

CC Montessori Targeted Improvement Plan

10/5/2026

Intensive Curriculum and Instruction Improvement Strategy

CC Montessori will build upon the strengths of Montessori education by providing a guaranteed and TEKS-aligned curriculum; strengthening rigorous, engaging, and developmentally responsive instruction; building teacher capacity through intentional planning, internalization, observation, feedback, and coaching; using multiple forms of assessment to identify and respond to student learning needs; providing timely, targeted intervention and acceleration for students who have not yet demonstrated mastery, including students represented in Closing the Gaps groups; and building sustainable campus systems that support consistent implementation and continuous improvement.

In doing so, students will experience the benefits of an authentic Montessori education while demonstrating stronger academic growth and achievement.

Montessori Education as a Foundation for School Improvement

CC Montessori views Montessori education as a significant strength and an essential component of our school identity and instructional approach. Montessori education recognizes children as active participants in their own learning and emphasizes independence, curiosity, purposeful work, responsibility, concentration, collaboration, and the development of the whole child. The prepared environment, multi-age classroom communities, hands-on materials, opportunities for student choice, movement from concrete experiences toward abstraction, and the teacher's role as an observer and guide provide a strong foundation for meaningful and developmentally responsive learning.

These principles are particularly valuable because they encourage students not simply to complete assignments, but to develop the habits of mind, self-direction, perseverance, and intellectual curiosity necessary to become capable learners. Our school improvement work is therefore not intended to replace Montessori education with a more conventional model. Rather, CC Montessori seeks to strengthen the academic effectiveness of our Montessori program by ensuring that these valuable practices are supported by a guaranteed, TEKS-aligned curriculum, rigorous instruction, strong teacher preparation and coaching, responsive use of assessment, timely intervention and acceleration, and sustainable campus systems.

1. Montessori Education and a Guaranteed, TEKS-Aligned Curriculum

CC Montessori will preserve the essential principles and practices of Montessori education while strengthening the consistency, coherence, and academic alignment of the curriculum experienced by every student. Montessori materials, lessons, work cycles, student choice, interdisciplinary studies, and individualized learning opportunities will continue to be important

components of classroom instruction. At the same time, the campus will ensure that all students receive instruction in the knowledge and skills identified in the Texas Essential Knowledge and Skills (TEKS).

A guaranteed curriculum means that access to essential learning will not depend solely upon individual teacher preference, student work choice, available Montessori materials, or the particular composition of a classroom. Teachers will have greater clarity regarding the essential standards, concepts, skills, vocabulary, and levels of rigor students are expected to experience during each instructional period.

Campus leaders and teachers will work to strengthen the connection between Montessori scope and sequence, campus pacing expectations, instructional resources, and the TEKS. Where Montessori lessons and materials provide strong opportunities for mastery of the standards, those connections will be identified and intentionally used. Where gaps exist, teachers will supplement Montessori resources with additional high-quality instructional materials, lessons, texts, problems, investigations, and learning experiences.

The goal is not to create two separate curricula—"Montessori" and "TEKS"—but to develop a coherent instructional program in which Montessori principles provide an important foundation for **how children learn**, while the TEKS provide clear expectations for **what Texas students must know and be able to do**.

2. Rigorous, Engaging, and Developmentally Responsive Instruction

CC Montessori will strengthen expectations for instructional rigor while maintaining the developmental responsiveness that is central to Montessori education. Rigor will not be defined simply by the amount of work students complete, the difficulty of a worksheet, or the length of time students work independently. Instead, rigorous instruction will require students to think deeply, make connections, solve problems, explain their reasoning, apply knowledge in unfamiliar situations, communicate ideas, investigate meaningful questions, and create products that demonstrate understanding.

The campus will work to ensure that students experience an appropriate balance of explicit instruction, Montessori lessons and materials, guided practice, collaborative learning, independent work, discussion, inquiry, problem solving, writing, research, experimentation, and authentic application of learning.

Independent practice materials—including Montessori work cards, skill practice, and other structured resources—may serve an important purpose when they are appropriately matched to student needs. However, repetitive practice alone should not constitute the primary academic experience of students. Teachers will intentionally provide opportunities for students to move beyond practice and recall toward application, analysis, reasoning, creativity, and transfer of learning.

Instruction will also remain developmentally responsive. Teachers will consider students' readiness, interests, developmental characteristics, language needs, learning differences, and prior knowledge when planning instruction. Student choice and independence will remain important, but choice will occur within a thoughtfully prepared instructional environment that ensures students encounter essential academic content and appropriate levels of challenge.

3. Teacher Capacity: Intentional Planning, Internalization, Observation, Feedback, and Coaching

CC Montessori recognizes that sustainable school improvement depends upon strengthening the instructional capacity of teachers and instructional leaders. Teachers need more than curriculum documents or materials; they need time, structures, knowledge, feedback, and support to translate those resources into effective learning experiences for students.

Campus expectations for instructional planning will therefore emphasize both **planning and internalization**. Teachers will identify the essential learning objective, applicable TEKS, prerequisite knowledge, academic vocabulary, instructional sequence, Montessori connections, anticipated student misconceptions, checks for understanding, appropriate differentiation, and evidence students will produce to demonstrate learning.

Lesson internalization will encourage teachers to think beyond what they will *do* during a lesson and consider what students should be thinking, understanding, saying, writing, creating, and demonstrating throughout the learning experience.

Campus leaders will support this work through multiple forms of classroom observation, including informal walkthroughs, focused instructional observations, coaching observations, and formal T-TESS observations and evaluations. Observation will be used not simply for compliance or evaluation, but as a tool for understanding instructional practice and supporting teacher growth.

Feedback will be timely, specific, actionable, and connected to observable classroom evidence. When appropriate, feedback will lead to clearly identified coaching action steps that can be practiced, observed, discussed, and revisited.

Professional learning, collaborative planning, coaching, and observation will increasingly focus on areas directly connected to campus improvement priorities, including TEKS alignment, academic rigor, questioning and discussion, student engagement, differentiation, formative assessment, intervention, the prepared environment, and effective integration of Montessori practices with standards-based instruction.

4. Multiple Forms of Assessment and Responsive Instruction

CC Montessori will strengthen the purposeful use of assessment as a tool for understanding student learning and determining instructional response. No single assessment provides a complete picture of a child. The campus will therefore use multiple sources of evidence to

understand what students know, what they can do independently, where misconceptions or unfinished learning exist, and what students are ready to learn next.

Evidence of learning may include teacher observation, student conferences, Montessori lesson records, student work and portfolios, classroom assignments, performance tasks, writing samples, formative checks for understanding, curriculum-based assessments, MAP Growth data, STAAR data, and other appropriate measures.

Assessment should result in instructional action. Teachers and campus leaders will regularly ask: What did students learn? Who demonstrated mastery? Who has not yet demonstrated mastery? What misconceptions or gaps are evident? Who is ready for greater challenge? What will we do next?

Teachers will use this information to adjust whole-group, small-group, and individual instruction; determine when additional practice or reteaching is needed; identify students requiring intervention; and provide acceleration or extension for students who are ready to move forward.

The campus will also strengthen systems for reviewing student learning across classrooms and grade levels so that patterns can be identified early and instructional responses are not dependent solely upon an individual teacher recognizing a concern. Data review will increasingly become a collaborative process focused not merely on reporting scores, but on determining appropriate instructional responses.

5. Timely, Targeted Intervention and Acceleration

CC Montessori will develop a more systematic approach for responding when students have not yet demonstrated mastery of essential knowledge and skills. Intervention will be timely, targeted to a clearly identified need, and connected to the student's core classroom instruction rather than functioning as an unrelated set of activities.

Students will be identified for additional support through multiple sources of evidence, including classroom performance, formative assessment, teacher observation, MAP Growth, STAAR, and other available assessment data. Particular attention will be given to students who did not meet grade-level expectations, students approaching but not yet demonstrating mastery, and students represented within Closing the Gaps groups.

Intervention should identify the specific skill, concept, misconception, or prerequisite knowledge that is limiting the student's progress. Teachers and support staff will provide focused instruction designed to address that identified need and will monitor whether the intervention is producing measurable improvement. When progress is insufficient, the instructional approach, intensity, frequency, grouping, or other supports will be reconsidered rather than simply continuing the same intervention.

Acceleration will be an equally important part of the campus response. Students who have experienced unfinished learning need access to current grade-level content while receiving

targeted support for prerequisite skills. Intervention should therefore help students enter and succeed with grade-level learning rather than unnecessarily removing them from challenging instruction.

The campus will also ensure that students who have already demonstrated mastery receive appropriate opportunities for extension, enrichment, and greater academic challenge. In keeping with Montessori principles, the ultimate goal is responsive instruction: identifying where each learner is academically, understanding what the learner needs next, and providing a purposeful pathway toward continued growth.

6. Systems Building, Implementation, and Continuous Improvement

CC Montessori recognizes that sustainable school improvement requires more than identifying strong instructional practices. The campus must also build the structures, routines, tools, expectations, and monitoring processes necessary to ensure that those practices are implemented consistently and sustained over time.

Systems building will include establishing clear campus expectations and processes for curriculum implementation, instructional planning and lesson internalization, classroom observation and feedback, professional learning, assessment and data review, intervention and progress monitoring, student support, and communication. Where appropriate, these systems will identify responsible staff members, expected timelines and frequency, documentation requirements, evidence of implementation, and processes for follow-up.

Campus leadership will establish regular cycles for reviewing implementation and impact. The purpose of monitoring will not simply be to determine whether an activity occurred or a document was completed. Leadership will examine whether systems are being implemented as intended, whether they are improving adult practice, whether they are contributing to stronger student learning, and what adjustments are needed.

Because CC Montessori is a small campus in which staff members frequently hold multiple responsibilities, systems will be designed to be **practical, sustainable, and appropriately scaled to the capacity of the school**. Systems building should create clarity rather than unnecessary bureaucracy. The campus will prioritize a limited number of high-leverage structures and routines that strengthen consistency, communication, shared accountability, and continuity.

The campus will also use an ongoing cycle of implementation, evidence collection, reflection, and adjustment. Practices that are demonstrating positive results will be strengthened and sustained; practices that are inconsistently implemented will receive additional support and monitoring; and practices that are not producing the intended results will be reconsidered or revised.

Through this work, CC Montessori will move from improvement efforts that may depend upon individual initiative or informal practices toward a more coherent campus approach in which

expectations are understood, responsibilities are clear, implementation can be monitored, evidence can be reviewed, and improvements can be sustained over time.

A Coherent System for School Improvement

These six components are intended to function as an interconnected system rather than as separate initiatives.

A guaranteed and TEKS-aligned curriculum establishes **what students are expected to learn**.

Rigorous, engaging, and developmentally responsive instruction establishes **how students should experience that learning**.

Planning, internalization, observation, feedback, and coaching strengthen **the capacity of adults to provide high-quality instruction**.

Assessment provides evidence of **whether students are learning what was intended and what they need next**.

Intervention and acceleration establish **how the campus responds when students require additional support or greater challenge**.

Systems building establishes **how CC Montessori ensures that these practices occur consistently, are monitored for effectiveness, and improve over time**.

Together, these six components allow CC Montessori to pursue significant academic improvement while preserving and strengthening the educational philosophy that defines the school. The goal is a stronger and more intentional Montessori program—one in which student independence is accompanied by academic challenge, choice is supported by clear curricular expectations, observation leads to instructional response, teachers receive meaningful support to strengthen their practice, and campus systems ensure that every student has access to the knowledge, skills, experiences, and support necessary to demonstrate meaningful academic growth and achievement.