# 2016-17 CEIP for 133-WM Green ES 133-WM Green ES

**Principal: Edra Bailey** 

**Leadership Director: Shawn Buchanan** 

#### **SBDM Members**

Accour	ntability Status		Name	Role
Met Sta	ndard			Select
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				Select
				Select
Campu	s Distinctions			Select
Select a i	DISTINCTION DESIGNATION			Select
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CAMPUS A	SSURANCES AND CERTIFICATIONS FO	R THE 2016-2017 SCHOOL YEAR		Select
I certify ac	ceptance and compliance with all provi	sions set forth by:		Select
YES	the Fort Worth ISD School Board;	When you select "Yes," you are certifying that		Select
YES	the Texas Education Code;	you have access to or have received the document that outlines all of the requirements		Select
YES	No Child Left Behind;	discussed above. Additionally, you are		Select
YES	Title I, Part A; and	indicating your assurance that these		

#### **Fort Worth ISD**

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

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YES

the School Improvement Program.

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requirements will be implemented on your

campus by yourself, your designee, or your

Learning Network leadership team.

# **Comprehensive Needs Assessment Summary for 2016-2017**

Campus: 133-WM Green ES

Principal: Edra Bailey

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<b>Data Sources Used</b>	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
Make a selection for	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
each by chosing	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
from the drop down	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Sun	nmary of Strengths	Sun	nmary of Needs	Pric	prities
	Wha	at were the identified strengths?	Wha	at were the identified needs?	Wha	at are the priorities for the campus,
					incl	uding how federal and state program funds
Demographics	1.	97% attendance rate among our Hispanic students.	1.	Lack of communication between school and parents regarding the importance of school	1.	Identify students who are absent or tardy weekly. Verbal and written communication with
	<u> </u>	OCO/ attendance note in our 2nd. Eth made	_	attendance.	_	parents weekly about absences and tardies.
	2.	96% attendance rate in our 2nd - 5th grade levels.		Excessive tardies are occurring at each grade level.	2.	Develop a plan to decrease the number of tardies and early dismissals.
	3.	Teachers documenting researched based interventions in the classroom has increased.	3.	Increase the number of students identified as Gifted and Talented	3.	Professional Development to assist teachers in effective academic interventions
Student Achievement	1.	Report card passing rates are high (80-100) across core subjects in 1st - 4th.	1.	Disparity between grading cycle passing rates and assessment results	1.	Develop a plan to align grading practices with assessment expectations.
remevement	2.	71% of spanish dominant students are at tier I according to February istation report	2.	Our istation results have become stagnate from month to month in english and spanish	2.	Develop a plan to for student consistency on istation
	3.	All students were above target in Reading, Math (bridge study) and writing on last year's STAAR	3.	Math Assessment scores have been consistently below 50% al year.	3.	Develp a plan to align instructional activities, interventions and accelerations with assessments .
School Culture and Climate	1.	Students report they feel safe in their school.	1.	Student are not celebrated enough for effort, achievement and pereserverence.	1.	Develop a plan to align grading practices with assessment expectations.
	2.	Staff and faculty feel that they work well as at team.	2.	Teacher would like more time for vertical conversations.	2.	Develop a plan to for student consistency on istation
	3.	Parents indicate school has a safe and welcoming environment	3.	less than 50% of our parents use parent portal or the FWISD app	3.	Develp a plan to align instructional activities, interventions and accelerations with assessments .
Staff Quality/ Professional	1.	Highly Qualified Staff	1.	Average teacher attendance is 93%	1.	Develop a progressive plan for staff with excessive abences.
Development	2.	Little turn-over among teaching staff	2.	New teacher mentors need training to provide support in classrooms	2.	Provide PD and expectations to new teacher mentors.

	3.	PLC visits indicate growth and development among grade levels in this process.	3.	increase capacity in the integration of rigor, critical thinking and technology in the classrooms.	3.	Identify PD needed and deploy a plan to schedule training and plan PD. Continue with PLC coaching to improve learning and understanding
Curriculum, Instruction, and Assessment	1.	PLCs have allow grade levels to be specific and consistent with instructional alignment.	1.	Supplemental programs -i.e. istation, AR, Mobymax and TTM are not being implented consistently.	1.	Parent Liaison to coordinate parent activity days and sign ups for Facebook, FWISD app and ParentPortal
Assessment	2.	PLCs have allowed grade teams to develop common assessments aligned with TEKS.	2.	Teachers need additional traingn on activities that develop higher level thinking and learning.	2.	Provide substitutes to allow teachers to hold parent conferences.
	3.	Tier three students participating in pull-out interventions are showing growth on data.	3.	There is still a significant number of students in need of severe intervetion on our campus.	3.	Purchase planners and homework folders to assist in home to school communication.
Family and Community Involvement	1.	Campus has a Facebook page, site on the FWISD app and parent portal	1.	Increase parent and community volunteer participation in daily school activities	1.	Parent Liaison to coordinate parent activity days and sign ups for Facebook, FWISD app and ParentPortal
mvoivement	2.	Parents attendance at family nights are at least 60% or more of population.	2.	Scheduled parent conferences to focus on student progress	2.	Provide substitutes to allow teachers to hold parent conferences.
	3.	Use of school planners as a way to community between students and parents.	3.	Teachers and parents feel there could be more communication between home and school.	3.	Purchase planners and homework folders to assist in home to school communication.
School Context and Organization	1.	Teachers indicate administrators respect diverse professional opinions and practices	1.	Lack of relationship building and common expecations to enforce discipline across the building.	1.	Provide training to teachers on builing relationships and common expectations.
	2.	Master Schedule allows for grade level planning and PLC time.	2.	Teachers buildingwide making time to plan together.	2.	Continue a schedule that allows PLCs to meet biweekly during planning periods times.
	3.	Use of faculty meeting time for staff development and training as well as additional instructional allows teachers to plan frequently.	3.	The vast diversity of our campus require various supplemental resources as well as various types of assessements.	3.	Continue to fund Data Analyst to coordinate a majority of the supplemental resources and assessments.

Principal: Edra Bailey

Leadership Director: Shawn Buchanan

# Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	AND TOTAL geted in CEIP
Professional Development	7,500	0	0	0	0	0	\$ 7,500
Tier I Instruction	10,000	0	0	0	0	0	\$ 10,000
School Readiness	0	0	0	0	0	0	\$ -
Third Grade Reading	0	0	0	0	0	0	\$ -
Campus Needs Assessment	4,400	0	0	0	0	500	\$ 4,900
TOTAL	\$ 21,900	\$ -	-	\$ -	\$ -	\$ 500	\$ 22,400
Allocations	-	-	-	-	-		
Percent Budgeted	NA	NA	NA	NA	NA		

**Compensatory Education Fund - FTEs** 

### **Professional Development Action Plan Leadership Director: Shawn Buchanan**

Pr	incipal: E	dra Baile	Leadership Director: Shawn Buchanan
	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
_			

District	Goal:	I. 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
	1	

**Focus** 

Strengthen our teacher's knowledge and understanding of best and effective research based instructional practices.

		Alignment		Expectations						
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)		
1, 3 and 4		Thinking Maps Training	TOT teacher Cadre	September 30,2016	Faculty Mgt/PLC	Title I	\$ 1,500.00			
1,3,4,and 5		Continue professional coaching of PLCs	Edra Bailey	September 30,2016	PLC	Title I	\$ 4,000.00			
1, 3, 4 and 5		Continue Part II of Characteristics of Scholarly Behaviors	Advanced Academics	October 10,2016	Faculty Mgt/PLC	Other				
1.3.4. and 5		Provide SGGR training to new teachers	Title I Literacy	30-Oct-16	Pull-Out	Title I	\$ 2,000.00			
Opport	unity	Progress Monitoring Schedule: BOY (August 22 -	November 4)	MOY (Nove	ember 7 - Fe	ebruary 24)	EOY (Febru	uary 27 - June 2)		

Tier I Instruction Action Plan Leadership Director: Shawn Buchanan

Principal: E	dra Bailey	y Leadership Director: Shawn Buchanan
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:	1.2 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

Engage in the ongoing process of developing strong classroom instructional practices to reach all students including the largest number of struggling learners.

		Alignment		Expectations						
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)		
1,9		Purchase the AR license for all students	administrators	16-Sep		Title I	\$ 1,500.00			
1,9		Supplies and materials for all students	administrators	on-going		Title I	\$1,500.00			
1,9		Thinking Map training to help students organize their	Coach	on-going	Faculty Mgt	Title I	\$7,000.00			
1,9		Weekly progress monitoring of students in Tier 3 and or	teachers	on-going						
1,3,9	SPED	Differentiated instruction based on the abilities and needs of	teachers	on-going						
1,3,9	SPED	Daily monitoring to ensure good core instructional practices	administrators	on-going						
1,9		Small group Math and Reading instruction daily	teachers	on-going						
1,9	LEP	Provide training and opportunity for all teachers to engage all	teachers	on-going						
1, 9		Implement best practices for student engagement (i.e. A,B	administrators	16-Dec						
1,9		Proper use of anchor charts as rescources for students	teachers	on-going						
Opport	unity	Progress Monitoring Schedule: <b>BOY</b> (August 22 - N	ovember 4)	MOY (Nov	ember 7 - Fe	ebruary 24)	EOY (Febr	uary 27 - June 2)		

**Focus** 

**School Readiness Action Plan** Leadership Director: Shawn Buchanan

Principal: E	dra Bailey	Leadership Director: Shawn Buchanan
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:	1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

	Target PK and K students for academic readiness in language arts and mathematics.
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		Alignment		Expectations						
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)		
1,9		Monitor student reading reading and reading levels through SmartyAnts	administrator	16-Aug						
1,9	LEP	Monthly RTI meetings to monitor interventions	administrator	monthly	PLC		\$ -			
1,9	LEP	Alignment of SE's through lesson plan review	teachers	monthly						
1,3,9	LEP	alignment of academic language with grades 1-5	teachers	ongoing						
1,3,9	LEP	Provide time for vertical pk and K study of student products	administrator	monthly						
Opporti	ınitv	Progress Monitoring Schedule: <b>BOY</b> (August 22 - N	ovember 4)	MOY (Nove	ember 7 - Fe	ebruary 24)	EOY (Febr	ruary 27 - June 2)		

# Third Grade Reading Action Plan Leadership Director: Shawn Buchanan

Principal: Edra Baile			y Leadership Director: Shawn Buchanan
	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:	1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
	Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

	All students will achieve at least 200 points growth, determined by lexile levels,, the end of the school year.
Focus	

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/\Delta)
3,8,9,10		All students are engaged in SGGR instruction.	Teachers	6-Sep	Pull-Out/ PLC			
3,8,9,10		Running records will be documented for all Tier 3 students.	Teachers	3-Oct	Faculty Mgt			
3,8,9,10		Teachers will provide effective instruction by utilizing ELPS knowledge in lesson preparation and delivery.	Teachers	10-Oct	Faculty Mgt/PLC			
3,8,9,10		Incorporate Achieve 3000 lessons during literacy blocks	Asst principal	14-Nov	PLC			
3,8,9,10		Use common planning for each grade level to protmote team planning as PLCs- How to implement strategies, unpack standards and study student products.	Principal	6-Sep	PLC			
Opportu		Progress Monitoring Schedule: <b>BOY</b> (August 22 - N			vember 7 - F			oruary 27 - June 2)

## Campus Needs Assessment Action Plan Leadership Director: Shawn Buchanan

**Principal: Edra Bailey** 

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	2.3 Establish a communication system that involves all stakeholders
Plan	Strategy:	3.1 Connect families and community to opportunities to expand their knowledge
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Providing multiple opportunities for parental involvement and school/home communication.

Focus

		Alignment	Expectations					
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1.6		Excecute Parent Information events on campus (ie. Meet the	Bailey/Brown/	Aug. 18		Title I	\$ 800.00	
		teacher, report card pick up etc)	Golding					
1,6		Excecute Parent Information events in the neighborhood ( ie	Bailey/Brown/	26-Sep		Title I	\$ 2,000.00	
		neighborhood parent information nights Fall and Spring)	Golding					
1,6		Partner with pyramid schools on events ( footbal night etc.)	Bailey/Brown/ Golding	7-Oct			\$ 500.00	
1,6		Host Family academic nights (Literacy, Math Science)	Bailey/Brown/ Golding	17-Nov		Title I	\$ 800.00	
1,6		Host Student recognition events	Bailey/Brown/ Golding	17-Nov		Title I	\$ 800.00	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - N	lovember 4)	MOY (Nov	/ember 7 - I	ebruary 24)	EOY (Feb	ruary 27 - June 2)