

2016-17 CEIP for 225-Bonnie Brae ES

225-Bonnie Brae ES

Principal: Samantha Gonzalez

Leadership Director:

Accountability Status

Met Standard

Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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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
Angela Owens	Campus Non-Tch Prof
Stephanie Vallejo	Teacher
Ruby Ransom	Teacher
Estefania Torres	Teacher
Daniel Chavez	Teacher
Cindy Forestier	District-level Staff
Alexis Newman	Community Rep
Troy Morton	Additional Appointed Rep
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	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: 225-Bonnie Brae ES

Principal: Samantha Gonzalez

Data Sources Used Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	No	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
Demographics	1.	All students live in single family homes with low mobility.	1.	Because campus is very homogenous, lacks a level of diversity and exposure beyond neighborhood.	1.	Creating exposure to other cultures and experiences.
	2.	The TAP program has grown and been integrated into the campus.				
Student Achievement	1.	Reading and MathScores on state assessment have increased. There has been an upward movement in both contents.	1.	Vocabulary development	1.	Vertical planning between grades to share needs of each grade level.
	2.	Campus has met standard in all four indexes.	2.	Stronger writing skills across all grade levels	2.	Provide interventions to lower grades to address foundational gaps.
					3.	Continue to purchase and use Mentoring Minds as a support to address increase in testing scores.
School Culture and Climate	1.	Students are happy, compliant and overall there are few concerns with attitude and discipline.	1.	More "Elementary" activities	1.	Set expectations for independence with parent communication and campus wide implementation.
	2.	Staff feels safe at school	2.	Students need to be more independent	2.	Create more opportunities for interaction between all staff members.
	3.	Staff feels supported and that expectations are reasonable and fair.	3.	Teachers need to have relationships and know all staff members.	3.	Create a problem solving student group to focus on student behavior/campus routines.

Staff Quality/ Professional Development	1.	All Staff are highly qualified	1.	Need a connection between DL and RP teachers instead of a divide.	1.	PD on lesson planning with purpose
	2.	Teachers have 95% attendance rate for Campus PD				
Curriculum, Instruction, and Assessment	1.	Campus has multiple resourses: CF, STAAR materials	1.	Teacher are unsure how aligned to the framework they must be.	1.	Designate meeting time to discuss upcoming skills and plan together.
	2.	Fountas and Pinnell is used with fidelity oon the campus to provide acurate reading levels.			2.	Meetings times should be planned ans a on a set schedule.
	3.	Teachers produce strong results in Reading				
Family and Community Involvement	1.	Monthly literacy Project very successful.	1.	Very few parents are actually volunteering, need to increase numbers.	1.	Family Museum Night
	2.	Family academic nights bring large crowds.	2.	Not able to get parents in for conferences that we need to speak with.	2.	Schedule Open House night ealy in first six weeks
	3.	Newsletter has become an effective way to communicate with parents.	3.	Do not have a consistant community partner.	3.	Push using email more as a way to communicate with parents.
School Context and Organization	1.	Systems on the campus are organized	1.	Need to consider creative ways to address bridge classes	1.	Keep meetings small so that all voices can be heard.
	2.	Teachers want to help and "teach" each other	2.	Schedule changes during the week are not always smooth and can create confusion.	2.	Have monthly "touch base" meetings with the teachers.

2016-17 CEIP for 225-Bonnie Brae ES

Budget Summary

Principal: Samantha Gonzalez

Leadership Director:

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	5,625	0	0	0	0	0	\$ 5,625
Tier I Instruction	75,000	3,065	0	0	0	0	\$ 78,065
School Readiness	14,450	0	0	0	0	0	\$ 14,450
Third Grade Reading	15,700	0	0	0	0	0	\$ 15,700
Campus Needs Assessment	3,000	0	0	0	0	0	\$ 3,000
TOTAL	\$ 113,775	\$ 3,065	\$ -	\$ -	\$ -	\$ -	\$ 116,840
Allocations	140,503	3,065	-	-	-	-	
Percent Budgeted	81%	100%	NA	NA	NA		

Compensatory Education Fund - 25 FTEs

2016-17 CEIP for 225-Bonnie Brae ES

Professional Development Action Plan

Principal: Samantha Gonzalez

Leadership Director:

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	The campus will create oppurtunities to colaborate across grade levels so that teachers able to understand and support grade levels beyond their own. They will plan and design lessons with the background knowledge that is created from vertical alignment and recognition of upcomomg grade level expectations.
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		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1,2,7	LEP	Vertical alignment Meetings ongoing during the day and faculty meetings (groups with protocols)	Principal & Data Analyst	Fall/Spring	Pull-Out	Title I	\$ 5,000.00	Fall - October Spring - March
1		Bi-Weekly PLC with individual grade levels	Principal & AP	on going	PLC			During conference periods
1		Lesson planning will address outcomes for each lesson	Principal & AP	Fall	After Sch			
4	LEP	Bilingual Conference	teachers	Fall	Saturday	Title I	\$ 625.00	5 teachers attending
1,9		Writing expectation PD How to model	principal & AP	October	After Sch			will work with literacy dept on training
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 225-Bonnie Brae ES

Tier I Instruction Action Plan

Principal: Samantha Gonzalez

Leadership Director:

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

Focus	Tier one instruction will be targeted with direct instruction from the teacher and independent practice that has a clear and defined outcome for all students.
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Title I Components	PBMAS	Alignment	Expectations				Amnt	Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		
1,2		Lesson planning PD	Principal & AP	Sept-Nov	After Sch			
		BiWeekly PLC meetings	Principal & AP	On going	PLC			During conference times
1		Verical alignment PLC	Principal & AP	Fall/Spring	Pull-Out/	Title I		Meetings will occur once in
		Accelerate reader will be used to motivate and monitor	Librarian	on going		Title I	\$ 3,500.00	AR contract fee
9		Regular monitoring of student progress in leadership and	data analyst	on going		Title I	\$58,000.00	salary
		technology to support classroom instruction	teachers	December		Title I	\$ 5,000.00	chromebooks or tablets,
		Campus will host several parent involvement	Admin &	Feb, May		TI/PtInv	\$ 3,065.00	
		Achieve 3000 & Smarty Ants established rotations in each	Data Analyst &	Nov-June		Title I	\$ 8,500.00	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

2016-17 CEIP for 225-Bonnie Brae ES

School Readiness Action Plan

Principal: Samantha Gonzalez

Leadership Director:

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

Focus	All PreKinder and Kindergarten students will finish the 2016-2017 school year on EOY reading level, and have number identification for the grade level to ensure success in the 2017-2018 school year.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
7		Teachers will regularly conference with parents to create open communication about each child's progress.	Teachers	on going	After Sch	Title I	\$ 2,500.00	One for each of the 25 teachers
9		Students will be provided pull out instructional assistance when not making expected academic gains	Title One Assistant	Daily		Title I	#####	Asst. Salary
		PreK will focus on initial sound recognition of labeling words in writing to support kinder students beginning writing.	Teachers	on going	PLC	Title I	\$ 450.00	Supplies - journals
1		PLC with Prek, K and 1st teachers to create consistent vertical alignment between all three grade levels.	Administration & teachers	fall & Spring	Pull-Out	Title I		Subs for the two days \$ noted in PD
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)				

2016-17 CEIP for 225-Bonnie Brae ES

Third Grade Reading Action Plan

Principal: Samantha Gonzalez

Leadership Director:

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

Focus	Every student's reading lexile level will increase by 200 points by the end of the school year in order to ensure all are on grade level when entering the third grade.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
9		Individual tracking of reading levels by students (1st & 2nd) After school tutoring for 2nd and 3rd graders	Teachers teachers	on going 2X a week	Faculty Mgt	Title I \$ 4,000.00	4th and 5th graders will be served by tutoring as well. certified teacher
9	LEP	Pull out reading tutor to work with 3rd, 4th & 5th Additional library books at gold and silver star levels	Tutor librarian	2X a week december		Title I \$ 5,000.00 Title I \$ 1,500.00	
1		Vertical alignment meetings	Principal & Data Analyst	fall & Spring		Title I	Amount noted in PD
9	LEP	Bilingual pull out tutoring during the day for 2nd & 3rd in the spring	tutor	2X a week		Title I \$ 5,000.00	
	SPED	Training Region 20 District implementation of Achieve 3000	SPED teacher teachers	Novemer on going	Pull-Out	Title I \$ 200.00	Subs
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)					

2016-17 CEIP for 225-Bonnie Brae ES

Campus Needs Assessment Action Plan

Principal: Samantha Gonzalez

Leadership Director:

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

Focus	Writing will occur daily and across all content areas in order to increase writing skills at every grade level.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)	
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		Amnt
2		Document cameras and chart tablets for all teachers to model writing daily	teachers & Principal (will Monitor)	November	Faculty Mgt	Title I	\$ 3,000.00	Sticky chart tablet to display writing in classrooms
		Sharing writing at PLC twice every six weeks	Teachers & admin	on going	PLC			
9		Fourth grade students will produce one complete composition each six weeks	Teachers & admin	March				Writing binder checks
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		