

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 119-Daggett ES

Principal: Patty Cote

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| 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 | Yes | Cohort Analysis | Yes | Surveys |
| | Yes | Discipline | No | Support Systems | No | Fund Balance |
| | Yes | Instruction | No | Intervention Services | No | Recruit & Retain Quality Staff |
| | No | Curriculum | No | Dropout Identification | Yes | VOC-Customer Feedback |
| | Yes | Student Data | Yes | Achievement Gap | No | Other - enter data source here |
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| 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. | Student population is comprised of mostly Hispanic students. 90% of students are economically disadvantaged. Campus is direct certified. | 1. | Many students live in very impoverished situations and struggle with homelessness and high mobility. | 1. | Title One assistants will provide targeted instruction in reading for students in grades 2-5 reading below grade level. |
| | | | 2. | Veteran and novice teachers lack knowledge and expertise to assist students in high at risk situations. | 2. | Campus Data Analyst will be utilized to provide detailed analysis of student data for teachers and admin staff. |
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| Student Achievement | 1. | Campus met expectations in Index 2 and 4. | 1. | Approximately 50% of students read and comprehend below grade level. | 1. | Title One assistants will provide targeted instruction in reading for students in grades 2-5 reading below grade level. |
| | 2. | Slight increases in Index 2 and 4 from 2015 results. | 2. | Students lack basic conceptual knowledge of mathematics. | 2. | Campus Data Analyst will be utilized to provide detailed analysis of student data for teachers and admin staff. |
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| School Culture and Climate | 1. | Climate has continued to become more stable and customer centered. | 1. | Deeply embedded beliefs in outdated teaching techniques exists among most teaching staff. | 1. | Teachers will receive instructional coaching through Data Analyst and Leadership Team who will focus on working with teachers and engaging all staff in coaching activities. |
| | | | 2. | Students lack a true interest in reading outside of classroom assignments. | 2. | Funds for principal's book of the month which provides positive character traits and a love of reading. |
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| Staff Quality/ Professional Development | 1. | Veteran staff possess desire to enhance teaching practices but lack the resources to do so. | 1. | Teachers are not engaged in rigorous, targeted professional development. | 1. | Eric Jensen's book study |
| | | | 2. | Teachers have not had access to several initiatives (formative assessment and student engagement) | 2. | Utilize T-Tess data from teachers to guide any budget needed for staff development. |
| | | | | | 3. | Provide staff development in direct instruction techniques and data analysis. |
| Curriculum, Instruction, and Assessment | 1. | Most teachers know how to adapt materials and assessments to meet the needs of students. | 1. | A heavy reliance on test preparation materials in grades 3-5 has resulted in stagnant scores for students. | 1. | Title One Teacher/Instructional Coach will assist teachers in the integration of proven instructional methods that more fully engage students. |
| | | | 2. | Primary grade students are engaged in independent work that is not rigorous and relevant. | 2. | Computer lab assistant presents lesson on computer literacy and implements the reading and math intervention computer based programs. |
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| Family and Community Involvement | 1. | Families show genuine interest in assisting their children and support school efforts. | 1. | The campus PTA needs a restart with a new board of officers. | 1. | Restart PTA |
| | 2. | Community is supportive of school. St Paul Lutheran Church has two robust outreach programs on campus. | 2. | Outside resource are not targeted nor coordinated into a collective effort. | 2. | Utilize family liaison to reach out to families and facilitate school and family communications. |
| | | | | | 3. | Leadership ISD partners will help facilitate coordination of community resources on campus. |
| School Context and Organization | 1. | Teachers express desire for campus to progress academically and in the social and emotional support given to students. | 1. | Years of an adult centered mindset is a hindrance to efforts to advance student achievement. | 1. | Provide professional development in strategies to build relationships with students and families. |
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2016-17 CEIP for 119-Daggett ES

Budget Summary

Principal: Patty Cote

Leadership Director: Sonja Starr-Malone

Summary by Fund Source

| Fund Source | TITLE I | TITLE I (PARENT INV) | FOCUS/PRIORITY | LOCAL | OTHER | NONE | GRAND TOTAL budgeted in CEIP |
|--------------------------|-------------------|-------------------------|----------------|---------------|-------------|-------------|---|
| Professional Development | 63,000 | 0 | 0 | 0 | 0 | 0 | \$ 63,000 |
| Tier I Instruction | 5,000 | 0 | 0 | 0 | 0 | 0 | \$ 5,000 |
| School Readiness | 0 | 0 | 0 | 0 | 0 | 0 | \$ - |
| Third Grade Reading | 98,750 | 0 | 0 | 0 | 0 | 0 | \$ 98,750 |
| Campus Needs Assessment | 4,500 | 0 | 0 | 0 | 0 | 0 | \$ 4,500 |
| TOTAL | \$ 171,250 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 171,250 |
| Allocations | 217,000 | - | - | 58,000 | - | - | |
| Percent Budgeted | 79% | NA | NA | 0% | NA | | |

Compensatory Education Fund - FTEs

2016-17 CEIP for 119-Daggett ES

Professional Development Action Plan

Principal: Patty Cote

Leadership Director: Sonja Starr-Malone

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

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| Focus | The campus will implement a PLC process focused on lesson planning and vertical articulation. |
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| Title I Components | PBMAS | Alignment | | Expectations | | | | Comments (+/Δ) |
|--------------------|-------|---|--|------------------|-------------|---------------|-------------|----------------|
| | | Implementation Action Steps | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 1,2,3,4 | LEP | Teachers will participate in PLCs focused on developing rigorous and relevant lessons aligned to student learning objectives. | Patty Cote, Michelle Dean, Debora Fuentes, Katy Reed | 1617 school year | Faculty Mgt | Title I | \$63,000.00 | |
| 1,2,3,4 | | Train teachers in the use of structured lesson planning strategies | Patty Cote, Michelle Dean, Debora Fuentes, Katy Reed | 10/10/2016 | Faculty Mgt | | | |
| 1,2,3,4 | LEP | Train Math teachers in the use of Kagan strategies | Patty Cote, Suzanne Flores | 10/10/2016 | Faculty Mgt | | | |
| 1,2,3,4 | | Train teachers in how to break down learning standards | Patty Cote, Michelle Dean, Debora Fuentes, Katy Reed | 8/24/2016 | Faculty Mgt | | | |
| 1,2,3,4 | SPED | Train teachers in SnowVance and technology based formative assessment strategies | Patty Cote, Michelle Dean, Debora Fuentes, Katy Reed | 11/7/2016 | Faculty Mgt | | | |
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| Opportunity | | Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | |

2016-17 CEIP for 119-Daggett ES

Tier I Instruction Action Plan

Principal: Patty Cote

Leadership Director: Sonja Starr-Malone

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| District Strategic Plan Alignment | 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: | 1.5 Achievement and passing rates on state and local assessments |

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| Focus | The campus will implement a data monitoring system that captures the strengths and weaknesses of each student, identifies best processes among teachers, and decreases the need for Tier 2 and Tier 3 interventions. |
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| Title I Components | PBMAS | Alignment | | Expectations | | | | Comments (+/Δ) |
|--------------------|-------|---|---------------------------|---------------------|-------------|---------------|-------------|----------------|
| | | Implementation Action Steps | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 2,3,8,9 | | Train teachers in data analysis protocols | Cote, Dean, Fuentes, Reed | 11/14/2016 | Faculty Mgt | | | |
| 2,3,8,9 | | Establish norms and agenda for data meetings | Cote, Dean, Fuentes, Reed | 10/3/2016 | PLC | | | |
| 2,3,8,9 | SPED | Track student progress with personalized data folders. | Teachers, Reed | 1617 school year | PLC | | | |
| 2,3,8,9 | LEP | Establish student progress goals | Teachers, Students | 1617 school year | Faculty Mgt | | | |
| 2,3,8,9 | LEP | Conduct student progress conferences every 6 weeks | Teachers | 1617 school year | | | | |
| 2,3,8,9 | | Teachers will use formative assessments in every lesson to monitor student understanding of learning | Teachers | 1617 School Year | | | | |
| 2,3,8,9 | LEP | Teachers will use data in making informed decisions for Tier One instruction and interventions | Teachers | 1617 school year | | | | |
| 2,3,8,9 | SPED | Teachers will utilize Achieve 3000 to monitor progress and increase student lexile levels in reading | Teachers | 10/24/16 - 6/1/2016 | | | | |
| 2,3,8,9 | | Teachers will utilize STAAR formatted materials in guided instruction | Teachers | 10/11/16 - 5/5/2016 | | Title I | \$ 5,000.00 | |
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| Opportunity | | Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | |

2016-17 CEIP for 119-Daggett ES

School Readiness Action Plan
Leadership Director: Sonja Starr-Malone

Principal: Patty Cote

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| District | Goal: | 1. Increase Student Achievement Priority: Kindergarten Readiness |
| Strategic Plan | 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 |
| Alignment | Measure: | 1.5 Achievement and passing rates on state and local assessments |

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| Focus | The campus will engage with families and community members to provide parental engagement opportunities and access to resources. Early childhood classes will include the use of Conscious Discipline strategies to support students' social and emotional well-being. |
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| Title I Components | PBMAS | Alignment | Expectations | | | | | Comments (+/Δ) |
|--------------------|---|---|----------------------------------|------------------------|---------|---------------|------|----------------|
| | | Implementation Action Steps | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 6,7,9 | LEP | Coordinate with SBDM and community resources to plan and implement parent and community engagement activities focused on early childhood development | Cote, SBDM, Wampach, Solis | 1617 school year | | | | |
| 7 | LEP | Include pre-school learners in campus Reading is Fundamental book distributions | Wampach, Tom | Fall 2016, Spring 2017 | | | | |
| 6,7,9 | LEP | Coordinate activities with Parent Liaison and Parent Educator for sustained participation in Play and Learn classes | Solis, Cote, Lopez | 1617 school year | | | | |
| 7 | LEP | Pre-K students will be included in campus wide data and goal setting focus based on early childhood performance standards | PK teachers, Cote, Dean, Fuentes | 1617 school year | | | | |
| 1,6,7 | | Conscious Discipline strategies will be presented to families during family nights to empower parents with varied strategies for developing students' self regulating skills. | Wampach, Cote, Dean | 12/8/16 and 2/9/17 | | Title I | | |
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| Opportunity | Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | | |

2016-17 CEIP for 119-Daggett ES

Third Grade Reading Action Plan

Principal: **Patty Cote**

Leadership Director: **Sonja Starr-Malone**

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| District | Goal: | 1. Increase Student Achievement Priority: 3rd Grade Reading |
| Strategic Plan | 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 |

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| Focus | The campus will engage in professional development activities that enhance teacher practices in reading in grades PK-5. Teachers will engage in planning lessons with the end in mind and differentiated to meet the needs of all learners in order for each child to gain 200 lexile points in reading per 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 | |
| 1,2,3,4 | LEP | Track student progress with data folders that state student goals and monitoring student progress with conferences to be held with students | Patty Cote, Katy Reed | 10/1/2016 - 5/26/2016 | | | | |
| 1,2,3,4 | SPED | Teachers will use formative assessments in every lesson to monitor student understanding of learning | Patty Cote | 1617 school year | | | | |
| 1,2,3,4 | LEP | Teachers will use data in making informed decisions regarding the need for interventions and acceleration for student instruction | Teachers, Katy Reed | 1617 school year | | | | |
| 1,2,3,4 | LEP | Students will track their own learning by using a data folder and having regular face to face conferences with their teacher regarding progress | Teachers | 1617 school year | | | | |
| 1,2,3,4 | SPED | Students identified in need of intervention will receive support in reading from Title One interventionist (push in and pull out) | Teachers, Cote, Dean, Fuentes, Copeland | 1617 school year | | Title I | \$22,500.00 | |
| 1,2,3,4 | LEP | All students will receive targeted through Achieve 3000 lessons delivered via technology. | Teachers and Students | 1617 school year | | | | |
| 1,2,3,4 | LEP | Teachers will utilize Achieve 3000 in the classroom two times per week to increase student engagement with expository text | Cote, Reed, Markland, Wiley | 1617 school year | | Title I | \$76,250.00 | Two CAI teaching assistants and purchase of 26 additional ipads |
| 1,2,3,4 | LEP | Achieve 3000 will be used as a data tracking tool and instructional tool for all students in order to gain 200 lexile points or more per year in reading | Cote, Reed, Teachers, Markland, Wiley | October 2016 - May 2017 | | | | |
| Opportunity | | Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | |

2016-17 CEIP for 119-Daggett ES

Campus Needs Assessment Action Plan

Principal: Patty Cote

Leadership Director: Sonja Starr-Malone

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| 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 |

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| Focus | The campus will address the items in the Campus Needs Assessment through targeted professional development activities that address the social and emotional needs of learners, providing differentiated instruction, and developing rigorous and relevant lessons. |
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| Title I Components | PBMAS | Alignment | Expectations | | | | | Comments (+/Δ) |
|--------------------|---|---|---|------------------|-------------|---------------|-------------|----------------|
| | | Implementation Action Steps | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 1,2,3 | LEP | Teachers will engage in a book study of Eric Jensen's Teaching with Poverty in Mind | Cote, Reed, Fuentes, Dean, and Teachers | Spring 2017 | Faculty Mgt | Title I | \$ 1,500.00 | |
| 1,2,6,7 | LEP | Classrooms will be provided with the Book of the Month - principal selected book that focused on character development - in order to build positive character traits and foster a desire for reading in all students through shared text. | Cote | 1617 school year | | Title I | \$ 3,000.00 | |
| 1,2,3,4 | LEP | Teachers will participate in PLCs focused on developing rigorous and relevant lessons aligned to student learning objectives. | Cote, Reed, Fuentes, Dean and teachers | 1617 school year | | | | |
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| Opportunity | Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | | |