

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: McAlister, Daniel

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

Executive Director: Lisa Castillo

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 100
Special Education: 12.8
Dual Language/ESL: 22
Gifted and Talented: 17.3

Career and Technology: 0
Percentage of at-risk students: 60.7
Percentage of English Language (EL) students: 22.7
Percentage of economically disadvantage students: 76

2020-2021 Campus Site-Based Committee

Name	Role
Daniel McAlister	Principal
Pamela Carroll	Additional Representative Appointment
Sharon Massey	Teacher
Alexis Ball	Teacher
Amanda Pangelinan	Teacher
Keith Snyder	Teacher
Tameka Long	Campus Non-Teacher Professional
Sandra Orta	Campus Non-Teacher Professional
Angela Hodges	Parent
Shalin Baggett	Parent
Estrus Tucker	Community Representative
Gary Gray	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 2021-2022, 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 58	54 - F
Domain 2: School Progress 58	
Domain 3: Closing The Gaps 46	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
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: 0	

Campus Assurances and Certification for the 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Our campus has a diverse student population; White 7.7% AA 39.4% & Hispanic 49.2%, Asian 2%; and 1.6% two or more races. Attendance percentage range: 97% avg Minimal to no mobility 	<ol style="list-style-type: none"> Culturally Relevant Curriculum and Supplemental Materials 	<ol style="list-style-type: none"> 1. CAMPUS PRIORITIES AND INSTRUCTIONAL FOCUS: INSTRUCTION, PROGRESS MONITORING, TEKS MASTERY, STANARDS ALIGNMENT and CURRICULUM MAPPING; LITERACY FOCUS (ELEM AND SEC); TITLE I TEACHER w/LITERACY FOCUS; CULTURALLY RESPONSIVE MATERIAL
Student Achievement	<ol style="list-style-type: none"> 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 Academic Gains: Elem & Sec Reading, 	<ol style="list-style-type: none"> More proficiency needed in differentiation for ELL learners & SPED; Closing the gap between sub groups, particularly economically disadvantaged students Literacy Support; Math Support; Cross-Curricular Curricular alignment for Montessori based classroom (K-5); curricular alignment for an applied learning focus in middle school (6-8) 	<ol style="list-style-type: none"> 2. PLC AND PD: VERTICAL PLNG; PD- LITERACY CONNECTIONS (TITLE I TEACHER: LITERACY SUPPORT), QUESTIONING STRATEGIES, FORMATIVE ASSESSMENTS, and DISCOURSE; SPECIAL NEEDS SUPPORT; 3. INCREASE ENROLLMENT: MARKETING STRATEGIES; HIGHLIGHT ACHIEVEMENTS; PROVIDE INFORMATIONAL FORUMS TO PARENTS and COMMUNITY REGARDING MONTESSORI
School Culture and Climate	<ol style="list-style-type: none"> Students describe the school as a safe place to learn, pleasant & positive environment. Teachers describe the school climate as a positive campus focused on improving student achievement. Positive Teacher/Student Relationships 	<ol style="list-style-type: none"> Emotional & Social support for students; Emotional Intelligence Increased vertical planning and teacher collaboration; Cross curricular. Increase content connections with students and additional support 	<ol style="list-style-type: none"> 4. FAMILY & COMMUNITY PARTNERSHIPS; CONT. P3 (PRINCIPAL PARENT PARTNERHSIP), AND C3 (COMMUNITY CHAMPIONS COLLABORATION) ; PARENT SESSIONS TO INCLUDE MONTESSORI 101, HOMEWORK SUPPORT, STAAR SESSIONS 5. PBIS AND CAMPUS DISCIPLINE MANAGEMENT SYSTEM AND RESTORATIVE PRACTICES
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Group Collaboration and planning helps to deepen individual knowledge of the content. Professional Development opportunities for staff (in house, district, etc.) 	<ol style="list-style-type: none"> Montessori training for staff with strategies for multiage classrooms; Montessori Philosophy and Best Practives System Wide Training needed for working with students with special needs and language acquisition in a Montessori classroom. Applied learning training for middle school teachers (6-8) 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> District Currilum Implementation Montessori Work Plans in Elementary Scheduled Blocks for Middle School (8 Periods) 	<ol style="list-style-type: none"> Curriculum Mapping (Montessori and TEKS Alignment) Incorporate TEKS Specific expectations and Quick Check; Exemplar of Mastery Instructional Delivery in 45 minutes; Beginning-Middle-End; Formative Assessment; Exit Ticket 	
Family and Community Involvement	<ol style="list-style-type: none"> CMS Facebook Page Math/Science Night, Fine Arts Night, Dances, Programs, Meet the Teacher, Carnival, Field Trips, Pastries w/Parents, Field Day 	<ol style="list-style-type: none"> Language and Translations; Expand Social Media Platforms (ex. Twitter) Increase percentage of parent involvement in PTA including ELL Parents; Translator available for Parent Teacher Conferences. 	

School Context and Organization	1.	Professional Development opportunities for staff (in house, district, etc.)	1.	Classroom Cultural Cohorts; Students who have behavior concerns are together several years which can prove challenging as a class culture; Class Meetings
	2.			
	3.		2.	
			3.	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 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 reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	121.31	69.83	40.05	80	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	135.66	38.71	18.37	70	
	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.	999.99	1038.99	999.99	60	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Curriculum mapping of Montessori activities to state standards (TEKS)	Schedule times for grade level team to meet to map Montessori activities to TEKS and develop a scope and sequence. Secure substitute teachers to provide planning days.	Instructional Leadership	6/18/2021	Title I	1,500		
2	LEP INCREASE CONSISTENCY IN THE INSTRUCTIONAL IMPLEMENTATION OF ESL STRATEGIES TO SUPPORT OUR ELL/LEP SCHOLARS, AS EVIDENCED IN BENCHMARKS AND CAMPUS BASED ASSESSMENTS RATIONALE: 2019 STUDENT GROUP DECLINED BY 33 PTS IN WRITING TO 20% APPR Target Strategies: Small Group Instruction; Visual Support; Hands On Support; Peer-to-Peer	REVIEW PBMAS STATE EXPECTATIONS; PROVIDE PD ON SHELTERED INSTRUCTION and ESL STRATEGIES;; CONDUCT WEEKLY PLCs TO REVIEW PROGRESS	Instructional Leadership	6/18/2021	Bilingual	168		
3	INCREASE CONSISTENCY IN THE INSTRUCTIONAL IMPLEMENTATION OF GT STRATEGIES TO SUPPORT OUR TOP 10% AND TALENT POOL SCHOLARS, AS EVIDENCED IN CAMPUS ASSESSMENTS AND BENCHMARKS	SCHEDULE PULLOUTS WITH GT/TPPO TEACHER AS ASSIGNED BY DISTRICT, IN ELEMENTARY; PLAN AND CONSTRUCT LABRYNTH	Instructional Leadership	6/18/2021	Gifted & Talented	2,963		
4	Title I EMPLOY A DATA ANALYST TO SUPPORT DATA COLLECTION, TUTORING COORDINATION, and INSTRUCTIONAL CAPACITY, TO DIRECTLY IMPACT SCHOLAR ACHIEVEMENT	ALLOCATE APPROPRIATE FUNDING	Principal	6/18/2021	Title I	59,323		

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 2020-2021 Mission Goals Action Plan

Campus Name: 063 - Como 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	21	40	EOY
	Percent of elementary teachers that are Montessori trained and equipped will increase from 63% to 100% by the end of the 2020-2021 school year.	63	100	EOY
	Classrooms will have materials refreshed and additional materials added to address State standards (TEKS).	50	75	EOY

Strategies for Improvement

Student Group (PBMA)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	REPLENISH AND REFRESH MONTESSORI MATH MATERIALS FOR 4TH AND 5TH GRADE MATH WHILE TEACHERS ATTEND MONTESSORI TRAINING BEGINNING IN SEPTEMBER 2020.	MATERIALS NEEDS ANALYSIS. PURCHASE MATERIALS TO REPLENISH OR COMPLETE MONTESSORI CLASSROOM SETS	Principal,Teacher(s)	6/18/2021	Title I	6,709		
2	REPLENISH AND REFRESH MONTESSORI LANGUAGE MATERIALS FOR KINDERGARTEN THROUGH THIRD GRADE	MATERIALS NEEDS ANALYSIS. PURCHASE MATERIALS TO REPLENISH OR COMPLETE MONTESSORI CLASSROOM SETS	Principal,Teacher(s)	6/18/2021	SCE	2,209		

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 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	10	20	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	12	6	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	25	50	EOY
	Campus level student safety protocols for infections disease will be implemented, as evaluated by the school health staff	50	75	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Increase parent engagement in parent organizations through marketing and incentives.	Meet with the PTA board to determine needs and opportunities.	Principal	6/18/2021	Title I	500		
2	Use of restorative practices to decrease the number of duplicate out of school suspensions for students receiving Special Education services	Meet with the assistant principal (campus behavior coordinator) to determine guidelines for out of school suspensions. Review data from the previous year. Train teachers on restorative practices.	Principal,Assistant Principal		Title I	200		
3	SPED Purchase personal protective equipment (PPE) for all students to protect our most vulnerable populations.	Meet with the nurse to determine appropriate PPE levels needed for students to best protect the special education population. Purchase equipment.	Principal,Other	6/18/2021	Special Education	2,584		

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:

