

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 133-WM Green ES

Principal: Edra Bailey

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities																																				
Data Sources Used Make a selection for each by choosing from the drop down	<table border="1"> <tr><td>No</td><td>Graduation</td></tr> <tr><td>Yes</td><td>Attendance</td></tr> <tr><td>Yes</td><td>Discipline</td></tr> <tr><td>Yes</td><td>Instruction</td></tr> <tr><td>Yes</td><td>Curriculum</td></tr> <tr><td>Yes</td><td>Student Data</td></tr> </table>	No	Graduation	Yes	Attendance	Yes	Discipline	Yes	Instruction	Yes	Curriculum	Yes	Student Data	<table border="1"> <tr><td>No</td><td>Feeder Pattern Analysis</td></tr> <tr><td>Yes</td><td>Cohort Analysis</td></tr> <tr><td>Yes</td><td>Support Systems</td></tr> <tr><td>Yes</td><td>Intervention Services</td></tr> <tr><td>No</td><td>Dropout Identification</td></tr> <tr><td>Yes</td><td>Achievement Gap</td></tr> </table>	No	Feeder Pattern Analysis	Yes	Cohort Analysis	Yes	Support Systems	Yes	Intervention Services	No	Dropout Identification	Yes	Achievement Gap	<table border="1"> <tr><td>Yes</td><td>Data Accuracy</td></tr> <tr><td>Yes</td><td>Surveys</td></tr> <tr><td>Yes</td><td>Fund Balance</td></tr> <tr><td>No</td><td>Recruit & Retain Quality Staff</td></tr> <tr><td>No</td><td>VOC-Customer Feedback</td></tr> <tr><td>No</td><td>Other - enter data source here</td></tr> </table>	Yes	Data Accuracy	Yes	Surveys	Yes	Fund Balance	No	Recruit & Retain Quality Staff	No	VOC-Customer Feedback	No	Other - enter data source here
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Demographics	<ol style="list-style-type: none"> 97% attendance rate among our Hispanic students. 96% attendance rate in our 2nd - 5th grade levels. Teachers documenting researched based interventions in the classroom has increased. 	<ol style="list-style-type: none"> Lack of communication between school and parents regarding the importance of school attendance. Excessive tardies are occurring at each grade level. Increase the number of students identified as Gifted and Talented 	<ol style="list-style-type: none"> Identify students who are absent or tardy weekly. Verbal and written communication with parents weekly about absences and tardies. Develop a plan to decrease the number of tardies and early dismissals. Professional Development to assist teachers in effective academic interventions 																																				
Student Achievement	<ol style="list-style-type: none"> Report card passing rates are high (80-100) across core subjects in 1st - 4th. 71% of spanish dominant students are at tier I according to February istation report All students were above target in Reading, Math (bridge study) and writing on last year's STAAR 	<ol style="list-style-type: none"> Disparity between grading cycle passing rates and assessment results Our istation results have become stagnate from month to month in english and spanish Math Assessment scores have been consistently below 50% al year. 	<ol style="list-style-type: none"> Develop a plan to align grading practices with assessment expectations. Develop a plan to for student consistency on istation Develop a plan to align instructional activities, interventions and accelerations with assessments . 																																				
School Culture and Climate	<ol style="list-style-type: none"> Students report they feel safe in their school. Staff and faculty feel that they work well as at team. Parents indicate school has a safe and welcoming environment 	<ol style="list-style-type: none"> Student are not celebrated enough for effort, achievement and pereserverence. Teacher would like more time for vertical conversations. less than 50% of our parents use parent portal or the FWISD app 	<ol style="list-style-type: none"> Develop a plan to align grading practices with assessment expectations. Develop a plan to for student consistency on istation Develop a plan to align instructional activities, interventions and accelerations with assessments . 																																				
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Highly Qualified Staff Little turn-over among teaching staff 	<ol style="list-style-type: none"> Average teacher attendance is 93% New teacher mentors need training to provide support in classrooms 	<ol style="list-style-type: none"> Develop a progressive plan for staff with excessive abences. 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
	2.	PLCs have allowed grade teams to develop common assessments aligned with TEKS.	2.	Teachers need additional trainign 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
	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 bi-weekly 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.

2016-17 CEIP for 133-WM Green ES

Budget Summary

Principal: Edra Bailey

Leadership Director: Shawn Buchanan

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted 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

2016-17 CEIP for 133-WM Green ES

Professional Development Action Plan

Principal: Edra Bailey

Leadership Director: Shawn Buchanan

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

Focus	Strengthen our teacher's knowledge and understanding of best and effective research based instructional practices.
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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, 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	
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 133-WM Green ES

School Readiness Action Plan
Leadership Director: Shawn Buchanan

Principal: Edra Bailey

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:	1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Target PK and K students for academic readiness in language arts and mathematics.
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Title I Components	PBMAS	Alignment	Expectations				Amnt	Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		
1,9		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				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

