



# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 132-Glen Park ES

**Principal:** Ellen Verreault

| Data Sources Used  | No                                  |   | No                              |   | No  |  |
|--|-------------------------------------|---|---------------------------------|---|---|--|
|  | Yes                                 |   | Yes                             |   | Yes   |  |
| Make a selection for each by choosing from the drop down | Graduation                          |   | Feeder Pattern Analysis         |   | Data Accuracy   |  |
|  | Attendance                          |   | Cohort Analysis                 |   | Surveys   |  |
|  | Discipline                          |   | Support Systems                 |   | Fund Balance  |  |
|  | Instruction                         |   | Intervention Services           |   | Recruit & Retain Quality Staff  |  |
|  | Y/N? Curriculum                     |   | Dropout Identification          |   | VOC-Customer Feedback   |  |
|  | Student Data                        |   | Achievement Gap                 |   | 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.                                  | Large neighborhood school, moderate behavior concerns, moderate/high absenteeism, and high poverty.           | 1.                              | High ED population with high percentage of LEP who are not acquiring the English Language at an acceptable rate. Educational supplies and supplemental resources are necessary. | 1.  | Provide supplemental computer based instruction in English and Spanish for all students with an intervention focus for AtRisk and ELL Students. Provide educational supplies such as paper, notebooks, binders, pencils for student use. |
|  | 2.                                  | Increasing parent and community support   | 2.                              | Continue with incentive type activities that increase desire and excitement of learning, school, and a sense of belonging.  | 2.  | Continue to expand incentive programs such as charms, campus with enrichment such as Butterfly Release (Lady Bug and Praying Mantus) and attendance incentives.  |
|  | 3.                                  | Student involvement in learning, goal setting with AR, and the understanding of ISIP or other data has begun. | 3.                              | Student involvement in goal setting needs to increase in all grade levels.  | 3.  | Provide opportunities for teachers to share their methods to help students understand, monitor, and set learning goals.  |
| Student Achievement                                      | 1.                                  | Reading s measured by AR and circulation is on the increase.  | 1.                              | Must continue early lieteacy in English and Spanish   | 1.  | Continue to utilize supplemental resources such as Imagine Learning, Motivational materials, and other resources such as sight words, and learning centers in English and Spanish.   |

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|  | 2. Reading scores as measured by ISIP is rising.   | 2. Reading, Math, and Science Benchmark scores remain low. Need Data Analyst to provide data for focused instruction and intervention.                                | 2. Renew RenLearn student subscriptions for reading and other resoures such as Weekly Reader/Time. Increase Library funding to upgrade library collection. |
|  | 3. Title 1 Assistants are an asset to our campus.  | 3. Provide PD for staff including assistants in programs such as Imagine Learning, Motivational Intervention materials, Acheive 3000 and other intervention programs. | 3. Need high quality intervention program such as Imagine Learning and/or Acheive 3000, and LLI Leveled Literacy Intervention.                             |
| <b>School Culture and Climate</b>              | 1. Parents have trust in the staff and their ability to provide a high quality education to their children.          | 1. Help parents learn methods to support their child's learning.  | 1. Support Family through Family Nights and Parent education programs.   |
|  | 2. Teachers report they enjoy working at Glen Park and continue to support one another.                              | 2. Provide PD for staff including assistants in programs such as Imagine Learning, Motivational Intervention materials, Acheive 3000 and other intervention programs. | 2. Professional Development to include subs adn materials.   |
|  | 3. Title 1 Assistants are an asset to our campus.  | 3. Character Education to help students become responsible members of the learning community.   | 3. Implement some of Ron Clarks Essential 55.  |
| <b>Staff Quality/ Professional Development</b> | 1. Teachers remain engaged in Staff Meetings, PLC's, and other PD showing interest in ways to improve instruction.   | 1. Provide snacks for teachers during staff meeting and other PD  | 1. Provide PD Planning time, and supplies for content and PLC.   |
|  | 2. Some teachers attend PD to facilitate new or changing curriculum and resources to meet the needs of all students. | 2. Facilite the access of PD for our staff by profiding PD on campus. IE: GT training, ELPS/TEKS uppacking, Assessments, Technology, Acheive 3000.                    | 2. Pay for staff and administration registration and travel.   |
|  | 3. Schedules are in place to accommodate PLC's which have been successfully implemented.                             | 3. Continue with PLC and add addition time as determined by data and teacher goals.   |  |
| <b>Curriculum, Instruction, and Assessment</b> | 1. Support from LN2  | 1. Find and train on the measure and growth of the LEXILE measure. Continue intervention such as Imagine Learning, Acheive 3000, TTM, Biq Brains                      | 1. Additional resources to support technology programs.  |
|  | 2. Curriculum Framework continues to improve   | 2. Increase student engagement in rigorous learning through Direct Interactive Instruction.   | 2. Learn, implement, and monitor Direct Interactive Instruction.   |

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|   | <b>3.</b> Data Analyst available to assist with assessment and data.                          | <b>3.</b> Data Analyst   |           |  |
| <b>Family and Community Involvement</b> | <b>1.</b> Productive relationship with Community Adopters who support learning at our school. | <b>1.</b> Lack of parental involvement in the learning/educational process.          | <b>1.</b> | Continue Family Nights providing refreshments, learning materials, and incentives.   |
|   |   | <b>2.</b> 15-16 Schoowide parent communication process was not implemente            | <b>2.</b> | Purchase materials fo parent communications. Readerboard, binders, parent communication folders, and other communication materials.                      |
|   |   |  |           |  |
| <b>School Context and Organization</b>  | <b>1.</b> 4 new PK classrooms added   | <b>1.</b> Revisit Schedules for PLC's and Interventions                              | <b>1.</b> | Schedule time for teachers to continue planning an preparation. Subs, materials, and supplies.   |
|   | <b>2.</b> Staff and studetns are trained on safety and procedures                             | <b>2.</b> Student involvement in goal setting needs to increase in all grade levels. | <b>2.</b> | Replace old dated classroom items such as rugs, purchase items that facilitate instruction and student engegement, and add bullitin boards where needed. |
|   |   | <b>3.</b> Infrastructure such as rugs and some desks are old and need replacement.   | <b>3.</b> | Staff to support rotations which include mulitple classes in each grade level and incooperating Special Needs Classrooms. (Computer Lab and TA)          |

**2016-17 CEIP for 132-Glen Park ES**

**Budget Summary**

**Principal: Ellen Verreault**

**Leadership Director:**

Summary by Fund Source

| <b>Fund Source</b>       | TITLE I           | TITLE I<br>(PARENT INV) | FOCUS/PRIORITY | LOCAL         | OTHER           | NONE            | <b>GRAND TOTAL<br/>budgeted in CEIP</b> |
|--------------------------|-------------------|-------------------------|----------------|---------------|-----------------|-----------------|---|
| Professional Development | 11,900            | 0                       | 0              | 0             | 1,000           | 0               | \$ 12,900                               |
| Tier I Instruction       | 56,000            | 0                       | 0              | 0             | 0               | 9,000           | \$ 65,000                               |
| School Readiness         | 0                 | 0                       | 0              | 0             | 0               | 0               | \$ -                                    |
| Third Grade Reading      | 60,873            | 1,853                   | 0              | 0             | 0               | 0               | \$ 62,726                               |
| Campus Needs Assessment  | 96,947            | 1,700                   | 0              | 0             | 500             | 0               | \$ 99,147                               |
| <b>TOTAL</b>             | <b>\$ 225,720</b> | <b>\$ 3,553</b>         | <b>\$ -</b>    | <b>\$ -</b>   | <b>\$ 1,500</b> | <b>\$ 9,000</b> | <b>\$ 239,773</b>                       |
| <b>Allocations</b>       | <b>225,720</b>    | <b>3,553</b>            | <b>-</b>       | <b>61,883</b> | <b>-</b>        | <b>-</b>        |   |
| <b>Percent Budgeted</b>  | 100%              | 100%                    | NA             | 0%            | NA              |                 |   |

**Compensatory Education Fund - FTEs**



**2016-17 CEIP for 132-Glen Park ES**

**Tier I Instruction Action Plan**

**Principal: Ellen Verreault**

**Leadership Director:**

|  |            |   |
|--|------------|---|
| <b>District Strategic Plan Alignment</b> | Goal:      | 1. Increase Student Achievement Priority: 3rd Grade Reading   |
|  | 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  |

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| <b>Focus</b> | Ensure systems are in place to ensure Tier I instruction is priority. |
|--------------|---|

| Title I Components | PBMAS | Alignment  |                       | Expectations |         |               |             | Comments (+/Δ) |
|--------------------|-------|--|-----------------------|--------------|---------|---------------|-------------|----------------|
|                    |       | Implementation Action Steps  | Person(s) Responsible | Timeline     | PD Code | Budget Source | Amnt        |                |
|                    |       | Student technology such as headphones  | Wafer                 | 16-May       |         | Title I       | \$ 1,000.00 |                |
|                    |       | Title 1 Assistants will assist, instruct, and monitor students participation in and progress in interventions.   | Franklin Wafer        | 16-May       |         | Title I       | \$55,000.00 | Salary         |
|                    |       | PLCs/ Vertical Grade Level Meetings to PDSA on student learning.   | Teachers / Admin      | 1-May        |         |               | \$ 1,000.00 |                |
|                    |       | DII Implementation   | Teachers / Admin      | 16-May       |         |               |             |                |
|                    |       | Lesson Planning to ensure quality instruction  | Teachers / Admin      |              |         |               |             |                |
|                    |       | Implementation of T-TESS with a focus on Tier 1 instructional improvement.   |                       |              |         |               |             |                |
|                    |       | Achieve3000 and Smarty Ants Implementation   | Admin / Teachers      | 1-May        |         |               | \$ 8,000.00 | Computers      |
|                    |       | Schedule common planning for each grade level to promote team planning as PLCs addressing how to implement strategies, unpack standards and study student work samples | Admin / Teachers      | May-16       |         |               |             |                |
|                    |       |  |                       |              |         |               |             |                |
|                    |       |  |                       |              |         |               |             |                |
|                    |       |  |                       |              |         |               |             |                |
| <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 132-Glen Park ES**

**School Readiness Action Plan**

**Principal: Ellen Verreault**

**Leadership Director:**

|                  |            |   |
|------------------|------------|---|
| <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  |

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| <b>Focus</b> | Students in PK will identify letters and numbers to 10. Character and social skills will be developed. |
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|                           |   | <b>Alignment</b>                       | <b>Expectations</b>          |                 |                |                      |             |                       |
|---------------------------|---|--|------------------------------|-----------------|----------------|----------------------|-------------|-----------------------|
| <b>Title I Components</b> | <b>PBMAS</b>  | <b>Implementation Action Steps</b>     | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>PD Code</b> | <b>Budget Source</b> | <b>Amnt</b> | <b>Comments (+/Δ)</b> |
|                           |   | New Parents As Teachers Classroom      | PAT Office                   | 16-May          |                | Other                |             | District program      |
|                           |   | Pre-K students Smarty Ants Integration | PK Teachers                  | 16-May          |                |                      |             |                       |
|                           |   |  |                              |                 |                |                      |             |                       |
|                           |   |  |                              |                 |                |                      |             |                       |
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|                           |   |  |                              |                 |                |                      |             |                       |
|                           |   |  |                              |                 |                |                      |             |                       |
| <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 132-Glen Park ES**

**Campus Needs Assessment Action Plan**

Principal: Ellen Verreault

Leadership Director:

|                       |            |  |
|-----------------------|------------|--|
| <b>District</b>       | Goal:      | 3. Enhance Family & Community Engagement   |
| <b>Strategic Plan</b> | Objective: | 2.3 Establish a communication system that involves all stakeholders                    |
| <b>Plan</b>           | Strategy:  | 2.2 Implement best practices for increasing effectiveness and efficiency in operations |
| <b>Alignment</b>      | Measure:   | 1.5 Achievement and passing rates on state and local assessments                       |

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| <b>Focus</b> | To develop and implement a School Wide Systems such as a Discipline System that supports Character Development and Social Emotional Support as measured by a decrease in behavior incidents in 360 and focus and an increase in school use of PBIS. |
|--------------|---|

| Title I Components | PBMA\$ | Alignment   |                               | Expectations |                    |               |             | Comments (+/Δ)  |
|--------------------|--------|---|-------------------------------|--------------|--------------------|---------------|-------------|---|
|                    |        | Implementation Action Steps   | Person(s) Responsible         | Timeline     | PD Code            | Budget Source | Amnt        |   |
|                    |        | Data Analyst will provide data and instructional assistance to ensure individual student needs are identified and addressed               | Shaw-Mack                     | 16-Jun       |                    | Title I       | \$75,000.00 | Salary  |
|                    |        | Tutors  | Valencia                      | 16-Jun       |                    | Title I       | \$ 2,500.00 |   |
|                    |        | Family Science Night  | Science Committee, Barnett    | 16-Nov       |                    | TI/Ptlnv      | \$ 700.00   |   |
|                    |        | IXL student subscription  | Teachers / Wafer              | 16-Nov       |                    | Title I       | \$ 4,000.00 | Computer Software Internet Based                            |
|                    |        | STAAR Supplemental Science Materials  | Valencia / 5th grade teachers | 16-Nov       | PLC                | Title I       | \$ 1,300.00 | Motivational Science  |
|                    |        | Journaling PD - Provide students with journals  | Science Committee, Barnett    | 16-Nov       | Faculty Mgt        | Title I       | \$ 1,500.00 |   |
|                    |        | Habitats and real world science investigations available for students   | Admin                         | 16-Dec       |                    | Other         | \$ 500.00   | NFL Adopter   |
|                    |        | Select a program such as Boys Town or Honorable Character. See Professional Development for funding for Restorative Practices PD          | SBCM                          | 17-Jan       | Faculty Mgt        | Other         |             | Grant   |
|                    |        | Staff Development on School Wide PBIS System  | SBDM Valencia                 | 17-Jan       | Faculty Mat/Vendor | Title I       | \$ 2,500.00 | Grant   |
|                    |        | Planning and modeling of science lessons  | Math Department               | 17-Mar       |                    |               |             |   |
|                    |        | Provide opportunities for certification and/or renewal for GT certification.  | Verreault / Flusche           | 16-Mar       | After Sch          | Other         |             | Advance Academics will provide PD and Books for book studv. |
|                    |        | Science School Wide initiative to include a math and science school-wide day of learning and exploration                                  | Science Committee, Barnett    | 17-Apr       |                    | Title I       | \$ 2,147.00 |   |
|                    |        | Parent Informational Meetings   | Staff                         |              |                    | TI/Ptlnv      | \$ 1,000.00 | To coincide with  |
|                    |        | Provide incentives to students who exhibit desired character traits.  | Valencia / Butler             | 17-May       |                    | Title I       | \$ 2,000.00 |   |
|                    |        | Sublemental Math Student materials  | Teachers                      | 16-May       |                    | Title I       | \$ 3,000.00 | Motivation Math   |
|                    |        | Leadership Development  | Verreault/ Valencia           | 17-Jun       |                    | Title I       | \$ 3,000.00 |   |
|                    |        |   |                               |              |                    |               |             |   |
|                    |        |   |                               |              |                    |               |             |   |
|                    |        |   |                               |              |                    |               |             |   |
| <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) |                               |              |                    |               |             |   |