

2016-17 CEIP for 125-Eastern Hills ES

125-Eastern Hills ES

Principal: Paula Brooks

Leadership Director: Sonja Starr-Malone

Accountability Status

Met Standard

Campus Distinctions

Academic Achievement in Science

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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;

YES the Texas Education Code;

YES No Child Left Behind;

YES Title I, Part A; and

YES the School Improvement Program.

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.

[Click here to see the full Guide to Campus Assurances](#)

SBDM Members

Name	Role
Rose Eatmon	Teacher
Cindy Ruiz	Teacher
Kimberley Gatson	Teacher
Bertha Saavedra	Teacher
Antoinette Barnes	Additional Appointed Rep
April Jackson	Dist Emp Relations Council Rep
Veronica Benton	Campus Non-Tch Prof
Latonya Berry-Copeland	District-level Staff
Nicole Fox	Parent
Shauntia Yarbrough	Parent
Nakedra Anderson	Parent
Katrice Reed	Business Rep
Laura Smith	Business Rep
Angela Richard	Additional Appointed Rep
Nedra Warren	Community Rep
Davey Kirk	Community Rep
	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: 125-Eastern Hills ES

Principal: Paula Brooks

Data Sources Used 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	No	Fund Balance
	Yes	Instruction	No	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
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.	Diversity among student populations	1.	Close the achievement gap between White, African American, and Hispanic students; 43% increasing mobility rate	1.	Allocate funding towards African American/Hispanic student academic performance
	2.	Campus demographics: Black 55%; Hispanic 33%; Asian 7%; White 5%	2.	Push for submission of all Household Survey Forms		
			3.	Increasing population of Asian students that have English as their second language		
Student Achievement	1.	Hispanic 3rd grade reading increased 12% on STAAR; 5th grade math increased 27% with 43% Asian and 37% African American	1.	Double digit decreases in reading and writing STAAR data for all students; many students reading below grade level	1.	Allocate funding towards writing, reading, math, and science instruction/differentiation and teacher PD; small group instruction; push-in tutors; after school tutorial
	2.	Science STAAR increased 28% passing rate earning the campus a science distinction	2.	4th grade math 32% decrease; 4th grade Spanish writing 38% decrease	2.	Increase campus expectations that all students will graduate high school with the option for college through various activities
	3.	In PLCs student data is used to improve achievement through targeted intervention plans and/or professional development for teachers	3.	Ensure all students are successful and progressing reading levels through usage of Achieve 3000, Smarty Ants, Fountas & Pinnell, and reading fluency checks	3.	Use disaggregated data to monitor student achievement and progress in PLCs; develop targeted interventions to address needs in all subgroups

School Culture and Climate	1.	Increase in building collaboration and cohesiveness	1.	Building relationships with children of poverty	1.	Increase funding and professional development for staff on children of poverty
	2.	Staff recognition	2.	Creating a sense of community amongst all faculty and staff members	2.	Provide ongoing professional development in positive behavior supports
	3.	Focus on positive behavior supports for students	3.	Increase staff morale through more team building activities	3.	Implement a character program
Staff Quality/ Professional Development	1.	Campus based writing plan	1.	Tiered PD specific for teacher need	1.	Recognize employee achievements through Teacher of the Year; staff to staff recognitions and written communications
	2.	Small group and center rotations	2.	Appropriate Intervention lesson planning and delivery	2.	Allocate funds towards new teacher training
	3.	Response to Intervention	3.	Differentiated instruction; inclusion	3.	Continue identifying PD needs through disaggregating data & staff surveys
Curriculum, Instruction, and Assessment	1.	PLCs devoted to student data analysis and RTI	1.	Classroom management and positive behavior supports	1.	Allocate funds towards scientifically based intervention materials
	2.	Teacher use of Curriculum Frameworks and materials	2.	Increase in training for new teachers	2.	Campus leadership team will ensure instruction is at the appropriate level of rigor
	3.	Teacher collaborative planning	3.	Implementation of quality instructional best practices	3.	Allocate funds towards Title I Literacy Teacher(s) and Data Analyst
Family and Community Involvement	1.	Partnership with Junior League, Carswell Federal Prison, and Harrison & Emily Kirk Foundation	1.	Increase of PTA involvement	1.	Actively seek out building more relationships with community sponsors
	2.	Math, Science, Literacy, Wellness, STAAR nights; Report Card conferences	2.	Increase effective parent & teacher communication	2.	Review parent survey data and use input to increase parental satisfaction
	3.	Increase use of Family Communications Liaison	3.	Continue to implement activities that involve families and community	3.	Allocate funding towards more community events on campus
School Context and Organization	1.	Increase of SBDM planning and budgeting collaboratively with staff	1.	Decrease in the number of bullying incidents, student altercations, and referrals; increase in deescalation strategies by teachers and students	1.	Staff training on at risk students, bullying, Trust Based Relational Intervention, Honorable Character, RTI, and Restorative Discipline
	2.	Faculty and staff have the opportunities to express opinions in CERC, SBDM, and staff meetings	2.	Consistency of procedures school wide		

	3. Campus Emergency Plans	3. Use varied modes of communication with all families		
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2016-17 CEIP for 125-Eastern Hills ES

Budget Summary

Principal: Paula Brooks

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	86,000	0	0	0	0	0	\$ 86,000
Tier I Instruction	96,000	0	0	15,000	0	0	\$ 111,000
School Readiness	6,000	0	0	0	0	0	\$ 6,000
Third Grade Reading	0	0	0	13,000	0	0	\$ 13,000
Campus Needs Assessment	0	0	0	10,000	0	0	\$ 10,000
TOTAL	\$ 188,000	\$ -	\$ -	\$ 38,000	\$ -	\$ -	\$ 226,000
Allocations	203,193	12,920	-	52,593	-	-	-
Percent Budgeted	93%	0%	NA	72%	NA		

Compensatory Education Fund - 38 FTEs

2016-17 CEIP for 125-Eastern Hills ES

Professional Development Action Plan

Principal: Paula Brooks

Leadership Director: Sonja Starr-Malone

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:	4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	To retain and grow highly qualified teachers with a focus on enhancing classroom instruction through building relationships and monitoring and adjusting instruction based on student needs and data.
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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, 5, 9, 10	SPED	School wide behavior management program implementation and PD through Trust Based Relational Intervention, Restorative Discipline, Review 360 strategies, Honorable Character, and RTI	Administration, Teachers, Counselor, Social Worker, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I		
1, 2, 3 4, 5, 9, 10	ESL	Provide ongoing PD for teachers in formative assessments, effective classroom writing, reading, science, and math strategies and differentiation utilizing district and out of district reseach based resources; Title I Literacy Teacher provides coaching and targeted small group instruction to students	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I	\$65,000	
1, 2, 3 4, 5, 9, 10	ESL	Provide tiered PD to teachers in identified focus areas and specialized ongoing PD support to new teachers	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I	\$15,000	
1, 2, 3 4, 5, 9, 10	ESL	Continuous monitoring of the implementation of PD through walkthroughs, PLCs, and examination of students work/data.	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I	\$6,000	
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 125-Eastern Hills ES

Tier I Instruction Action Plan
Leadership Director: Sonja Starr-Malone

Principal: Paula Brooks

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:	1.1 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

Focus	Effective Tier I instruction with a focus on all students achieving a minimal 200 point lexile level increase by June 2017 through continuous progress monitoring.
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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, 8, 9, 10	ESL	Provide Direct Interactive Instruction (DII) training to staff	Administrators,	Ongoing	Faculty	Title I		
1, 2, 3, 8, 9, 10	ESL	Teachers will review and analyze core content data, Achieve	Administration,	Ongoing	Pull-Out/	Title I	\$65,000	
1, 2, 3, 8, 9, 10	ESL	Review and leverage AR program to increase reading fluency	Administration,	Ongoing	PLC	Title I	\$3,000.00	
1, 2, 3, 8, 9, 10	SPED	Zero Period focused on all 1st-5th grade students receiving	Administration,	Ongoing	Faculty	Title I	\$3,000	
1, 2, 3, 8, 9, 10	SPED	Provide extra classroom support via push-in tutors to provide	Administration,	Ongoing	PLC	Title I	\$10,000	
1, 2, 3, 8, 9, 10	LEP	Daily monitoring to ensure good core instructional practices	Administration,	Ongoing	Faculty	Title I	\$15,000	
1, 2, 3, 8, 9, 10	ESL	Small group Math and Reading instruction daily	Administration,	Ongoing	Faculty	Local	\$10,000	
1, 2, 3, 4, 8, 9,	ESL	Provide PD as needed for teachers in effective classroom	Administration,	Ongoing	Faculty	Local	\$5,000	
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 125-Eastern Hills ES

School Readiness Action Plan

Principal: Paula Brooks

Leadership Director: Sonja Starr-Malone

District Strategic Plan Alignment	Goal:	1. Increase Student Achievement Priority: Kindergarten Readiness
	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

Focus	Effective Tier I instruction with a focus on school readiness for pre-kindergarten and kindergarten students, continuous progress monitoring, and effective instruction.
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Title I Components	PBMA	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3 4, 7, 9, 10	ESL	Continuous progress monitoring of reading readiness and early reading skills; pre-primer and primer sight word focus; use Smarty Ants data assessments to develop common literacy strategies across grade levels	Administration, Teachers, Title I Teacher, Data Analyst, DII Coach	Ongoing	Faculty Mgt/PLC	Title I		
1, 2, 3 4, 5, 7, 9, 10	SPED	School wide behavior management program implementation and PD through Trust Based Relational Intervention, Restorative Discipline, Review 360 strategies, Honorable Character, and RTI	Administration, Teachers, Title I Teacher, Data Analyst, Counselor, Social Worker	Ongoing	Faculty Mgt/PLC	Title I	\$3,000	
1, 2, 3 4, 7, 9, 10	SPED	Differentiated reading instruction provided through Reading Mastery and Corrective Reading	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I	\$3,000	
1, 2, 3 4, 7, 9, 10	LEP	Utilize the DII Instructional model/coach to increase teacher collaboration, effectiveness, and student engagement	Administration, Teachers, Title I Teacher, Data Analyst, DII Coach	Ongoing	Faculty Mgt/PLC	Title I		
1, 2, 3 4, 7, 9, 10	ESL	Provide time for vertical study of student products	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I		
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

2016-17 CEIP for 125-Eastern Hills ES

Third Grade Reading Action Plan

Principal: Paula Brooks

Leadership Director: Sonja Starr-Malone

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: 1.2 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

Focus	By June 2017, all 3rd grade students will show an increase of a minimum of 200 Lexile points.
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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, 8, 9, 10	ESL	All students are engaged in daily SGGR instruction.	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	PLC	Title I		
1, 2, 3, 4, 8, 9, 10	SPED	Running records will be documented for all Tier 3 students. Smarty Ants and Achieve 3000 assessment data used to target literacy deficits.	Administration, Teachers, Title I Teacher, Data Analyst, DII Coach	Ongoing	PLC	Title I		
1, 2, 3, 4, 8, 9, 10	LEP	Students in grades 1 and 2 receive targeted reading instruction daily in the Zero Period	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Local	\$3,000	
1, 2, 3, 4, 8, 9, 10	ESL	Incorporate Formative Assessments for students to demonstrate conceptual understanding and check for understanding	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I		
1, 2, 3, 4, 8, 9, 10	LEP	Use common planning for each grade level to promote team planning as PLCs- How to implement strategies, unpack standards and study student products.	Administration, Teachers, Title I Teacher, Data Analyst, DII Coach	Ongoing	PLC	Title I		
1, 2, 3, 8, 9, 10	SPED	Provide extra classroom support via push-in tutors to provide small group instruction	Administration, Teachers, Title I Teacher, Data Analyst, Tutors	Ongoing	PLC	Local	\$10,000	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)				

2016-17 CEIP for 125-Eastern Hills ES

Campus Needs Assessment Action Plan

Principal: Paula Brooks

Leadership Director: Sonja Starr-Malone

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	Effective Tier I instruction with a focus on increasing Lexile levels by 200 points for each student and increasing overall student achievement on STAAR by minimal of 10% in each subgroup.
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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, 5, 9, 10	SPED	School wide behavior management program implementation and PD through Trust Based Relational Intervention, Restorative Discipline, Review 360 strategies, Honorable Character, and RTI	Administration, Teachers, Counselor, Social Worker, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I		
1, 2, 3 8, 9, 10	ESL	After School Tutorial provided for students targeted to improve writing, reading, math, and science	Administration, Teachers, Title I Teacher, Data Analyst	November 2016-April 2017	After Sch	Local	\$10,000	
1, 2, 3 4, 5, 9, 10	LEP	Schedule vertical alignment meetings and PLCs to discuss content area best practices and to review student work/data	Administration, Teachers, Title I Teacher, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I		
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							