

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Eugenio, Victorius

Campus Name: 194 - Daggett 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: 12.1

Dual Language/ESL: 6

Gifted and Talented: 29.2

Career and Technology: 0

Percentage of at-risk students: 39.8

Percentage of English Language (EL) students: 8.2

Percentage of economically disadvantage students: 46.9

2020-2021 Campus Site-Based Committee

Name	Role
Heather Leaf	Parent
Lark Wallis Johnston	Parent
Erica Eggebrecht	Parent
Christina Bautista	Community Representative
Nancy Strickland	Community Representative
Ashley Dilling	Business Representative
Kevin Lawther	Business Representative
Karen DesHotels	Additional Representative Appointment
Sally Gulde	Additional Representative Appointment
Sarah Jordan	Teacher
Brooke Feldman	Teacher
Christine Combs-Moore	Teacher
Leslie Daniels	Teacher
Kristi Stevens	Campus Non-Teacher Professional
Sandra Ortha	District Level Staff

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 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 83	86 - B
Domain 2: School Progress 81	
Domain 3: Closing The Gaps 92	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 1

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

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	1. Attendance rate is consistently at 96%.	1. Students identified At-Risk is 61.9%	1. 1. Increase writing across all levels and across the curriculum
	2. Mobility is at 1.6%	2. Students identified Special Education 11.4%	2. 2. Increase problem solving skills across lower elementary grades
	3.	3.	3. 3. Implement student goal setting practices campus-wide.
Student Achievement	1. Incremental gains in reading (Whole School) by 2 to 3%	1. Decrease in overall math achievement	4. 4. Implement consistent PLC schedule. Create a plan for PD K-8 that will maintain a common understanding of Montessori and how it's applied K-8. 5. 5. Increase attendance at Montessori parent education workshops.
	2. Consistent student achievement in writing and science	2. Lack of campus level progress monitor in reading	
	3. Availability of Montessori Materials	3. Lack of consistent practice bridging Montessori curriculum with State TEKS	
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. Provide opportunities for leadership building.	
Staff Quality/ Professional Development	1. Campus specific professional development	1. Continue professional learning of Montessori education and philosophy	
	2. Multi-age classrooms	2. Continue technology training for staff in preparation for any closure	
	3. Montessori training provided for new teachers	3. Create common teaching/learning platform (i.e. Google Classroom & Meets)	
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. Continue providing education in Montessori philosophy and method to parents	
Family and Community Involvement	1. Strong parental involvement and PTA support	1. Continue academic and enrichment opportunities to students and families	
	2. Teacher led Montessori education workshops	2. PTA to continue financial support campus programs	
	3. Significant logged volunteer hours.	3. Increase real-world learning opportunities	
School Context and Organization	1. Stakeholder input via SBDM, CERC, community meetings, surveys.	1. PLC time needed for planning and collaboration	
	2. Teacher leadership in committees, student clubs and organizations, extra-curricular activities.	2.	
	3.	3.	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

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

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Executive Director: Lisa Castillo

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)	156.15	105.02	62.62	10% increase in RIT score	
	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)	176.64	130.40	62.36	10% increase in RIT score	
	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	1057.99	999.99	70% @ Meets	
	Middle School Math: Increase the percentage of 7th grade students who score at meets grade level or above on STAAR Math from 9% to 25%.	60.61	9.09	0	75% Approaches & 25% Meets or Above	June, 2021

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Reading: Increase NWE MAP Growth beyond the MOY baseline by analyzing and synthesizing student's data to guide instruction, address instructional gaps, and improve proficiency.	Grade Level Data meetings, Grade Level Instructional Planning, Collaborative PLC's, and PD-NWEA Learning Continuum. Substitutes for PD and planning.	Principal,Assistant Principal,Teacher(s)	5/28/2021	Title I	5,000	Not Started	An elevation of students' NWEA reading scores from October 2020 to June 2021 by 10%.
2	SPED Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student reading fluency in K-3 by conducting bi-weekly running records to measure students' fluency rate.	Plan for and include in daily practice.Students set weekly goals for Map Reading Fluency. Data analysis of BOY, MOY, and EOY to measure student growth.	Teacher(s)	5/28/2021	Special Education	1,000	On Target	Students will read fluently with an accuracy of 95% or above on their instructional level.
3	SPED Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student reading fluency in K-3 by conducting bi-weekly running records to measure students' fluency rate.	Purchase necessary materials for specialized instruction based on student IEPs.	Principal,Assistant Principal,Teacher(s)	12/18/2020	Special Education	3,927	Not Started	Students will read fluently with an accuracy of 95% or above on their instructional level.
4	Title I Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student lexile scores in grades K-8. Students will use Lexia Core, Lexia Power Up, Montessori Language materials, and additional reading materials as evidenced by BOY, MOY, EOY lexile growth. Tutoring will be offered to students to support reading by teachers and hired tutors.	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.	Principal,Assistant Principal,Teacher(s)	5/28/2021	Other	11,900	On Target	An elevation of students' NWEA reading scores from October 2020 to June 2021 by 10%.
5	Title I Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student lexile scores in grades K-8. Students will use Lexia Core, Lexia Power Up, Montessori Language materials, and additional reading materials as evidenced by BOY, MOY, EOY lexile growth. Tutoring will be offered to students to support reading by teachers and hired tutors.	Purchase and utilize Montessori Language Materials.	Principal,Assistant Principal,Teacher(s)	10/30/2020	Title I	5,000	On Target	An elevation of students' NWEA reading scores from October 2020 to June 2021 by 10%.

6	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student lexile scores in grades K-8. Students will use Lexia Core, Lexia Power Up, Montessori Language materials, and additional reading materials as evidenced by BOY, MOY, EOY lexile growth. Tutoring will be offered to students to support reading by teachers and hired tutors.	Purchase and utilize in small groups level readers, novel studies, additional library resources, and level libraries (digital & hard copy).	Principal,Assistant Principal,Teacher(s)	10/30/2020	Title I	3,000	On Target	An elevation of students' NWEA reading scores from October 2020 to June 2021 by 10%.
7	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student lexile scores in grades K-8. Students will use Lexia Core, Lexia Power Up, Montessori Language materials, and additional reading materials as evidenced by BOY, MOY, EOY lexile growth. Tutoring will be offered to students to support reading by teachers and hired tutors.	Purchase and utilize TEKS based reading materials to support STAAR readiness.	Principal,Assistant Principal,Teacher(s)	10/30/2020	Title I	3,000	On Target	An elevation of students' NWEA reading scores from October 2020 to June 2021 by 10%.
8	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student lexile scores in grades K-8. Students will use Lexia Core, Lexia Power Up, Montessori Language materials, and additional reading materials as evidenced by BOY, MOY, EOY lexile growth. Tutoring will be offered to students to support reading by teachers and hired tutors.	Tutoring by teachers and hired tutors.	Principal,Assistant Principal,Teacher(s)	5/7/2021	Title I	8,000	Not Started	An elevation of students' NWEA reading scores from October 2020 to June 2021 by 10%.
9	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Math: Increase NWE MAP Growth beyond the MOY baseline by analyzing and synthesizing student's data to guide instruction, address instructional gaps, and improve proficiency. Utilize appropriate materials to support students in the Montessori classroom, and tutoring. Support student intervention with tutoring.	Grade Level Data meetings, Grade Level Instructional Planning, Collaborative PLC's, and PD-NWEA Learning Continuum Substitutes for planning and PD.	Principal,Assistant Principal,Teacher(s)	5/28/2021	Title I	5,000	On Target	An elevation of students' NWEA Math scores from October 2020 to June 2021 by 10%.
10	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Math: Increase NWE MAP Growth beyond the MOY baseline by analyzing and synthesizing student's data to guide instruction, address instructional gaps, and improve proficiency. Utilize appropriate materials to support students in the Montessori classroom, and tutoring. Support student intervention with tutoring.	Tutor will provide push in and pull out small group support during the instructional day and after school.	Principal,Assistant Principal,Teacher(s)	5/14/2021	Title I	10,000	Below Target	An elevation of students' NWEA Math scores from October 2020 to June 2021 by 10%.
11	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Math: Increase NWE MAP Growth beyond the MOY baseline by analyzing and synthesizing student's data to guide instruction, address instructional gaps, and improve proficiency. Utilize appropriate materials to support students in the Montessori classroom, and tutoring. Support student intervention with tutoring.	Purchase Montessori materials to support tier I instruction.	Principal,Assistant Principal,Teacher(s)	12/18/2020	Title I	5,000	Not Started	An elevation of students' NWEA Math scores from October 2020 to June 2021 by 10%.

12	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Math: Increase NWE MAP Growth beyond the MOY baseline by analyzing and synthesizing student's data to guide instruction, address instructional gaps, and improve proficiency. Utilize appropriate materials to support students in the Montessori classroom, and tutoring. Support student intervention with tutoring.	Purchase supplemental TEKS based math materials/workbooks for students practice.	Principal,Assistant Principal,Teacher(s)	10/30/2020	Title I	2,195	On Target	An elevation of students' NWEA Math scores from October 2020 to June 2021 by 10%.
13	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I 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)	10/5/2020	Title I	1,500	On Target	Third grade STAAR Reading scores will increase to 70% in meets category.
14	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student achievement in ELA and Reading through teacher preparation, student data analysis, and intervention materials.	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)	10/5/2020	Title I	10,324	On Target	Third grade STAAR Reading scores will increase to 70% in meets category.
15	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student achievement in ELA and Reading through teacher preparation, student data analysis, and intervention materials.		Principal		Title I	0		Third grade STAAR Reading scores will increase to 70% in meets category.
16	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Increase student achievement in ELA and Reading through teacher preparation, student data analysis, and intervention materials.	Teacher assistant will support Tier I instruction in the classroom.	Principal,Assistant Principal	8/24/2020	Title I	21,000	On Target	Third grade STAAR Reading scores will increase to 70% in meets category.
17	Title I			Principal,Assistant Principal	5/28/2021	Title I	6,073	On Target	

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: 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			
	Percent of students at grade level or above in 7th grade math will increase from 9% to 25%.	9	25	EOY
	90% staff with Montessori training. 100% of elementary teachers with Montessori trained in teaching either lower elementary or upper elementary.	0	90	EOY
	Increase the % of parent engagement from the 2019 academic year.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I 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. Tutoring funds allocated in previous section.	Principal,Assistant Principal,Teacher(s)	4/30/2021	Title I	0	Not Started	Students will have the opportunity for small group support.
2	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I 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. Funding allocated in previous section.	Teacher(s)	4/30/2021	Title I	0	Not Started	All students will have a baseline knowledge of resources and question to maximizing critical thinking skills.
3 Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Ensure an school wide plan to ensure students are successful within the Tier I instruction.	Provide after school intervention program.	Principal,Assistant Principal,Teacher(s)	5/28/2021	SCE	2,633	On Target	All students receiving quality Tier I instruction.
4	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Teachers will monitor and analyze student math growth through MAP assessment three times a year to measure progress.		Teacher(s)	4/30/2021		0	Not Started	
5 Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I 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. Funding allocated in previous section.	Teacher(s)	4/30/2021	Title I	0	Not Started	Students in grades 3-6 with automaticity of math facts.
6	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I 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. Funding allocated in other section.	Teacher(s)	1/30/2021	Local (Basic Allotment)	0	Not Started	Increased parent involvement academically.

7		Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I 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 visit other public and private Montessori programs to better understand and compare practices.	Principal,Assistant Principal,Teacher(s)	4/30/2021	Gifted & Talented	4,768		Teachers using Montessori materials and curriculum flow chart.
8	Title I	Target Strategy will address the following PBMAS Groups: LEP, SPED, & Title I Embed 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)	10/5/2020	Gifted & Talented	5,000	On Target	Students applying critical thinking skills

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

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

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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	
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Provide parental training on Montessori's history, philosophy, and core values through seminars and demonstrative classroom lessons.	Each grade level will present a Montessori lesson to parents to familiarize them with delivery of instruction, and the operations of the classroom.	Principal,Assistant Principal,Teacher(s)	12/17/2020	PTA/PTO	200	On Target	Parents will be more knowledgeable about the Montessori structure, and how it differs from a traditional classroom setting.
2	Provide necessary translations or materials as necessary to increase parent engagement on campus and community events.	Translate materials sent home and purchase translated materials as necessary to increase parent engagement.	Principal,Assistant Principal	10/5/2020	Bilingual	99	On Target	Increase parent participation from 2019 school year.

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:

