

# Fort Worth Independent School District

## 194 Daggett Montessori School

### 2023-2024 Improvement Plan



# Mission Statement

To inspire a self-directed student with an ethical foundation that fosters a desire for life-long learning by guiding the child from self to community and by creating a nurturing and supportive environment.

## Vision

To cultivate all students' educational experience to produce global citizens who are empowered with knowledge, skills, and integrity.

## Value Statement

### Core Values

We believe in nurturing the whole child to become a responsible global citizen who acts with integrity.

We foster peace with grace, courtesy and respect.

We utilize rigorous curriculum taught within the Montessori philosophy.

We cultivate the concept of “we” by developing the whole child through social, spiritual, emotional and academic values.

We achieve this through the guidance of empowered and inspired educators who lay the foundation that provide the opportunity to create life-long learners.

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# Comprehensive Needs Assessment

Revised/Approved: April 11, 2023

## Demographics

### Demographics Summary

Daggett Montessori School is a kindergarten through 8th grade school of choice in the Fort Worth Independent School District. As a school of choice, our enrollment remains at 500. Families apply for enrollment to the school and chosen through a lottery system. As public Montessori school, our curriculum and teaching practices are that developed by Maria Montessori. As a public school, we are subject and responsible for teaching all state TEKS and administering all state assessments.

The student demographics are listed in the the table below.

Race	Campus %	District %
African American	5.8	20.5
Hispanic	55.0	64.8
White	35.3	11.1
American Indian	.2	.1
Pacific Islander	.2	1.6
Two or More Races	2.8	1.8

The process of enrollment including the lottery system of acceptance does take away any influences in the system creating an equitable system. Although the student body doesn't fully reflect the district demographics, the enrollment is diverse both by race and socio-economics. Currently the percentage of students who qualify for the free/reduced lunch program is 42%. The mobility rate is 1.3% in comparison to the district mobility rate of 21.1%

The demographic strengths include a low mobility rate. Students begin in kindergarten and many remain until 8th grade. Families make a commitment to their child and the school. Students enroll from all areas of the district. Because of this commitment, teachers are able to build relationships with families to better serve our students. In addition, families are more likely to volunteer even as students become older because they are in the same school.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Demographics do not fully represent the district either by ethnicity or socio-economic status. **Root Cause:** All families are not aware of the Schools of Choice offered by FWISD.

**Problem Statement 2 (Prioritized):** Not all families are aware of the program. **Root Cause:** The district wide opportunity to advertise the program is limited to a one time district Expo in November.

# Student Learning

## Student Learning Summary

Daggett Montessori school is a school of choice within the FWISD. Students apply for the program and are accepted for enrollment based on a lottery. With the use of the Montessori philosophy and curriculum flow chart, students engage in the learning through the use of activities again developed by Dr. Montessori. For the current school year, DMS is a Title I school with 42% of the students qualifying for the free/reduced lunch program. For the 2022-2023 school year, the projected % will be 49%. The last set of data from state testing was from the last administration of the State of Texas Assessment of Academic Readiness in the spring of 2019. With this specific data, the school is rated a B based on the Texas Education Agency system of accountability. Due to the pandemic, there is no new rating. In math for grades 3-8 we saw a decrease in student achievement at the Approaches and Meets. In reading, we saw no significant changes in student achievement. In Writing, there were no significant changes from year 2018 to 2019. There were no significant decreases in student achievement from 2018 to 2019 school year.

This current year continues to be a struggle for all students and teachers. With the offer of two teaching formats, on-line and in-person, we have experienced an inconsistency in attendance. Generally, students on-line have a difficult time submitting work, engaging, and participating in daily instruction. We have found reasons for choosing on-line instruction have varied and often stray away from the original intent of mitigating the pandemic. Our daily struggle is providing a consistent level of instruction and consistently engaging students with a classroom of combined in person and online students.

This year, as a district we engaged in the administration of NWEAP Map Reading and Math. In Reading, from the BOY to MOY, all grade levels experienced an increase in RIT score with the exception of 3rd grade with a decrease of .1. In comparison to National Norms of RIT scores, grades K, 1, 4, 6, 7, & 8 scored above the norms. In math, all grade levels experienced an increase in average RIT scores from the BOY to MOY. In comparison to the national norms, three grade levels were above the national norms, grades K, 7, and Algebra 1.

## Student Learning Strengths

NWEA Rit scores are rivaling national norms. There is a consistent increase in RIT scores from BOY to MOY in both reading and math. In disaggregating RIT scores by subgroups, all subgroups showed positive growth from BOY to MOY in Math and Reading. Benchmark scores are stronger than the district averages.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students with an IEP for reading and math are academically lagging behind students without an IEP for Math and/or Reading. **Root Cause:** Scheduling of support services with consistent implementation of practices.

**Problem Statement 2:** English Language Learners are academically lagging behind students not labeled as ELL. **Root Cause:** Scheduling of support services.

**Problem Statement 3 (Prioritized):** In Elementary, Math achievement scores lag behind reading achievement scores. **Root Cause:** Montessori math works are not fully aligned to TEKS by grade level.



# School Processes & Programs

## School Processes & Programs Summary

As a Montessori school with the FWISD, teachers must have training from an accredited training center. Currently, we have 15 lower elementary and upper elementary teachers. Two teachers are new and currently enrolled in a training program. On going training is inconsistent with no district plan. We are currently working with the department of innovation to discuss long term on going professional development that supports the school efforts in providing a Montessori learning experience. In addition, teachers must be trained at the appropriate level. We do have teachers who have been trained but are teaching at a level in which they do not have the specific training. At the middle school level, our program is a traditional program. As a middle school team, we are currently redefining our student outcomes as part of a Montessori school. This summer, our work will continue with across the board update training at the appropriate level. This will ensure teachers are maintaining the Montessori philosophy in their teaching practices.

Families apply for acceptance into the school. Each year, we accept 55 students. A few students are accepted in each of the grade levels to maintain an overall consistent enrollment of 500. The Schools of Choice process begins in November each year and in a normal year consists of district wide expo of all schools of choice and informational website. In a traditional year, the student recruitment process included campus visits as well. The recruitment process this year was solely virtual.

The Montessori shelf activities is a critical piece of Montessori education; therefore, having a complete set of materials appropriate to the level is important. There is an inconsistency of support to refurbishing the materials. This year, we were able to refurbish/replace a portion of the materials. However, we have an inconsistent level of use that needs to be aligned from class to class within the grade level and vertically from level to level. At the middle school level, the experience of the Montessori child is currently being developed by the middle school team. We have to find our purpose as a middle school Montessori.

Generally student achievement is consistent and students perform at a high levels of achievement. We are able to offer preAP classes, English I, and Algebra I as well. Students can also take fine arts classes including art, theater, band, orchestra, and choir. In addition, students can take computer literacy and a foreign language.

Teacher retention is consistent. There is not much turnover among teachers. The recruitment is difficult since there is no specific protocol to hire teachers with this specific training nor is there a system to support teachers. There is no district coach to help teachers manage both the Montessori while incorporating state requirements.

The Parent Teacher Association is well established and provides financial support to our teachers and students. Due to the pandemic, parents have not been involved as they have in years past. In addition, the overall school demographics is not represented in the parent leadership group of the organization. Although, all instruction is in English, we have healthy population of parents, who seek information in Spanish, 11%.

## School Processes & Programs Strengths

The strength of the program is the high level of training involved to obtain the appropriate Montessori credentials. Teachers maintaining the fidelity of the Montessori philosophies and practices aligns the instruction from K-8th grade. As students become older and remain in the program as middle school students, they are well equipped to function in any school settings beyond middle school. Teachers collaborate to continuously develop the portrait of a Daggett Montessori graduate which focuses on technical skills, leadership skills, and a responsibility to those around them and their environment. Students leave the program well rounded, independent with the ability to positively impact their future.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Professional development opportunities are limited. **Root Cause:** There is no formal system to analyze the needs of the school.

**Problem Statement 2 (Prioritized):** There is no system to replenish materials or complement the Montessori materials with district reading and math resources. **Root Cause:** There is no formal system to analyze the needs of the school.

**Problem Statement 3:** Supporting materials specifically technology is not Montessori specific **Root Cause:** Current applications are aligned to traditional district curriculum

# Perceptions

## Perceptions Summary

The general climate of the building is one that follows the teaching of Maria Montessori. The goal is to build young independent learners who are responsible to their peers and the environment. The philosophy of teaching focuses on teaching with the concrete. This is indicative of the materials used. With the Montessori materials, students better understand abstract concepts. In addition, students are taught to work independently and concentrate through a work cycle that is no less 3 hours. It is in this concentration, students learn deeper and fulfill their natural inquisitive nature. The student also becomes comfortable in their environment learning to both appreciate their natural surroundings and take care of their natural surroundings.

## Perceptions Strengths

Perceptions are generally positive. Because students learn independently, students have the ability to delve deeper into a subject and most often simply for the purpose of learning more about that subject. Other perceptions over the independent learning include the idea, that students who struggle academically can do well in a Montessori environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The Montessori program is perceived to be unstructured with too many freedoms. **Root Cause:** Lack of understanding behind the program and a lack of opportunity to provide program information.

**Problem Statement 2:** The Montessori program is an alternative for students with learning differences. **Root Cause:** Lack of understanding behind the program and a lack of opportunity to provide program information.

**Problem Statement 3 (Prioritized):** Montessori is perceived to be for select population. **Root Cause:** Lack of understanding behind the program and a lack of opportunity to provide program information. Lack of outreach of to represent all populations.

# Priority Problem Statements

**Problem Statement 1:** Not all families are aware of the program.

**Root Cause 1:** The district wide opportunity to advertise the program is limited to a one time district Expo in November.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** In Elementary, Math achievement scores lag behind reading achievement scores.

**Root Cause 2:** Montessori math works are not fully aligned to TEKS by grade level.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is no system to replenish materials or complement the Montessori materials with district reading and math resources.

**Root Cause 3:** There is no formal system to analyze the needs of the school.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Professional development opportunities are limited.

**Root Cause 4:** There is no formal system to analyze the needs of the school.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Montessori is perceived to be for select population.

**Root Cause 5:** Lack of understanding behind the program and a lack of opportunity to provide program information. Lack of outreach of to represent all populations.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

## Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# District Goals

Revised/Approved: September 5, 2023

**District Goal 1:** 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.

**School Performance Objective 1:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 59.6% to 70% by May 2023.

\*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) 70% by May 2023.

**Strategy 1:** Teacher planning/collaboration sessions/PLC. Each elementary grade level team will participate in biweekly PLCs to align instruction practices.

**Strategy's Expected Result/Impact:** Aligned Montessori instruction w/ TEKS

**Staff Responsible for Monitoring:** Team Leaders, grade level teachers, campus admin





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Aligned Montessori instruction w/ TEKS <b>Intended Audience:</b> All Montessori Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> September 2023 - May 2024 <b>Collaborating Departments:</b> Grade Level Team Leaders <b>Delivery Method:</b> Feedback and coaching conferences from learning walks	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Ensure literary components are embedded in Montessori lessons and the workplan.

**Strategy's Expected Result/Impact:** Consistent literacy instruction across the classrooms.

**Staff Responsible for Monitoring:** Teachers





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Instructional Planning Calendars will reflect literary TEKS for the week. <b>Intended Audience:</b> Teachers and Teacher Assistants <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Grade Level Teams <b>Delivery Method:</b> Staff Meetings and PLC  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-194-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Focus on teaching practices at PLC's <b>Intended Audience:</b> Elementary and Secondary Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Administrators and Montessori Teachers <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** Provide Professional Development authentic to Montessori and literature.

**Strategy's Expected Result/Impact:** Teachers participate in authentic professional development specifically for the Montessori classroom and environment.

**Staff Responsible for Monitoring:** Campus Admin

**TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 3



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Montessori Professional Development Through Shelton, American Montessori Society, TEPSA Grow, or any authentic PD program to build teaching and leading skills as well as Montessori implementation <b>Intended Audience:</b> Secondary and Elementary Montessori Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> All Montessori Teachers <b>Delivery Method:</b> Staff Meeting and Email  <b>Funding Sources:</b> - Title I (211) - 211-13-6411-04E-194-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize Lead4ward to continue gaining a better understanding of STAAR. <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> All Grade Level Team Leaders <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Administrators and Grade Level Team Leaders <b>Delivery Method:</b> Staff Meeting/PLC/Email	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 4:** Focus on small group interventions and presentations.

**Strategy's Expected Result/Impact:** Work with small groups of students

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Employ two teacher assistants to work with students in small groups using Title I funds. <b>Intended Audience:</b> Students, teachers <b>Provider / Presenter / Person Responsible:</b> Administrator	Formative			Summative
	Nov	Jan	Mar	June

**Date(s) / Timeframe:** August 2023-May 2024

**Delivery Method:** Teacher collaboration

**Funding Sources:** - Title I (211) - 211-11-6129-04E-194-30-510-000000-24F10 - \$51,944



No Progress



Accomplished



Continue/Modify



Discontinue

### School Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 2:** Not all families are aware of the program. **Root Cause:** The district wide opportunity to advertise the program is limited to a one time district Expo in November.

#### Student Learning

**Problem Statement 3:** In Elementary, Math achievement scores lag behind reading achievement scores. **Root Cause:** Montessori math works are not fully aligned to TEKS by grade level.

#### School Processes & Programs

**Problem Statement 1:** Professional development opportunities are limited. **Root Cause:** There is no formal system to analyze the needs of the school.

**Problem Statement 2:** There is no system to replenish materials or complement the Montessori materials with district reading and math resources. **Root Cause:** There is no formal system to analyze the needs of the school.

#### Perceptions

**Problem Statement 3:** Montessori is perceived to be for select population. **Root Cause:** Lack of understanding behind the program and a lack of opportunity to provide program information. Lack of outreach of to represent all populations.

**District Goal 1:** 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.

**School Performance Objective 2:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 55% by May 2023.

\*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 45% by May 2023.

**Strategy 1:** Employ tutors for pull out tutoring program supporting students in grades 3-5.

**Strategy's Expected Result/Impact:** Students will receive small group intervention instruction to strengthen reading and math skills.

**Staff Responsible for Monitoring:** Campus Admin

**TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Pull-out Tutoring Program <b>Intended Audience:</b> Third-fifth grade students <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> October 2023 - April 2024 <b>Collaborating Departments:</b> All third-fifth grade teachers and teacher assistants <b>Delivery Method:</b> PLC/Email  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-04E-194-30-510-000000-24F10 - \$656.81	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Purchase supplemental reading/math for STAAR specific support

**Strategy's Expected Result/Impact:** Small group targeted instruction for reading/math STAAR support

**Staff Responsible for Monitoring:** Campus Admin / Team Leaders





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Supplemental STAAR Reading/Math Materials <b>Intended Audience:</b> Third-Eighth Grade <b>Provider / Presenter / Person Responsible:</b> Grade Level Team Leaders/Campus Admin <b>Date(s) / Timeframe:</b> August 2023 - October 2023 <b>Collaborating Departments:</b> All third-eighth grade reading and math teachers <b>Delivery Method:</b> Staff Meeting/Planning Period/ Email  <b>Funding Sources:</b> - Title I (211) - 211-11-6329-04E-194-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** After school tutoring for reading and math

**Strategy's Expected Result/Impact:** Additional math and reading instruction

**Staff Responsible for Monitoring:** Teachers and Campus Admin

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Reading and math after school tutoring including students w/ IEP <b>Intended Audience:</b> Third-Eighth Grade <b>Provider / Presenter / Person Responsible:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Date(s) / Timeframe:</b> October 2023 - April 2024  <b>Collaborating Departments:</b> All third-eighth reading and math teachers  <b>Delivery Method:</b> Staff meeting</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-04E-194-30-510-000000-24F10 - \$500, Special Education Funding  - SPED (199 PIC 23) - - \$2,500</p>				
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 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> In Elementary, Math achievement scores lag behind reading achievement scores. <b>Root Cause:</b> Montessori math works are not fully aligned to TEKS by grade level.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> There is no system to replenish materials or complement the Montessori materials with district reading and math resources. <b>Root Cause:</b> There is no formal system to analyze the needs of the school.

**District Goal 2:** 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.

**School Performance Objective 1:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 41% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) to 60% by May 2023.

**Strategy 1:** Teacher planning/collaboration sessions/PLC. Each elementary grade level team will participate in biweekly PLCs to align instructional practices.

**Strategy's Expected Result/Impact:** Aligned Montessori instruction w/ TEKS

**Staff Responsible for Monitoring:** Team Leaders, grade level teachers, campus admin

**TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction


**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Aligned Montessori instruction w/ TEKS <b>Intended Audience:</b> Montessori Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Grade Level Lead Teachers <b>Delivery Method:</b> Feedback and coaching conferences from learning walks	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 2:** Improve math instructional practices of all teachers

**Strategy's Expected Result/Impact:** Increase benchmark, MAP, and STAAR scores by building teacher and student capacity in math

**Staff Responsible for Monitoring:** Administrators





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Improve math instructional practices of elementary teachers by building capacity in math through PLC's, classroom demonstrative lessons, and professional development.</p> <p><b>Intended Audience:</b> Elementary Montessori Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators</p> <p><b>Date(s) / Timeframe:</b> September 2023-May 2024</p> <p><b>Collaborating Departments:</b> Grade Level Team Leaders</p> <p><b>Delivery Method:</b> Staff Meeting/Email/PLC's</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Utilize Lead4ward resources to enhance teaching practices</p> <p><b>Intended Audience:</b> Montessori students</p> <p><b>Provider / Presenter / Person Responsible:</b> All elementary and secondary teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023-May 2024</p> <p><b>Collaborating Departments:</b> Administrators and all teachers</p> <p><b>Delivery Method:</b> Staff meetings/PLC/Emails</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Strategy 3:** Provide Professional Development authentic to Montessori and literature

**Strategy's Expected Result/Impact:** Teachers participate in authentic professional development specifically for the Montessori classroom and environment.

**Staff Responsible for Monitoring:** Campus Admin





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Montessori Professional Development Through Shelton or American Montessori Society <b>Intended Audience:</b> Secondary and Elementary Montessori Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> All Montessori Teachers <b>Delivery Method:</b> Staff Meeting/Email  <b>Funding Sources:</b> Teacher Montessori PD - Gifted & Talented (199 PIC 21) - - \$2,201	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Send teachers to quality Professional Development specifically to Montessori teaching <b>Intended Audience:</b> Secondary and Elementary Montessori Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Secondary and Elementary Grade Level Team Leaders <b>Delivery Method:</b> Email	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> In Elementary, Math achievement scores lag behind reading achievement scores. <b>Root Cause:</b> Montessori math works are not fully aligned to TEKS by grade level.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Professional development opportunities are limited. <b>Root Cause:</b> There is no formal system to analyze the needs of the school.



**District Goal 2:** 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.

**School Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 35% to 45% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from    to 45% by May 2023.

**Strategy 1:** Employ tutors for pull-out tutoring program supporting students in grades 3-5.

**Strategy's Expected Result/Impact:** Students will receive small group intervention instruction to strengthen their reading and math skills.

**Staff Responsible for Monitoring:** Campus Admin





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Pull-out Tutoring Program <b>Intended Audience:</b> Third-Fifth Grade Students <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> October 2023 - April 2024 <b>Collaborating Departments:</b> All Third-Fifth Grade Teachers and Teacher Assistants <b>Delivery Method:</b> PLC/Email	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Purchase supplemental reading/math for STAAR specific support and purchase on line reading materials

**Strategy's Expected Result/Impact:** Small group targeted instruction for reading/math STAAR support

**Staff Responsible for Monitoring:** Campus Admin/Grade-Level Team Leaders





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Supplemental STAAR Reading and Math Materials <b>Intended Audience:</b> Third-Eighth Grade <b>Provider / Presenter / Person Responsible:</b> Campus Admin/Grade Level Team Leaders <b>Date(s) / Timeframe:</b> August 2023-October 2024 <b>Collaborating Departments:</b> All Third-Eighth Grade Teachers <b>Delivery Method:</b> Staff Meeting/Planning Period/Email	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase leveled reading materials such as Learning A to Z as example. <b>Intended Audience:</b> Students with learning differences, IEP, 504, and generally behind in reading fluency and comprehension <b>Provider / Presenter / Person Responsible:</b> All Teachers <b>Date(s) / Timeframe:</b> August - October 2023  <b>Funding Sources:</b> Title I funding & Special Education Funding - SPED (199 PIC 23) - - \$500	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** After school tutoring for reading and math

**Strategy's Expected Result/Impact:** Additional Math and Reading Instruction

**Staff Responsible for Monitoring:** Teachers and Campus Admin





**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Reading and math after school tutoring <b>Intended Audience:</b> Third-Eighth Montessori Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> October 2023 - April 2024 <b>Collaborating Departments:</b> All Montessori Teachers <b>Delivery Method:</b> Staff Meeting/Email	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 4:** Focus on small group intervention and small group instruction

**Strategy's Expected Result/Impact:** Provide target intervention to address learning and instructional gaps

**Staff Responsible for Monitoring:** Administrators and Montessori Teachers





**Title I:**

2.5, 2.6

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Employ teacher assistants to support students in small groups. <b>Intended Audience:</b> Montessori Students <b>Provider / Presenter / Person Responsible:</b> Classroom Teachers <b>Date(s) / Timeframe:</b> September 2023 - May 2024 <b>Collaborating Departments:</b> Administrators and Montessori Teachers <b>Delivery Method:</b> PLC's and Email	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 3:</b> In Elementary, Math achievement scores lag behind reading achievement scores. <b>Root Cause:</b> Montessori math works are not fully aligned to TEKS by grade level.

## School Processes & Programs

**Problem Statement 2:** There is no system to replenish materials or complement the Montessori materials with district reading and math resources. **Root Cause:** There is no formal system to analyze the needs of the school.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 57% to 70% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 37% by May 2023.

**Strategy 1:** Increase the percentage of the most marginalized student group and 3-5 grade students scoring at MEETS or above on STAAR Reading through intentional and strategic planning

**Strategy's Expected Result/Impact:** Increase of STAAR Reading scores at MEETS or Above





**Staff Responsible for Monitoring:** Admin and Secondary/Elementary Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide after-school and pull-out tutorials <b>Intended Audience:</b> Elementary, Secondary, and Retired Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Admin <b>Date(s) / Timeframe:</b> October 2023 - April 2024 <b>Collaborating Departments:</b> Admin and Montessori Teachers <b>Delivery Method:</b> Staff Meeting	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase materials for intervention and after school tutorials different than classroom instruction. <b>Intended Audience:</b> Students not meeting state standards on STAAR in all subgroups <b>Provider / Presenter / Person Responsible:</b> Classroom Teachers / After school Tutors <b>Date(s) / Timeframe:</b> Sept. 1, 2023 - April 30, 2023  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-194-24-313-000000- - \$2,500, Instructional Materials and Supplies - CTE (199 PIC 22) - - \$195	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Each elementary teacher will conduct a formal parent/family conference on student progress in the fall and spring.</p> <p><b>Intended Audience:</b> Elementary Classroom Teachers - Formal Parent Conferences</p> <p><b>Provider / Presenter / Person Responsible:</b> Classroom Teacher / Administrators</p> <p><b>Date(s) / Timeframe:</b> Sept. 1, 2023 - April 30, 2023</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6112-001-194-24-313-000000- - \$2,804</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> In Elementary, Math achievement scores lag behind reading achievement scores. <b>Root Cause:</b> Montessori math works are not fully aligned to TEKS by grade level.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Professional development opportunities are limited. <b>Root Cause:</b> There is no formal system to analyze the needs of the school.</p>

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 31% to 41% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 25% by May 2023.

**Strategy 1:** Increase the percentage of the most marginalized student group and 3-5 grade students scoring at MEETS or above on STAAR Math through intentional and strategic planning





**Strategy's Expected Result/Impact:** Increase of STAAR Math scores at MEETS or Above

**Staff Responsible for Monitoring:** Admin and Secondary/Elementary Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide after-school and pull-out tutorials <b>Intended Audience:</b> Elementary, Secondary, and Retired Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Admin <b>Date(s) / Timeframe:</b> October 2023 - April 2024 <b>Collaborating Departments:</b> Admin and Montessori Teachers <b>Delivery Method:</b> Staff Meeting	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase supplemental materials and supplies to help teachers support students with an IEP. <b>Intended Audience:</b> Students with an IEP <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> Sept 2023 - May 20, 2024 <b>Collaborating Departments:</b> Special Education Teachers and Regular Education Teachers <b>Funding Sources:</b> Supplemental curriculum materials and supplies - SPED (199 PIC 23) - - \$2,832	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 3:** In Elementary, Math achievement scores lag behind reading achievement scores. **Root Cause:** Montessori math works are not fully aligned to TEKS by grade level.

**School Processes & Programs**

**Problem Statement 2:** There is no system to replenish materials or complement the Montessori materials with district reading and math resources. **Root Cause:** There is no formal system to analyze the needs of the school.



**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 48 % to 24 % by May 2024.

**Strategy 1:** Communicate the importance of consistent attendance and state guidelines to all parents.





**Strategy's Expected Result/Impact:** Decrease chronic absenteeism

**Staff Responsible for Monitoring:** Parent Liason, Behavioral Interventionists, and Counselor

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Disperse information about chronic absences to parents through social media (Black Board, Dragon Bytes, Text Messages, Calling System), and campus events (Open House, Meet the Teacher, PTA Meetings).  <b>Intended Audience:</b> Parents of students with chronic absences  <b>Provider / Presenter / Person Responsible:</b> Parent Liason, Behavioral Interventionists, and Counselor  <b>Date(s) / Timeframe:</b> August 2023 - May 2024  <b>Collaborating Departments:</b> Campus Admin  <b>Delivery Method:</b> Staff Meeting/Email</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Strengthen opportunities for student leadership (Extra-curricular activities or clubs)  <b>Intended Audience:</b> Montessori students  <b>Provider / Presenter / Person Responsible:</b> All teachers  <b>Date(s) / Timeframe:</b> October 2023 - May 2024  <b>Collaborating Departments:</b> Administrators and all teachers  <b>Delivery Method:</b> Staff meeting/PLC/Email</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 3:** Montessori is perceived to be for select population. **Root Cause:** Lack of understanding behind the program and a lack of opportunity to provide program information. Lack of outreach of to represent all populations.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel to 50% by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) to 30% by May 2024.

**Strategy 1:** Decrease the number of discipline referrals by revisiting the schoolwide discipline plan, strengthening classroom management systems, and working with the counselor or behavior interventionists.





**Strategy's Expected Result/Impact:** A decline in discipline referrals and campus-wide behavioral issues

**Staff Responsible for Monitoring:** Secondary and elementary teachers, teacher assistants, cafeteria monitor, campus monitor, counselor, behavior interventionists, and assistant principal

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Consistency amongst teachers and schoolwide expectations.</p> <p><b>Intended Audience:</b> Secondary and elementary teachers, teacher assistants, cafeteria monitor, campus monitor, counselor, and behavior interventionists</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Staff</p> <p><b>Delivery Method:</b> Staff Meetings, Planning Periods, PLC, and Email</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Strengthen opportunities for student leadership (Extra-curricular activities or clubs)</p> <p><b>Intended Audience:</b> Montessori students</p> <p><b>Provider / Presenter / Person Responsible:</b> All teachers</p> <p><b>Date(s) / Timeframe:</b> October 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Administrators and all teachers</p> <p><b>Delivery Method:</b> Staff meeting/PLC/Email</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 3:** In Elementary, Math achievement scores lag behind reading achievement scores. **Root Cause:** Montessori math works are not fully aligned to TEKS by grade level.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) to 40% by May 2024.

**Strategy 1:** Utilize a variety of Restorative Practices as behavior intervention

**Strategy's Expected Result/Impact:** An equitable system for out-of-school suspensions and additional restorative practices





**Staff Responsible for Monitoring:** Administrators and Discipline Team

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Establish an equitable system for out-of-school suspensions with additional restorative practices <b>Intended Audience:</b> Secondary/Elementary Teachers, Teacher Assistants, Counselor, Behavior Interventionists, Cafeteria Monitor, and Campus Monitor <b>Provider / Presenter / Person Responsible:</b> Administrators and Discipline Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Staff <b>Delivery Method:</b> Staff Meetings, Planning Periods, PLC, and Email	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Professional development opportunities are limited. <b>Root Cause:</b> There is no formal system to analyze the needs of the school.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from   4   to   6   by May 2024.

**Strategy 1:** Increase parent participation in the Montessori Educational seminars





**Strategy's Expected Result/Impact:** Expand parents' knowledge about the Montessori philosophy and classroom practices.

**Staff Responsible for Monitoring:** Admin and Elementary Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Encourage parents to attend Montessori educational seminars during the fall and spring semesters <b>Intended Audience:</b> Parents of Montessori Students <b>Provider / Presenter / Person Responsible:</b> Grade Level Team Leaders <b>Date(s) / Timeframe:</b> September, November, January, and March ( 2023-2024) <b>Collaborating Departments:</b> Admin and Grade Level Team Leaders <b>Delivery Method:</b> Grade Level Team Leaders: Staff Meeting, Planning Period, and Email Parents: Blackboard, Dragon Bytes, Text Messages, and calling System	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Not all families are aware of the program. <b>Root Cause:</b> The district wide opportunity to advertise the program is limited to a one time district Expo in November.
<b>Student Learning</b>
<b>Problem Statement 3:</b> In Elementary, Math achievement scores lag behind reading achievement scores. <b>Root Cause:</b> Montessori math works are not fully aligned to TEKS by grade level.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Professional development opportunities are limited. <b>Root Cause:</b> There is no formal system to analyze the needs of the school.

**School Processes & Programs**

**Problem Statement 2:** There is no system to replenish materials or complement the Montessori materials with district reading and math resources. **Root Cause:** There is no formal system to analyze the needs of the school.

**Perceptions**

**Problem Statement 3:** Montessori is perceived to be for select population. **Root Cause:** Lack of understanding behind the program and a lack of opportunity to provide program information. Lack of outreach of to represent all populations.

**District Goal 5:** 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.

**School Performance Objective 1:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from \_\_95\_\_% to \_\_98\_\_% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) to \_\_98\_\_% by May 2023.



**District Goal 6:** 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.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from \_\_\_% to \_\_\_% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 6:** 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.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 88% to 95% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) to 90% by May 2023.

**District Goal 7:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from \_\_\_% to \_\_\_% by May 2023.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 7:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from \_\_% to \_\_% by May 2023. A  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 7:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from \_\_\_% to \_\_\_% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 7:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from \_\_\_% to \_\_\_% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2023.

**District Goal 8:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 48 % to 24 % by May 2023.

**District Goal 8:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel to 50% by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) to 40% by May 2023.



**District Goal 8:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2023.

**District Goal 8:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 25% to 50% by May 2023.

# State Compensatory

## Budget for 194 Daggett Montessori School

**Total SCE Funds:** \$5,304.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

With additional supplemental materials, teaching staff can support at risk students academically. In addition, allocating portions of the budget toward teacher substitutes, teachers will be able to host parents in formal progression parent/teacher meetings.

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Victorius Eugenio	Campus Principal
Classroom Teacher 1	Michelle Clementson	Teacher
Classroom Teacher 2	Sarah Jordan	Teacher
Classroom Teacher 3	Patricia castillo	Teacher
Classroom Teacher 4	Jacqueline Romero	Teacher
Business Representative 1	Levi Bridges	Community Center lead FS
Business Representative 2	Markena Minikon	Blue Zone Coordinator
Community Representative 1	Rocio Gonzalez	Community Rep
Community Representative 2	Juanita Martinez	Community Rep
DERC Representative 1	Kristi Stevens	Librarian
DERC Representative 2	Erin Bury	Counselor
District-level Professional	Jessica Rodriguez	Intervention Specialist
Non-classroom Professional	Tennille Robertson	College Readiness Coach
Parent 1	Lydia Traina	Parent
Parent 2	Bianca Garza	Parent
Parent 3	Lark Johnston	Parent
Paraprofessional	Laura Garza	Secretary
Additional Representative (optional)	Ana De Luna	SOC Secretary
Non-Teaching	Moreland Kiki	Parent Liaison

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Supplies and materials for instructional use	211-11-6399-04E-194-30-510-000000-24F10	\$0.00
1	1	3	1		Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-194-30-510-000000-24F10	\$0.00
1	1	4	1		Teacher Assistant	211-11-6129-04E-194-30-510-000000-24F10	\$51,944.00
1	2	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-194-30-510-000000-24F10	\$656.81
1	2	2	1		Reading materials for classroom use	211-11-6329-04E-194-30-510-000000-24F10	\$0.00
1	2	3	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-194-30-510-000000-24F10	\$500.00
<b>Sub-Total</b>							\$53,100.81
<b>Budgeted Fund Source Amount</b>							\$53,100.81
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		Supplies and materials for instructional use	199-11-6399-001-194-24-313-000000-	\$2,500.00
3	1	1	3		Subs for supplemental instruction	199-11-6112-001-194-24-313-000000-	\$2,804.00
<b>Sub-Total</b>							\$5,304.00
<b>Budgeted Fund Source Amount</b>							\$5,304.00
<b>+/- Difference</b>							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$0.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$0.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	3	1	Teacher Montessori PD	TRAVEL - EMPLOYEE ONLY		\$2,201.00
<b>Sub-Total</b>							\$2,201.00
<b>Budgeted Fund Source Amount</b>							\$2,201.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Instructional Materials and Supplies	INSTRUCTIONAL MATERIALS		\$195.00
<b>Sub-Total</b>							\$195.00
<b>Budgeted Fund Source Amount</b>							\$195.00
<b>+/- Difference</b>							\$0.00

**SPED (199 PIC 23)**

<b>District Goal</b>	<b>School Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3	1	Special Education Funding	EXTRA DUTY - PROFESSIONAL		\$2,500.00
2	2	2	2	Title I funding & Special Education Funding	INSTRUCTIONAL MATERIALS		\$500.00
3	2	1	2	Supplemental curriculum materials and supplies	INSTRUCTIONAL MATERIALS		\$2,832.00
<b>Sub-Total</b>							\$5,832.00
<b>Budgeted Fund Source Amount</b>							\$5,832.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$66,632.81
<b>Grand Total Spent</b>							\$66,632.81
<b>+/- Difference</b>							\$0.00