

# 2016-17 CEIP for 227-Dolores Huerta ES

## 227-Dolores Huerta ES

Principal: Carla Coscia

Leadership Director: Xavier Sanchez

### Accountability Status

**Met Standard**

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

### 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
Carla Coscia	Select
LaSandra Stroman	Select
Kathleen MacNaughton	Teacher
Teresa Warnes	Teacher
Angela Andrews	Teacher
Kayla Noriega	Teacher
Natalie Ibarra	Campus Non-Tch Prof
Steve Grant	District-level Staff
Juan Herrera	Business Rep
Christela Alvarez	Parent
	Select
	Select
	Select
	Select
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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:** 227-Dolores Huerta ES

**Principal:** Carla Coscia

<b>Data Sources Used</b> Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	No	Attendance	No	Cohort Analysis	No	Surveys
	No	Discipline	No	Support Systems	No	Fund Balance
	No	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff
	No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	No	Student Data	No	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
<b>Demographics</b>	1.	Our identified sub-groups are All Students, Hispanic and Economically Disadvantaged	1.	STAAR results show an achievement gap between students in the Dual Language and RP Programs in all content areas except math despite some progress.	1.	Staff will align instruction with the district's new initiative, Direct Instruction, to aid in achievement.
<b>Student Achievement</b>	1.	ISIP shows that all grade levels are advancing in levels of reading. 2016 STAAR results show an increase in fourth grade writing scores. Both programs, Dual Language and RP, have STAAR writing scores at or above 50% which is an increase from the previous year. In math all grade levels scored 70% or higher.	1.	There is a need for increased achievement in Gr. 5 science. STAAR 2016 scores were English 68% and Spanish 81%.	1.	Obtain more science support materials in the Spanish language for our students testing in Spanish in print, as well as, computer software. The campus will participate in Science Night at the Museum of Science and History.
<b>School Culture and Climate</b>	1.	Per the 2015 Mid-Year Teacher Survey, 89% of the staff reported that they enjoy working at this school.	1.	The teachers expressed a continued need for programs to support positive behavior and good citizenship in students.	1.	The campus will continue to provide programs such as Character Counts, Ball Room Dancing, and after school clubs.

<b>Staff Quality/ Professional Development</b>	<b>1.</b> At Dolores Huerta 52% of the staff has 10 or more years of teaching experience. 48% of the staff has 5 or more years of teaching experience. Staff development is delivered during Waiver Days, grade level meetings, and faculty meetings.	<b>1.</b> More training needs to be implemented in content areas where the achievement gap exists.	<b>1.</b> The teachers will receive training in the districts new programs and will help students with HOTS by incorporating Thinking Maps into everyday teaching.
<b>Curriculum, Instruction, and Assessment</b>	<b>1.</b> A cumulative record of every students' academic progress (ISIP, wpm, benchmarks, SCA scores)is maintained in Google Docs. Data is disaggregated at Grade Level meetings,.Each nine weeks students are assessed using district SCA's. Teachers follow the district's Curriculum Framework	<b>1.</b> Early intervention is needed by first grade to assist with reading.	<b>1.</b> Reading Partners program will be continued. Accelerated Reader Program will be used to give students practice in reading.
<b>Family and Community Involvement</b>	<b>1.</b> Our PTA continues to grow with an increase in parent and teacher participation. Wells Fargo Bank employees deliver presentations on campus to students and parents. PTA has monthly parent meetings with guest speakers. The campus hosts Family Math, Science & Literacy Nights.	<b>1.</b> The campus PTA is established. The campus will continue to support all activities to maintain an active PTA.	<b>1.</b> The campus will seek adopt-a-school sponsors.

<b>School Context and Organization</b>	<b>1.</b>	The campus has a combination of self-contained classrooms and grade levels that team teach. Team teaching takes place in Grades two through five. Weekly grade level/PLC meetings are held. Huerta has extracurricular activities such as sports, cheerleading and Science Club. The SBDM and PTA meets. An Awards Program is held every six week grading period.	<b>1.</b>	There is a desire for a technology class with activities for the students. An after school Technology Club is also wanted.	<b>1.</b>	The campus will seek format for teaching technology and establish fundamentals such as keyboarding skills, typing, web surfing, etc. The campus will establish a Technology Club.

**2016-17 CEIP for 227-Dolores Huerta ES**

**Budget Summary**

**Principal: Carla Coscia**

**Leadership Director: Xavier Sanchez**

Summary by Fund Source

<b>Fund Source</b>	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	<b>GRAND TOTAL budgeted in CEIP</b>
Professional Development	100	0	0	1,500	0	0	\$ 1,600
Tier I Instruction	74,000	0	0	0	0	0	\$ 74,000
School Readiness	0	0	0	0	0	0	\$ -
Third Grade Reading	99,000	0	0	0	0	0	\$ 99,000
Campus Needs Assessment	5,750	0	0	1,500	0	0	\$ 7,250
<b>TOTAL</b>	<b>\$ 178,850</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 181,850</b>
<b>Allocations</b>	-	-	-	-	-	-	-
<b>Percent Budgeted</b>	NA	NA	NA	NA	NA	NA	NA

**Compensatory Education Fund - FTEs**

**2016-17 CEIP for 227-Dolores Huerta ES**

**Professional Development Action Plan**

**Principal: Carla Coscia**

**Leadership Director: Xavier Sanchez**

<b>District Strategic Plan Alignment</b>	Goal:	1. Increase Student Achievement
	Objective:	1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
	Strategy:	2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources
	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Teacher Growth to increase student achievement
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,3,4,9	LEP	Three teachers will attend the Thinking Maps training and redeliver information to the staff.	Admin	After training	Pull-Out	Local	\$ 1,500.00	Subs
1,3,4,9	LEP	Monthly review of Formative Assessments will take place during faculty meetings.	Teachers	Monthly	Faculty Mgt			
1,3,4,9	SPED	TAP teacher will attend training at Region XI to assist with our new students on campus.	TAP Teacher	3X a year	Pull-Out	Other		Special Eduaction Dept.
1,3,4,9	LEP	Art teacher will attend state conference to help with school wide events and increase parental involvement	Art Teacher	November	Pull-Out	Title I	\$ 100.00	
1,3,4,9	LEP	PLC meetings will be held at least four times each six week period to review student data, student work and plan best practices.	Leadership Team	Weekly	PLC			
1,3,4,9	LEP	Faculty meetings trainings will adjust to reflect information seen on walkthroughs during the year.	Leadership Team	Weekly	Faculty Mgt			
<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 227-Dolores Huerta ES**

**Tier I Instruction Action Plan**

Principal: Carla Coscia

Leadership Director: Xavier Sanchez

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic Plan</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:	2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Teachers will plan and deliver a successful Tier I lesson including best research based 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	
1,2,3	LEP	Vocabulary will be taught in a systematic way using Worldly Wise in Kindergarten through 5th grade and included in the lesson plans at least three times a week.	Teacher	3X/Week		Title I	\$ 5,000.00	
1,2,3	LEP	Students will use interactive word walls in all classrooms to assist with content area- (10-25 words/week)	Teacher	Weekly				
1,2,3	LEP	Students will know personal Lexile level and expectations for growth of 200 Lexile points every year.	Teacher	Monthly				
1,2,3	LEP	Teacher will provide sentence stems so that students will use Accountable Talk with the teacher and each other to increase critical thinking skills	Teacher	Daily				
1,2,3	LEP	Students will use Accelerated Reader to practice reading skills at home and set goals with the teacher at least three times per year and will read on a regular basis.	Teacher	Daily		Title I	\$ 9,500.00	AR and Library books
1,2,3	LEP	Teacher will plan for at least one formative assessment for every lesson in all content areas.	Teacher	Daily				
1,2,3	LEP	Students will write and speak in complete sentences in all content areas.	Teacher	Daily				
1,2,3	LEP	Teachers will incorporate Thinking Maps into lessons to help students understand concepts and increase critical thinking skills.	Teacher	Daily		Title I	\$ 4,500.00	
1,2,3	LEP	Teachers will create anchor charts for students to use during learning for self-correcting behaviors	Teachers	weekly				
1,2,3	LEP	Data Analyst will provide all teachers will data based on district assessments.	Data Analyst	Monthly		Title I	\$55,000.00	
<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)							

**2016-17 CEIP for 227-Dolores Huerta ES**

**School Readiness Action Plan**

Principal: Carla Coscia

Leadership Director: Xavier Sanchez

<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:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Ensure that our students in PK and Kindergarten have the social emotional, physical and academic knowledge needed to be successful in 1st grade.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,7	LEP	Teachers will incorporate daily oral language practice and phonics instruction on a daily basis including rhymes and poetry.	Teacher	Daily				
1,2,3,7	LEP	Teacher will tie in learning to relevant real world experiences through literature and other environmental print.	Teacher	Daily				
1,2,3,7	SPED	The teacher and counselor will help students learn social skills needed to be successful in a school setting.	Teacher/ Counselor	Monthly				
1,2,3,7	LEP	Teacher will engage students in learning by incorporating music and movement into daily lessons.	Teacher	Daily				
1,2,3,7	LEP	Teachers will use assessment information to teach skills that were lacking during small group time.	Teacher	Between assess- ments				
1,2,3,7	LEP	PK mentor will assist teachers once every two months	Mentor	Every 2 months				
1,2,3,7	LEP	Students will use Smarty Ants in the classroom on a daily basis	Teacher	Daily				
<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 227-Dolores Huerta ES**

**Third Grade Reading Action Plan**

**Principal: Carla Coscia**

**Leadership Director: Xavier Sanchez**

<b>District Strategic Plan Alignment</b>	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

<b>Focus</b>	Students in first through third grade will receive differentiated instruction to be on level in Reading by the end of the year.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)	
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		Amnt
1,2,3,8,9,10	LEP	Students who are Tier2/Tier 3 will receive small group Reading instruction on a daily basis	Teachers/ Assistants	4X/Week		Title I	#####	
1,2,3,8,9,10	ESL	Reading Partners will provide one on one reading instruction in English for struggling readers in Kindergarten through third grade.	Teachers	2X/week		Title I	#####	
1,2,3,8,9,10	LEP	Teachers will check for reading fluency of students every month and plan on intervention as needed.	Teachers	monthly				
1,2,3,8,9,10	LEP	First grade students will practice Literacy skills using Ipads at least three times a week.	Teachers	3X/week		Title I	#####	
1,2,3,8,9,10	LEP	Teachers in Kindergarten through third grade will teach and review high frequency words every day	Teachers	Daily				
1,2,3,8,9,10	LEP	Teachers will provide students who are struggling with after school tutoring in reading, writing and math.	Teachers	weekly		Title I	\$ 9,000.00	Tutoring and STAAR formatted materials
<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 227-Dolores Huerta ES**

**Campus Needs Assessment Action Plan**

Principal: Carla Coscia

Leadership Director: Xavier Sanchez

<b>District</b>	Goal:	3. Enhance Family & Community Engagement
<b>Strategic Plan</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
<b>Alignment</b>	Strategy:	2.3 Provide a multifaceted plan to address stakeholder communication needs
	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	The school will offer activities to increase parental and community involvement with an end result of increasing student achievement.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,6	LEP	Promote home literacy by informing parents of neighborhood library activities, provide home activities during Family Literacy Night and parent meetings.	Data Analyst/ Teachers	each semester				
1,2,6	LEP	Assist parents in receiving information on good parenting skills by providing opportunities for them to attend Parent University and Nutritional classes	Admin/ Counselor	each semester				
1,2,6	LEP	Hold monthly parent meetings to assist them with information requested at the beginning of the year parent survey.	Counselor	monthly		Title I	\$ 1,000.00	
1,2,6	LEP	Seek out at least one school partner to assist with attendance incentives each semester.	Admin	each semester				
1,2,6	LEP	Families will attend the Science Museum to learn about science and spend time together.	Science Lead	April		Title I	\$ 750.00	
1,2,6	LEP	Teachers will meet with parents of all students once in the beginning of the Spring Semester to discuss progress.	Teachers	Spring		Title I	\$ 4,000.00	
1,2,6	LEP	Teachers will communicate with parents at least once a six weeks to share information about progress including DOJO, progress reports and Achieve 3000 Lexile levels.	Teachers	Every 6 weeks				
1,2,6	LEP	Students will be rewarded for portraying good traits using the Character Counts program and Wolf buck store to promote attendance and good behavior. PBIS	Counselor/ Admin/ Teachers	Every 6 weeks		Local	\$ 1,500.00	
<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)						