

# 2016-17 CEIP for 171-Tanglewood ES

## 171-Tanglewood ES

Principal: **Connie J. Smith**

Leadership Director: **Beth Hollinger**

### Accountability Status

**SELECT 2016 ACCOUNTABILITY STATUS**

### Campus Distinctions

Top 25% Student Progress

Academic Achievement in Reading/Language Arts

Academic Achievement in Math

Academic Achievement in Science

Postsecondary Readiness

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

**I certify acceptance and compliance with all provisions set forth by:**

- |     |                                  |   |
|-----|----------------------------------|---|
| YES | the Fort Worth ISD School Board; | 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 Learning Network leadership team. |
| YES | the Texas Education Code;        |   |
| YES | No Child Left Behind;            |   |
| YES | Title I, Part A; and             |   |
| YES | the School Improvement Program.  |   |

*Click here to see the full Guide to Campus Assurances*

### SBDM Members

Name	Role
Julie Hannan	Teacher
Christine Feldman	Teacher
Louann Walton	Teacher
Tricia Clynch	Teacher
Curtis Boerner	Teacher
Lisa Yager	Teacher
Rachel Cook	Campus Non-Tch Prof
	District-level Staff
Eric Simanek	Parent
Clif Wiegand	Parent
Meredith Hartung	Parent
Paulette Crumley	Business Rep
Nancy Lohman	Business Rep
Molly Hyry	Community Rep
Carolyn Bell	Community Rep
Joanna Crain	Parent
	Select
	Select
	Select
	Select

### Fort Worth ISD

*Preparing all students for success in college, career, and community leadership.*

# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 171-Tanglewood ES

**Principal:** Connie J. Smith

<b>Data Sources Used</b> Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
<b>Demographics</b>	<b>1.</b>	White - 631 (75%) Hispanic - 66 (8%) AA - 31 (4%) Asian - 84 (10%) American Indian - 20 (2%) Pacific Islander - 4 (less than 1%)	<b>1.</b>	We have two Hispanic children who failed all sections of 4th grade STAAR (one is SPED). We need to provide maximum support to assist our student groups.	<b>1.</b>	A priority is to close the achievement gap and increase advanced progress in all student groups.
<b>Student Achievement</b>	<b>1.</b>	Our students achieve at a high level. All areas and groups were 98% or above. We received distinctions in all academic areas.	<b>1.</b>	We continue to work with our special education, ED, and Hispanic students to close the achievement gap. Two children failed all three sections in fourth grade.	<b>1.</b>	Early intervention for primary grades is a priority to have all students reading at or above grade level by third grade. Provide immediate intervention to new students who enter below level.
<b>School Culture and Climate</b>	<b>1.</b>	Our staff is very cohesive and the PLCs work well together. Lines of communication are always open and respected.	<b>1.</b>	We need to evolve with our systems to ensure that all stakeholders are well informed and receive fair and consistent treatment as the campus grows.	<b>1.</b>	The priority for 2016 -2017 is to maintain an optimal culture that allows all teachers and staff to thrive.

<b>Staff Quality/ Professional Development</b>	1.	All teachers are required to have GT hours. Teachers in literacy are trained extensively in writing process. PD is designed and/or adapted for our school population.	1.	There are more new teachers this year who need to get GT hours and targeted PD. We must assimilate the teachers to understand the necessity and strategies for differentiation.	1.	Assist teachers with their PD plans to focus on individual assignments and needs. Schoolwide PD will be using technology to further GT and intervention opportunities.
<b>Curriculum, Instruction, and Assessment</b>	1.	The teachers ensure that the grade level TEKS are mastered. We use multiple data sources to drive instructional decisions. Data review is an ongoing process. In addition to the CF, we challenge our students with materials on their instructional level.	1.	Continue to review and follow the curriculum framework, formative and summative assessments to adjust to the specific needs of our campus and students. Use supplemental sources to enhance the instructional program.	1.	Use data to drive decisions. Vary instructional strategies and groupings as progress is monitored. Use all available resources.
<b>Family and Community Involvement</b>	1.	The community involvement is maximized with numerous opportunities for volunteerism. The PTA is active and supportive of the instructional program.	1.	The school needs to use SBDM as a sounding board and advisory committee as we look forward to build a new school.	1.	Work with the community to determine the best way to split the campus, build a new school and/or accommodate the increasing enrollment.
<b>School Context and Organization</b>	1.	The organization continues to work together for the good of all children, understanding the context of our school within a large district.	1.	Continue to help staff and community respect the "big picture" of how our school fits into the district and pyramid.	1.	Work with the pyramid to promote vertical alignment and goals.

**2016-17 CEIP for 171-Tanglewood ES**

**Budget Summary**

**Principal: Connie J. Smith**

**Leadership Director: Beth Hollinger**

Summary by Fund Source

<b>Fund Source</b>	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	<b>GRAND TOTAL budgeted in CEIP</b>
Professional Development	0	0	0	2,650	14,000	0	\$ 16,650
Tier I Instruction	0	0	0	14,500	38,000	0	\$ 52,500
School Readiness	0	0	0	0	10,000	0	\$ 10,000
Third Grade Reading	0	0	30,000	7,500	7,500	0	\$ 45,000
Campus Needs Assessment	0	0	0	31,000	2,000	0	\$ 33,000
<b>TOTAL</b>	\$ -	\$ -	\$ 30,000	\$ 55,650	\$ 71,500	\$ -	\$ 157,150
<b>Allocations</b>	-	-	-	-	-	-	-
<b>Percent Budgeted</b>	NA	NA	NA	NA	NA	NA	NA

**Compensatory Education Fund - FTEs**

**2016-17 CEIP for 171-Tanglewood ES**

**Professional Development Action Plan**

**Principal: Connie J. Smith**

**Leadership Director: Beth Hollinger**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic Plan</b>	Objective:	4.1 Develop a strong recruitment, selection, leadership, and continuous training model which acknowledges educating students as our core mission
<b>Plan</b>	Strategy:	1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	By June, 2017, teachers will complete the annual PD process by developing individual plans, monitoring their progress and completing their professional growth activities. Staff will document their participation and discuss the implementation of their learning and effectiveness in the BOY,MOY, and EOY conferences.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Counselors will receive extensive training through QPR and Hope Squad to lead student leaders in a suicide prevention program.	C. Smith, Alicia Johnson, Diane Rowton	Sept. training - program throughout the year	Pull-Out	Other	\$2,000	
		Two teachers will attend Lucy Calkins in the summer for Writing Institute. (If accepted)	C. Smith, identified teachers	Summer, 2017	Pull-Out/ Vendor	Other	\$8,000	
		F and P testing and review - new teachers will receive training	D. McKenzie, K - 2 teachers	BOY, MOY, EOY	Pull-Out/ PLC	Other	\$2,500	
		GT committee will review and identify new students	D. McKenzie, GT committee	Spring, 2017	Saturday	Local	\$1,000	
		TTESS training for admin. - consultant	C. Smith	BOY	PLC	Local	\$500	
		IEP training for new teacher	C. Casas	Sept., 2016	Pull-Out	Local	\$150	
		All classroom teachers will complete their G/T update hours and/or initial 30 hours of training.	C. Smith, Dana McKenzie, Doug Mocek	By August, 2017	After Sch	Other	\$0	
		TELPAS testers will be out one half day for testing. (8 teachers)	D. Mocek	Spring, 2017	Pull-Out	Local	\$1,000	
		Librarian will attend state conference.	R. Cook	Spring, 2017	Pull-Out	Other	\$1,500	
		PLCs/grade levels will meet weekly	Grade chairs	2016-2017	Faculty Mgt	Other	\$0	
		PD will be provided to all teachers on goal setting.	C. Smith	Fall 2016	Faculty Mgt	Local	\$0	
		New teachers will receive PD on data analysis.	D. McKenzie	Fall 2016	After Sch	Local	\$0	
		All classroom teachers will complete an individualized professional growth/development plan as a part of the TTESS process and progress will be monitored and supported throughout the year.	C. Smith, D. Mocek, D. McKenzie	August - June	Faculty Mgt	Other	\$0	
		Curriculum modules will be completed for content areas	C. Smith	Waiver Days	Faculty Mgt	Other	\$0	
		Technology PD will be offered through campus and district training. (IPAD)	D. Mocek and K. Payne	August - June	Faculty Mgt	Other	\$0	
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						

**2016-17 CEIP for 171-Tanglewood ES**

**Tier I Instruction Action Plan  
Leadership Director: Beth Hollinger**

**Principal: Connie J. Smith**

<b>District Strategic Plan Alignment</b>	Goal:	1. Increase Student Achievement
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
	Measure:	1.1 Graduation rates

<b>Focus</b>	By 2017, 90% of the students will meet or exceed standard in reading, writing, mathematics and science with at least 50% Advanced at all tested grade levels. In addition, cohort groups will increase advanced status by 2% or exceed 70%. This will be measured in all grades by report card grades, standard and benchmark assessments, and authentic work samples.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Monitor literacy levels for all students to insure maximum	Admin. Team	BOY,MOY,	PLC	Other	\$0	
		Utilize supplemental resources to promote high level thinking	Teachers	BOY,MOY,	PLC	Other	\$20,000	
		Utilize Accelerated Reader as part of the reading program to	2 - 5 Teachers	BOY, MOY,	PLC	Local	\$10,000	
		Promote authentic learning activities and programs for all	Teachers	BOY,MOY,	PLC	Local	\$3,000	
		Provide enrichment opportunites (i.e.UIL and after-school	PTA and admin	BOY, MOY,	After Sch	Other	\$10,000	
		Review all data sources to drive instruction and insure that	Admin. Team	BOY, MOY,	PLC	Other	\$0	
		Align instruction and provide interdisciplinary learning	Admin. And	BOY, MOY,	PLC	Other	\$0	
		ID G/T students and provide enrichment activities for	Admin. And GT	MOY	After Sch	Local	\$500	
		Differentiate instruction through small groups and center	Teachers	BOY, MOY,	PLC	Local	\$1,000	
		Emphasize writing across the curriculum to support the	Teachers	BOY, MOY,	PLC	Other	\$8,000	
		Utilize journaling and reading, writing, and speaking	Teachers	BOY,MOY,	PLC	Other	\$0	
		Engage students in "student centered" activities in order to	Teachers	BOY, MOY,	PLC	Other	\$0	
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							

**2016-17 CEIP for 171-Tanglewood ES**

**School Readiness Action Plan**

**Principal: Connie J. Smith**

**Leadership Director: Beth Hollinger**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic Plan</b>	Objective:	3.1 Empower parents and the community to be full partners in students' educational success
<b>Plan</b>	Strategy:	3.1 Connect families and community to opportunities to expand their knowledge
<b>Alignment</b>	Measure:	1.1 Graduation rates

<b>Focus</b>	90% of the Kindergarten students will be reading at a minimum of level D on Fontess and Pinnell by the end of the year, and all students will make at least a year's growth.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Provide pre-kindergarten age students with FWISD options on other campuses	Admin.	BOY, MOY, EOY	After Sch	Other	\$0	
		Communicate with local pre-school programs about kindergarten expectations and kindergarten enrollment	Admin. And PTA	EOY	After Sch	Other	\$0	
		Have a parent meeting for all new kindergarten parents to communicate expectations and procedures.	Admin. And kindergarten teachers	BOY	After Sch	Other	\$0	
		Kindergarten students will be provided a comprehensive language arts program that promotes reading, writing, and speaking.	Kindergarten teachers	BOY, MOY, EOY	PLC	Other	\$3,500	
		Children will be assessed throughout the year to monitor progress and provide targeted instruction on students' individual levels.	Admin and kindergarten teachers	BOY, MOY, EOY	PLC	Other	\$5,000	
		Small group instruction will be provided daily to differentiate for the levels of learning in the classroom	Kindergarten teachers	BOY, MOY, EOY	PLC	Other	\$0	
		Intentional "student centered" opportunities will be integrated into lessons.	Kindergarten teachers	BOY, MOY, EOY	PLC	Other	\$0	
		Prospective parents will be invited to tour the school and attend school functions.	Admin. And PTA	BOY, MOY, EOY	PLC	Other	\$1,500	
		Prospective parents are included in the Tanglewood Elementary social media pages to provide information about the school.	Admin. And PTA	BOY, MOY, EOY	PLC	Other	\$0	
		Communicate with local pre-school programs and realtors about kindergarten expectations and kindergarten enrollment						
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						

**2016-17 CEIP for 171-Tanglewood ES**

**Third Grade Reading Action Plan**

**Principal: Connie J. Smith**

**Leadership Director: Beth Hollinger**

<b>District</b>	Goal:	1. Increase Student Achievement Priority: 3rd Grade Reading
<b>Strategic</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
<b>Plan</b>	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	90% or greater of the third grade students in all demographic categories will meet or exceed state standards with at least 65% meeting the final phase-in standard. This will be measured by formative and summative assessments, benchmarks, and STAAR.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Review data from 2nd grade and identify students reading below level in order to provide immediate instructional support.	Admin. And teachers	BOY	PLC	Other	\$0	
		Administer an F and P, Achievement 3000, and STAR (AR) to all new students to identify reading levels.	Admin. And teachers	BOY	PLC	Other	\$2,500	
		Administer Star (AR) test to identify individual levels to assign AR point goals (grades 3 - 5). AR is a part of the Tanglewood reading program and figured with their reading grade.	Admin. And teachers	BOY	PLC	Local	\$0	
		Novel units will be developed and implemented to challenge students' interest and comprehension.	Admin. And teachers	BOY,MOY ,EOY	Faculty Mgt	Other	\$5,000	
		Students will be required to read non-fiction literature as part of their AR requirement.	Admin. And teachers	BOY,MOY ,EOY	PLC	Local	\$7,500	
		Achievement 3000 will be implemented for students reading below grade level.	Admin. And teachers	BOY,MOY ,EOY	Faculty Mgt	Other	\$0	
		Scheduling will be adjusted to allow classroom teachers to provide interventions and enrichment.	C. Smith	BOY,MOY ,EOY	PLC	Other	\$0	
		Provide targeted interventions at all grade levels to support students to master grade level TEKS.	Admin. And teachers	BOY,MOY ,EOY	PLC	Priority	\$30,000	
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						



**2016-17 CEIP for 171-Tanglewood ES**

**Campus Needs Assessment Action Plan**

Principal: **Connie J. Smith**

Leadership Director: **Beth Hollinger**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
<b>Plan</b>	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Increase the achievement level of our demographics groups to close the gap between majority and minority students. This will be measured by disaggregating data sources and comparing the students' progress.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Pre-assessment results will be reviewed to identify at-risk students by demographic groups.	Admin. Team and teachers	BOY	Faculty Mgt	Other	\$0	
		Student progress will be monitored and instruction will be adjusted based on data throughout the year.	Admin. Team and teachers	BOY,MOY,EOY	PLC	Other	\$0	
		Interventions will be provided to identified students starting the first six weeks.	Admin. Team and teachers	BOY,MOY,EOY	Pull-Out	Local	\$30,000	
		RTI will be utilized and monitored closely to track progress and drive instructional decisions.	Admin. Team and teachers	BOY,MOY,EOY	PLC	Local	\$0	
		Parent conferences will be held to insure that stakeholders are working together and supporting the student.	Admin. Team and teachers	BOY,MOY,EOY	After Sch	Other	\$0	
		Attendance will be monitored and action will be taken in accordance with state and district expectations to assure that students are not missing school for unexcused absences, tardies, late arrivals, or early dismissals.	Admin. Team and teachers	BOY,MOY,EOY	PLC	Other	\$2,000	
		Counseling services will be provided to targeted students to encourage good study habits and positive self esteem. (Social-emotional development)	Alicia Johnson and Diane Rowton	BOY,MOY,EOY	Faculty Mgt	Local	\$1,000	
		Support staff capacity and efficacy to maintain a positive and efficient work climate as the school grows.	Admin. Team and teachers	BOY,MOY,EOY	Faculty Mgt	Local	\$0	
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						