

2016-17 CEIP for 151-Natha Howell ES

151-Natha Howell ES

Principal: Monica Granados

Leadership Director:

Accountability Status

SELECT 2016 ACCOUNTABILITY STATUS

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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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
	Select
Sara Pylant	Teacher
Nancy Valverde	Campus Non-Tch Prof
Monica Granados	Select
Lynda Traugott	Additional Appointed Rep
Rhea Smarz-Morgan	Campus Non-Tch Prof
Gregory Gallimore	Teacher
Sandra Preciado	Teacher
Cindy Smith	Teacher
Leah Solenne	Teacher
Ruth Ramirez	Business Rep
Don Cooper	Community Rep
Lynda Wilburn	Campus Non-Tch Prof
Elsa Deason	Campus Non-Tch Prof
Yadira Martinez	District-level Staff
	Select
	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: 151-Natha Howell ES

Principal: Monica Granados

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	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	Yes	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.	76.8% Economically Disadvantaged	1.	Attendance rate of 96.3% must increase	1.	Attendance of 97.5% or above- CEP surveys at 95% or more participation to review Economically disadvantage growth or decline in community
	2.	62.6 English Language learners	2.	Increase the overall reading levels of ELL learners to at least 85% reading at or above grade level- including comprehension.	2.	Title 1 and Focus funding- to increase reading mastery for grade levels. Apply funding to support resources and PD.
	3.	14.0% Mobility Rate	3.	Establish systems to maintain students at the campus over a period of time- providing tools to increase student achievement. Create instructional systems to accelerate students enrolled who's mobility rate is high- and achievement levels are low.	3.	Counseling and Family Community Resource outreach- Including Cross Connection Church to work with families in need- providing stability and the campus academic plans to build cognitive growth
Student Achievement	1.	Index Score 68	1.	Increase reading lexiles to meet the need of raising STAAR scores to 72 or 75 in 2018- Index 1 with more advanced placement	1.	Achieve 3000 lexile measures and implementation of student driven goal sets Train teachers and support staff
	2.	Index 2 Student Progress 42	2.	Increase student progress to 50% or more	2.	Review data and maintain updated progress with PLC's to teachers to track projections- Provide funding for Data Analyst and extra help/Professional

	3. Closing Performance Gap- 39 and Post Secondary Readiness 22 out of 12	3. Overall performamnce gain of 50 to increase distinction performance.	3. Same
School Culture and Climate	1. Teachers work to provide additional time for extended learning opportunities and benefit from one anothers support.	1. Develop tier 1 instructional best processes for ALL students and provide extended time for accelrated instruction and identified students only.	1. Model and Coaching opportunitis with teachers - using direct instruction approaches- Seek professional learning with PD departments.
	2. Teams and Teachers seek additional Professional learning for Advanced Learners and Bilingual/ELL students as a commitment to building a strong learning community- Distant learning Opportunities	2. Professional Learning application of GT/Advanced learners schaffolded for ALL students building project learning oportunties and strategies.	2. Provide stipends for teachers to reach GT goals of 100% with Title 1 funding for extra time - off contract hours and on weekends. Provide incentives to drive learning. Student trips and distant learning opportunities
	3. Parents have various opportunities to volunteer with community and academic events.	3. Increase parent populations amongst ALL subgroup of learners.	3. Parent Academies and workshops- Provide Title 1 and Focus funding for resources.
Staff Quality/ Professional Development	1. 80% of staff are GT certified with a goal set of 100%	1. Provided oportunitis to increase GT certification has posed some difficulties	1. Stipends
	2. Individualized PD oportunities are met yearly and application of learning is evident.	2. Align PD to campus need based upon direct instruction and district goals,	2. Provide oportunities for PD aligned to direct instruction- Origo math, Fountas and Pinnel Reading
	3. Teachers seek learning oportunities to support best processes and direct teaching	3. Teaching cycle and practices for various teaching levels and novice educators	3. Learning Walks and Vertical planning- teacher teams and walkabouts
Curriculum, Instruction, and Assessment	1. Teachers have access to district curriculum and use it to align instruction both at the grade level as well as vertically. Teachers have a common planning times to plan horizontally with instructional teams.	1. utilization of curriculum components that are data driven (most impactful) and high yield strategies development that may not be evident with curriculum alone.	1. Provide additional planning oportunitis with instructional staff- Provide funding for resources aligned to student learning- Title 1 and Focus funds

	<p>2. K-2 teachers review data from F & P running records and Istation- and star renaissance to plan instruction and interventions. 3-5 teachers use benchmark assessments and STAAR data to target instruction and interventions. Focusing on subgroup populations.</p>	<p>2. Building lessons from instructional levels for small group guided instruction- moving students from basic skills to advanced learners- planning for this process.</p>	<p>2. Professional Development with Achieve 3000 and Fountas and Pinnel for SGGI- off campus or on campus. Title 1 funds</p>
	<p>3. The campus pays for a certified part-time extra help support teacher identified to assist students within the school day. The campus also has a Reading Recovery/Dyslexia Specialist to provide TierIII support. Computer assisted tutoring is available to teachers such as Istation, TTM and Achieve 3000</p>	<p>3. Additional training with Fountas and Pinnell - data review and phonics instruction for lower grades coupled by comprehension strategies- fluency support</p>	<p>3. Funding with Title 1 for Extra help substitute degreed- teacher to work with small groups of students- pull out</p>
<p>Family and Community Involvement</p>	<p>1. Events are planned on a regular basis that encourage parents to learn more about the school, community and curriculum</p>	<p>1. Creative scheduling to meet these goals- impactful to the process</p>	<p>1. Provide resources and creative timing to receive training- funds with Title 1</p>
	<p>2. Curriculum Nights and Parent Academies</p>	<p>2. Bring awareness of learning and resources available for student, parents, and community provided by FWISD and state</p>	<p>2. Title 1 and Focus Funds to provide take home resources for families</p>
<p>School Context and Organization</p>	<p>1. Parents have access to school administration through formal and informal channels. Teachers participate in committees such as LPAC and CIT. These committees are decision making committees for the school. Teachers will be using the eduphoria Appraise tool to set classroom goals</p>	<p>1. Scheduled meetings to discuss campus data in conjunction with SBDM</p>	<p>1. Discuss all funding with SBDM committees and steering committees to build a deeper goal set of learning- with parent and community feedback.</p>

	2. Parent and Teacher Surverys are provided periodically to provide feedback oppourtunies for all	2. Feedback is general- search for specific approaches	2. Open feedback sessions with parents- once a month

2016-17 CEIP for 151-Natha Howell ES

Budget Summary

Principal: Monica Granados

Leadership Director:

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	4,000	0	6,000	250	0	0	\$ 10,250
Tier I Instruction	4,450	0	1,200	0	0	0	\$ 5,650
School Readiness	8,400	0	0	250	0	0	\$ 8,650
Third Grade Reading	250	0	0	0	0	0	\$ 250
Campus Needs Assessment	500	0	0	0	750	0	\$ 1,250
TOTAL	\$ 17,600	\$ -	\$ 7,200	\$ 500	\$ 750	\$ -	\$ 26,050
Allocations	133,250	3,700	20,000	34,325	2,200		
Percent Budgeted	13%	0%	36%	1%	34%		

Compensatory Education Fund - 25 FTEs

2016-17 CEIP for 151-Natha Howell ES

Professional Development Action Plan

Principal: Monica Granados

Leadership Director:

District	Goal:	1. Increase Student Achievement
Strategic Plan	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	Instructional teams will apply appropriately prescribed professional learning to address campus need. Standards, benchmarks, and objectives will be utilized to develop instructional plans with Tier 1 instruction measuring student achievement at 75-80% minimum with overall mastery of TEKS.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
4	LEP	Developing Number Concept and Skills for 3rd-5th grade teachers based upon Origo curriculum	Instructional Teams and Administration	October-January	Pull-Out/ PLC	Focus	\$ 3,000.00	PLC and follow-up with staff including instructional products and feedback
4	LEP	Develop a deeper understanding of Base 10 for PK-2nd professional development with Origo curriculum	Instructional Teams and Administration	October-January	Pull-Out/ PLC	Focus	\$ 3,000.00	PLC and CAC meetings with teachers to review products and measure successes
4	SPED	Positive Behaviors and Intervention & Supports for a campus wide plan to implement proactive strategies defining, teaching, and supporting appropriate student behaviors to create a positive school environment.	SEAS Team	November	Saturday/ Vendor	Title I	\$ 4,000.00	Faculty workshops and lead PBIS committees
3	LEP	Achieve 3000 Workshops for Individualized Learners Professional Development and PD application for 2nd-5th grade Literacy teachers	Administration	October-December	Pull-Out/ PLC	Other		Teacher collaboration and data review
4	ESL	Identified novice staff and veteran mentors to attend curriculum collaborations trainings in content specific areas	Instructional Teams and Administration	Ongoing	After Sch	Other		Support systems for novice teachers and mentor learning
4	LEP	Professional Learning Conferences with PK-5th grade staff in writing development to achieve grade level mastery and STAAR	Instructional Teams and Administration	November	PLC	Local	\$ 250.00	Study of student work protocols and facilitators of learning provides safe environment
	LEP	Learning Walks to discuss classroom resources, student engagement, and classroom content driven environments	Administration and Peer groups	November-May	PLC	Title I	\$ -	Evidence Based Applications and learning points
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		

2016-17 CEIP for 151-Natha Howell ES

Tier I Instruction Action Plan

Principal: Monica Granados

Leadership Director:

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

Focus	Tier 1 cycle approach to design lessons through curriculum review to deliver focused and direct teaching.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
3	LEP YAE	Provide planning opportunities for teachers to discuss explicit	Instructional	November-	PLC	Title I	\$ 1,200.00	Planning with teams
3	LEP	Incorporate blended learning with Achieve 3000 during core	Assistant	November-	Faculty Mgt	Focus	\$ 1,200.00	Application of blended
2	LEP	Review lessons plans with peers during PLC to impact	Instructional	August-	Faculty			
4	LEP YAE	Additional PD will be offered in content areas and	Instructional	October-	PLC	Title I	\$ 750.00	Student Products and
4	ESL	Fountas and Pinnell Training for 1st-5th grade teachers	Vendor	February	After Sch	Title I	\$ 2,500.00	LLI interventions
4	SPED	Provide training for teachers to implement social emotional	Special Ed	February	Faculty Mgt	Title I	\$ -	
4	BE	Learning Walks with Tier 1 instructional delivery to support				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 151-Natha Howell ES

School Readiness Action Plan

Principal: Monica Granados

Leadership Director:

District	Goal:	1. Increase Student Achievement Priority: High School Graduation
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

Focus	Utilize formative and summative data to develop effective lessons for PK-1st grade students to build upon early literacy TEKS to impact reading levels,
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
4	LEP	Pk-1st grade Instructional staff receives in-service training on the results of the previous' years aggregated literacy assessments.	Administration and PK specialists	October-May	Faculty Mgt	Local	\$ -	Review of student product s and current curriculum
6	LEP	Monthly newsletter from PK-5th grade teachers to include information on the benefits of good attendance in school and improved outcomes for children along with a learning scope of state standards	Instructional staff- Counselors and administration	October-May	PLC	Local	\$ 250.00	Grade level groups review curriculum in advance and provide a parent connection and build communication
3	ESL	Fountas and Pinnell LLI small group instruction with Kinder-2nd grade students to build literacy.	Title 1 Teacher	October-May	Pull-Out/ PLC	Title I	\$ 8,400.00	Title 1 teacher works with at risk students in small group to build early literacy skills
3	BE	Early childhood teachers will monitor grade level entry benchmarks and standards per content area to reach on level or advanced mastery utilized to plan during tier 1 instruction with direct teach.	Instructional teams and district PD trainers	October-May	Faculty Mgt	Local	\$ -	Collaborative Conferences
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 151-Natha Howell ES

Third Grade Reading Action Plan

Principal: Monica Granados

Leadership Director:

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:	2.2 Implement best practices for increasing effectiveness and efficiency in operations	
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments	

Focus	Third grade students will meet or exceed lexile growth with one or more year's advancement (minimum of 200 lexile gain) with literacy across genres. Measurement with third grade lexiles with at risk students and Economically disadvantaged learners.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
4	LEP	ALL teachers implement differentiated lessons for flexible reading groups within the core reading series.	Literacy teachers and Title 1	weekly	PLC	Title I	\$ 250.00	Supplies and Resources
8	LEP	Students not meeting benchmark targets receive additional small-group instruction and interventions	Literacy Teachers and Title 1	weekly and daily	Faculty Mgt	Title I		Supplies and Resources
8	ESL	Analyze Achieve 3000 data bi-monthly in PLCs and CAC's to address student needs and best practices	Literacy Teachers and Instructional teams	Bi-monthly	PLC	Other		Collaborative conferences and student work protocols
3	LEP YAE	Monitor general and resource instruction with targeted instructional materials aligned to the district's core curriculum and to ELL standards for best practice and student achievement gains	Instructional teams	Weekly	Faculty Mgt/PLC	Focus		
3	SPED	Involve Special Education staff in data analysis and intervention to plan direct lessons for explicit instruction.	Special Education	weekly and daily	PLC	Local		Inclusion Coaches and Peers learning PLC
8		Provide time to review student products and study student work in literacy during PLC	Instructional Teams	Bi-monthly	After Sch/ PLC	Local		
		Professional Development for 3rd grade Literacy teachers	Literacy Dept	January-February	Pull-Out	Local		
		Data reports with Achieve 3000 and lexile gains	Assistant Principal and Instructional teams	Bi-monthly	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 151-Natha Howell ES

Campus Needs Assessment Action Plan

Principal: Monica Granados

Leadership Director:

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
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	Campus instructional teams will work to support and provide professional development and resources to build teaching and learning capacity amongst staff. Outcomes to include tier 1 instructional delivery, best practices with early childhood learners with on grade on time expectations measured by summative assessments quarterly .
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
8	LEP	Collect and compile specific sub group data with literacy and math to build student achievement with content driven teams.	Campus teams and Content leads	October-May	PLC	Other	\$ 500.00	
8	LEP	Gather resources aligned with literacy and math practices to address lexile growth and mathematical skills used to measure STAAR achievement levels at Phase II and advanced levels Materials to be presented in PLCs and during PD Strategy implementation of direct instruction and modeled instruction with tier 1 core content.	Campus teams and Content leads /Administration	October-May	PLC	Other	\$ 250.00	Achiemeent gaps and Domain 1 increase
3	LEP	Title 1 instruction with identified students to close achievement gaps specified by LEP/Ecomonically disadvantaged and SPED and or identified RTI in Kinder-2nd	Campus teams and Content leads /Administration Instructional teams	October-May	Faculty Mgt/Vendor	Title I	\$ 500.00	Resources and Materials costs
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							