E-063-30-510-000000-22F10	\$16,072.00
1	2	1	Montessori Training	Contracted professional development	211-13-6299-04E-063-30-510-000000-22F10	\$7,000.00
2	2	1	Montessori Materials	Supplies and materials for instructional use	211-11-6399-04E-063-30-510-000000-22F10	\$12,000.00
3	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-063-30-510-000000-22F10	\$2,500.00
3	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-063-30-510-000000-22F10	\$2,500.00
4	2	2	Food/Snacks	Snacks for parents to promote participation	211-61-6499-04L-063-30-510-000000-22F10	\$2,000.00
4	3	1	Extra duty pay for staff for after-hours parental involvement activities	Extra duty for family engagement activities after hours	211-61-6116-04L-063-30-510-000000-22F10	\$4,000.00
Sub-Total						\$49,072.00
Budgeted Fund Source Amount						\$49,072.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	1	2	Supplemental Instruction	Subs for supplemental instruction	199-11-6112-001-063-24-243-000000-	\$1,835.00
Sub-Total						\$1,835.00
Budgeted Fund Source Amount						\$1,835.00
+/- Difference						\$0.00
Grand Total						\$50,907.00