

2016-17 CEIP for 137-Hubbard Heights ES

137-Hubbard Heights ES

Principal: Carlos Mendoza

Leadership Director: Hilda Caballero

Accountability Status

Met Standard

Campus Distinctions

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
Carlos Mendoza	Campus Non-Tch Prof
Felicia Moody	Campus Non-Tch Prof
Jennifer Rangel	Campus Non-Tch Prof
Mary Ann Fish	Teacher
Jennifer Kutej	Teacher
Denise Quarles	Teacher
Lorena Garcia	Teacher
Wendy Carrillo	District-level Staff
Dr. Mehaffey	Community Rep
Alisa Zelaya-Perez	Business Rep
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Fort Worth ISD

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

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 137-Hubbard Heights ES

Principal: Carlos Mendoza

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	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	No	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.	Dual Language students are served in a bilingual program	1.	Teachers continue to develop a working knowledge of each students strengths and weaknesses, and specifically with the use of ELPS.	1.	Target students instructionally by sub population, focusing on ELL, SpEd, and 504 students to support accountability.
	2.	ESL students are serviced in a regular program setting with ESL instructional strategies.	2.	More training on how to get parents more involved with LEP/ESL/DLE student populations; parents understanding the process of LEP denial.	2.	Incorporate a visual interactive bulletin board in front hallway to highlight vocabulary for each content area, ISIP Data, Benchmark Data and STAAR Data.
Student Achievement	1.	Campus has met standard in STAAR of 14-15 administration. Campus received a distinction in Top 25% Student Progress, and gains made in indicies 1, 2, and 3.	1.	Index 4 decreased from 13-14 to 14-15 scores. Teachers need to be aware of the meaning and significance of each index and target students instructionally.	1.	Intervention activities, materials, and tutoring for ELL, Econ Dis, Dyslexia, At-Risk, and identified struggling students occurring during the day with campus tutors.
	2.	Multiple supports for struggling students--Rtl meetings every 6 weeks, Reading, Math, Writing pullout classes; Dyslexia teacher/tutor for identified students (Title 1 \$)	2.	Data binders for all teachers to disaggregate data from eduphoria Aware for data driven instructional decisions and planning.	2.	Update technology to assist with effective data tracking; and grade appropriate/content specific computer software to increase student achievement.

				3. Staff development with eduphoria Aware (disaggregating the data) and Rtl tiers/process and specific intervention strategies to use with struggling students.
School Culture and Climate	1. From 2015 EOY survey, 90% of teachers enjoy working at this school; Parents and teachers feel safe on campus.	1. Highlight the many cultures on campus during the school year by promoting monthly performances by students led by teachers	1. Recognize staff with incentives for perfect attendance per six weeks; student incentives per six weeks for academic excellence and attendance.	
	2. Stated expectations, consistent follow-through and walk-throughs, along with campus drills create a safe and orderly environment for students and staff.	2. Foster staff, student and parent relationships; More parental involvement on a daily basis via parent workroom volunteers.	2. Create a school wide discipline plan and teachers implement classroom management plans; implement incentive/reward plan for expected discipline.	
	3. Administration and counselor are available and have an open-door policy for students, staff, and parents, which creates a positive school climate for stakeholders.		3. Resources and support to provide students with more opportunities outside the academic environment, i.e. college tour field trips, educational excursions.	
Staff Quality/ Professional Development	1. Staff meets on a bi-weekly basis and as needed with advance notice.	1. Time to be created for vertical articulation	1. Campus meetings will be driven by teacher leaders rather than administration, i.e. highlighting best instructional practices.	
		2. Engage in a book study about Literacy and Math Work Stations	2. Supply needs to fill so all teachers will have supplies to use Work Stations in their classrooms	
Curriculum, Instruction, and Assessment	1. Campus continues to provide and purchase support materials for testing grades and in school interventions. (Title 1 \$)	1. Content and grade level assessments to be created to align better with curriculum	1. Common planning times during school day, covered by substitutes for data analysis. (Title 1 \$). Meetings will be planned for every six week period.	
	2. Data meetings to discuss assessments and upcoming SCAs	2. Teachers have a common meeting time to discuss planning and preparation, and also to analyze, plan, and prepare	2. Campus PLC meetings to address identified student strengths/weakness by knowledge and skills	
		3. Weakness in the overall spelling area for our students that is affecting content areas.	3. Improve overall spelling by using a structured spelling program. (Title 1\$)	

Family and Community Involvement	1.	Academic Content Nights (one per semester)	1.	Promote a more active PTA	1.	Back-to-School Event, August 2016 (Title 1 \$)
	2.	Campus provides parent trainings, Family Nights, PTA meetings, parent teacher conferences, and parent informational nights	2.	More parent involvement and participation in campus activities	2.	Create opportunities for parents to volunteer on campus.
			3.	More financial resources to support parent education trainings	3.	Increase engagement with parents through media and monthly newsletters
School Context and Organization	1.	Struggling students are pulled daily for small group math and reading instruction; small group instruction is done during class time as pull-outs and push-ins	1.	Provide teachers with more professional development regarding instructional techniques to give the struggling student effective research based interventions within regular classroom.	1.	More staff development in the RtI process, assistance with research-based intervention techniques to build a toolbox of instructional techniques and best practices.
	2.	Opportunities are provided to staff, parents, and community to participate in the school policies, regular staff meetings, parent/teacher conferences.	2.	Monthly calendar/newsletter for staff, students, and parents	2.	Faculty meetings agendas go out week before day of meeting; meetings held bi-weekly, unless necessary.

2016-17 CEIP for 137-Hubbard Heights ES

Budget Summary

Principal: Carlos Mendoza

Leadership Director: Hilda Caballero

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	12,240	0	0	4,700	0	0	\$ 16,940
Tier I Instruction	202,400	0	0	8,973	0	5,000	\$ 216,373
School Readiness	24,597	0	0	2,500	0	0	\$ 27,097
Third Grade Reading	6,905	0	0	12,106	0	0	\$ 19,011
Campus Needs Assessment	0	0	0	11,981	0	0	\$ 11,981
TOTAL	\$ 246,142	\$ -	\$ -	\$ 40,260	\$ -	\$ 5,000	\$ 291,402
Allocations	244,937	23,857	-	40,275	-		
Percent Budgeted	100%	0%	NA	100%	NA		

Compensatory Education Fund - 38 FTEs

2016-17 CEIP for 137-Hubbard Heights ES

Professional Development Action Plan

Principal: Carlos Mendoza

Leadership Director: Hilda Caballero

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
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	Students will improve 200 Lexile point as measures by District diagnostic tools by teachers implementing strategies gained during professional development.
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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,		Teachers will implement strategies (direct instruction, context clues, word relationships and word usage/meanings) with students.	Data Analyst Teachers	Daily	Faculty Mgt/PLC	Title I	\$ 3,500.00	Mentoring Minds, Coach, Classroom Material
1, 2, 3,		Grade Level PLCs will be used for content specific planning based on the review of student work.	Administrators, Data Analyst, All Teachers	Monthly	PLC	Title I	\$ 500.00	Meetings held during grade level planning sessions.
1, 2, 3,		Rtl process and updates will be used to monitor progress of Tier 3 students.	Counselor	Ongoing	Faculty Mgt/PLC	Local	\$ 1,000.00	Materials for teachers
1,2,3		Achieve 3000 will be used to improve the reading skills of students PK-5	Assistant Principal, Teachers	1-Oct	Faculty Mgt/PLC	Local	\$ 500.00	
1,2,3		Teachers will teach students to create and use a vocabulary notebooks/folder system to record vocabulary to use in writing compositions.	Selby	Monthly	Faculty Mgt	Title I	\$ 5,000.00	
1,2,3		Subs for teachers to attend professional development conferences to implement best practices/strategies for reading instruction.	Teachers	Yearly	Pull-Out	Title I	\$ 2,500.00	
1,2,3		Consultants for reading improvement PK-5 (Kagan).	Administrators	Yearly	Faculty Mgt/PLC	Title I	\$ 740.00	
1,2,3		Teachers will observe in other classrooms and at other campuses for best practices in instruction.	Teachers	Monthly	Faculty Mgt/PLC	Local	\$ 3,200.00	
1,2,3		Teachers will teach students dictionary skills for multiple word meanings.	Data Analyst Teachers	Daily	Faculty Mgt/Vendor			
1,2,3		Teachers will teach students word study strategies using word relationships/word families.	Data Analyst Teachers	Daily	Faculty Mgt/Vendor			
1,2,3		K-2 reading teachers will learn strategies specifically targeting alphabet identification, syllabification (Spanish), sight words (English), fluency and comprehension.	Data Analyst Teachers	Daily	Pull-Out			
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

2016-17 CEIP for 137-Hubbard Heights ES

Tier I Instruction Action Plan
Leadership Director: Hilda Caballero

Principal: Carlos Mendoza

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	Students will improve 200 Lexile point as measured by District diagnostic tools.
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Title I Components	PBMAS	Alignment	Expectations				Amnt	Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		
3, 9, 10		Fountas and Pinnell will be used to establish students	Teachers	August 24-	Faculty	Title I	\$ 1,900.00	Material to use in the
3, 9, 10		Tutors will be used to assist and/or assess students.	Tutors	16-Sep		Title I	#####	
3, 9, 10		Use the RtI process to continue and identify new students	Classroom	Ongoing	Faculty Mgt	Title I	\$ 1,500.00	Intervention material
3, 9, 10		Monthly goal setting conferences (teacher/students and	Classroom	16-Sep	Faculty	Local	\$ 1,000.00	Incentives/material
3,9,10		Achieve 3000 will be used to monitor reading improvement	Assistant	Oct-16	Faculty	Local	\$ 1,500.00	Supplemental reading
3,9,10		Data reports and assessments will be used to organize SGGR.	Data Analyst	16-Sep	Faculty	Title I	\$62,000.00	
3,9,10		Increase the number of books students have access to for	Selby	7-Oct	Pull-Out	Local	\$ 6,473.00	Reading material and books
3,9,10		AR percentage pass/usage will be monitored	Selby	Monthly	Faculty Mgt		\$ 5,000.00	
3,9,10		Teachers will engage in through modeling of expectations (I	Teachers	Daily	PLC			
		Monitoring will occur to ensure teachers are using the	Administrators	Daily				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		

2016-17 CEIP for 137-Hubbard Heights ES

School Readiness Action Plan

Principal: Carlos Mendoza

Leadership Director: Hilda Caballero

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

Focus	Provide parenting skills to improve parent participatoin in the instructional process.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
6		Implement Parent University.	Rangel	13 weeks	Pull-Out/ Vendor	Title I	\$ 500.00	
6		Host monthly parent meetings.	Counselor	Monthly	Pull-Out/ Vendor	Local	\$ 500.00	
6		Conduct parent informational meetings	Parent Liasion Teachers	Aug/Sept	After Sch	Local	\$ 500.00	Supplies
6		Guidance and counseling lessons will be used with students	Counselor			Title I	\$ 240.00	
6		Parent Liasion will collaborate with the school and community to provide parental support as needed	Parent Laison	Jun-16	Pull-Out	Title I	\$23,857.00	
6		Provide incentives for students and teachers	Counselor	7-Oct		Local	\$ 1,500.00	Awards
6		Teachers will conduct parent meetings in which they model best practices/strategies for parents (how to read with students. questionina strateaiies) to practice at home.	Teachers	Once per quarter				
6		PK and K teachers will provide instruction so that students will learn letters, sounds, and their write their first and last names.	Teachers	Daily	PLC			
6		Teachers and administrators will conduct home visits/conferences to encourage punctuality and high attendance.	Teachers Data Analyst Administrators	As Needed				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

2016-17 CEIP for 137-Hubbard Heights ES

Third Grade Reading Action Plan

Principal: Carlos Mendoza

Leadership Director: Hilda Caballero

District Strategic Plan Alignment	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

Focus	Students testing in 3rd grade Spansih will pass the Spansih Reading STAAR with a 15% increase from the previous year as measured by the April Spanish Reading STAAR.
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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		Fountas and Pinnell will be used to establish students beginning reading levels.	Teachers	August 24-Sept 30	Pull-Out	Local	\$ 1,000.00	Reading material and incentives
1, 2, 3		Tutors will be used to assist and/or assess students.	Tutors	Daily	Pull-Out	Title I	\$ 4,700.00	Material for inverventions
1, 2, 3		Use the Rtl process to continue and identify new students struggling with literacy instruction.	Counselor	Ongoing	Pull-Out	Local	\$ 500.00	
1, 2, 3		Goal setting conferences (teacher/students and administrators/teachers) with students to monitor reading improvement.	Teachers Campus Administrators	Monthly	PLC	Local	#####	Supplemental reading material
1,2,3		Achieve 3000 implementation and monitoring to document students' reading improvement.	Assistant Principal	Oct-16	Faculty Mqt/PLC	Title I	\$ 2,205.00	
1,2,3		Teachers will conduct ongoing formative assessments and reteaching in small group/individual settings.	Teachers	Weekly				
1,2,3		Students will be assigned and reassigned to SGGR according to Fountas and Pinnell data and teacher observations.	Teachers Campus Administrators	Ongoing				
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 137-Hubbard Heights ES

Campus Needs Assessment Action Plan

Principal: Carlos Mendoza

Leadership Director: Hilda Caballero

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
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	To improve the consistency of the writing process, campus-wide, to ensure the passing rate of 80% is met by April 2016.
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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		Monitor writing folders for conferencing notes.	Administrators, Teachers, Data Analyst	Monthly	PLC	Local	\$ 1,000.00	Instructional supplies
1, 2, 3		Study student writing samples during monthly PLCs for alignment with TEKS expectations.	Administrators All Teachers	Monthly	PLC			
1,2,3		Increase vocabulary of students PK-5	Teachers	Weekly		Local	\$ 4,700.00	
1,2,3		Administrators will monitor the entire writing process and writing folders to ensure the implementation of the Curriculum Frameworks expectations by conducting bi-monthly writing folder checks.	Teachers	June	Pull-Out	Local	\$ 6,281.00	Staff development and material
1,2,3		Teachers will teach students to create and use a vocabulary notebooks/folder system to record vocabulary to use in writing compositions.	Teachers	Daily	PLC			
1,2,3		Teachers will teach students dictionary skills for multiple word meanings.	Teachers	Weekly	PLC			
1,2,3		Teachers will implement strategies (direct instruction, context clues, word relationships and word usage/meanings) with students.	Teachers	Weekly	PLC			
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						