



# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 124-Maude Logan ES

**Principal:** Nikita Moye

<b>Data Sources Used</b> Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	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>	<b>1.</b>	The demographics is as follows: AA 68%, Hispanic 30%, 1% white, 1.0% other. Total enrollment: 496	<b>1.</b>	Increase in student attendance AA	<b>1.</b>	
<b>Student Achievement</b>	<b>1.</b>	The campus met Index 2 and Index 4 requirements.	<b>1.</b>	STAAR Results: Increase the quality of instruction students receive to improve academic achievement in all content areas with an emphasis on reading and math	<b>1.</b>	Priority 1: Literacy Instruction/Appropriate Intervention
			<b>2.</b>	The teachers need to increase teaching practices in Tier 1 instruction.	<b>2.</b>	Priority 2: Math Instruction/Appropriate Interventions
			<b>3.</b>	The Student Code of Conduct and discipline need to be reinforced consistently. The RTI process must be structured to support student achievement. The campus is under identified in G.T., Sped, Speech, and Dyslexia	<b>3.</b>	Priority 3: Provide PD and implement a positive discipline plan that incentive based on incentives. Momentum is also used to support students in Kindergarten with strategies to control behaviors.

<b>School Culture and Climate</b>	1.	Teachers support each other.	1.	The staff needs more recognition of their positive contributions to the campus.	1.	Culture of feedback and support will be a priority area in of building relationship to developing leadership opportunities for staff. This will be improved by giving and receiving consistent feedback through surveys. Improve teacher and campus celebrations to boost morale.
			2.	Community and Parent Involvement	2.	Positive Culture and Environment will be an additional focus on improving the parents perspective of the campus.
<b>Staff Quality/ Professional Development</b>	1.	Teachers recognize their need for explicit PD to increase student achievement.	1.	Team Building	1.	Improve teacher morale
			2.	Lesson planning-Process and Delivery		
			3.	Accountability of implementation of research best practices need to increase in order for staff quality to increase.		
<b>Curriculum, Instruction, and Assessment</b>	1.	Teachers attend PD	1.	Staff Development is needed in the areas of SGGR/SGGM/data analysis, lesson delivery, and student engagement	1.	Priorities for PD include: PD will be related to the focus areas of literacy, math, lesson delivery, data analysis, and student engagement.
			2.	Staff Development is needed in the district implementation of DII.	2.	Coaching from DII Coach, modeling, and consistent feedback
			3.	Staff Development is needed in the areas of intentional lesson planning- deconstructing standards; increasing understanding of readiness and process standards	3.	Implementation of skills and strategies learned will improve lesson delivery, intentional lesson planning, and impact student achievement.
<b>Family and Community Involvement</b>	1.	Teachers communicate with parents to communicate student progress.	1.	Family Curriculum Night	1.	Parent workshops to support parents with learning at home. Use parent flyers and books to support parents in supporting their child academically and emotionally
			2.	Parent Conferences	2.	Conduct report card pick ups to increase opportunities for parent conferences
			3.	Informing parents of resources available for supporting their family needs	3.	Community and Schools to support with outside resources

<b>School Context and Organization</b>	<b>1.</b> Administrators encourage staff development and teacher growth	<b>1.</b> Improvement in campus wide systems that promote student success and protects instructional time. Accountability to organizational systems	<b>1.</b> Federal funds will be used to support and provide resources that will develop teachers in all content areas and to support discipline incentives to improve student behavior.
		<b>2.</b> Provide resources and instructional materials aligned to state curriculum. Provide technology integrated lesson materials and resources.	<b>2.</b> Funds will be used to provide instructional intervention programs that will improve student achievement. Resources such as: Flocabulary, Istation, Dream Box-Math, Renaissance Math
		<b>3.</b> Before and or After school Interventions	<b>3.</b> Federal funds will be utilized to provide supplemental pay for additional intervention after school, and or on Saturday

**2016-17 CEIP for 124-Maude Logan ES**

**Budget Summary**

**Principal: Nikita Moye**

**Leadership Director: Sheila Turner**

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	0	0	6,700	0	0	0	\$ 6,700
Tier 1 Instruction Action Plan	0	0	0	0	0	0	\$ -
School Readiness	0	0	0	0	0	0	\$ -
Third Grade Reading	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
<b>TOTAL</b>	\$ -	\$ -	\$ 6,700	\$ -	\$ -	\$ -	\$ 6,700
<b>Allocations</b>	<b>10,000</b>	<b>5,000</b>	<b>20,000</b>	<b>5,000</b>	<b>5,000</b>		
<b>Percent Budgeted</b>	0%	0%	34%	0%	0%		

**Compensatory Education Fund - FTEs**

**2016-17 CEIP for 124-Maude Logan ES**

**Professional Development Action Plan**

**Principal: Nikita Moye**

**Leadership Director: Sheila Turner**

<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: 1.1 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

<b>Focus</b>	The focus is to improve student achievement. The focus will be to increase overall academic of all student to show significant progress as measured by Achieve 3000/Fountas & Pinnell/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	
2		Implement PLC's	Principal, Assistant Principal, Coaches, Teachers	September - May 2016-2017	Faculty Mgt/PLC	Priority	\$ 6,100.00	
2		SGGR	Coaches	Sept-Oct 2016-2017	Faculty Mgt/PLC	Priority		
2		Supoort Math Instruction with math manipulatives and centers	Principal, Assistant Principal, Coaches, Teachers	Sept-Oct 2016-2017	Faculty Mgt/PLC	Priority	\$ 600.00	The amount for ordering manipulatives and the ineractive math resource is 600.00
2		Small Group Math	Coaches	Oct 2016-2017	Faculty Mgt/PLC			There will be no cost associatd with this step in the action plan.
2		DII Lesson Delivery-Process/Coaching	DII Coach	Sept-May 2016-2017	Faculty Mgt/PLC			
2		Fountas and Pinnell-Running Records	Coach	Sept.-Oct. 2016-2017	Faculty Mgt/Vendor			
2		Deconstructing the Standards	PLC Trainer	Oct.-Nov. 2016-2017	Saturday/ PLC			
2		Thinking Maps	Assistant Principal	Oct.-Nov. 2016-2017.	Faculty Mgt/PLC			
2		All in Learning-Technology	Principal	Oct.-Nov. 2016-2017	Faculty Mgt/PLC			
2		My Sidewalks	Coaches	Oct.-Nov. 2016-2017	Faculty Mgt/PLC			
2		PBIS	Counselor	Septemebr 2016	Faculty Mgt/PLC			
2		LLI Training 1-2 ELA Teachers	Coaches	Oct.-Nov. 2016-2017	Faculty Mgt/PLC			
2		Team Building	Principal	Nov. 2016-2017	Faculty Mgt/Vendor	Priority	211-9,000	
2		Provide De-escalation training	Counselor	Nov-Dec 2016	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 124-Maude Logan ES**

**School Readiness Action Plan**

**Principal: Nikita Moye**

**Leadership Director: Sheila Turner**

<b>District</b>	Goal:	1. Increase Student Achievement Priority: Kindergarten Readiness
<b>Strategic Plan</b>	Objective:	1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
<b>Alignment</b>	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

<b>Focus</b>	The focus will be to increase the number of Kindergarten students reading at F & P level D at the EOY.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
2		Implement SGGR with fidelity	Principals, Coaches, Teachers	Sept.-June 2016-2017				There is no cost associated with this step in the Readiness Action Plan.
2		Implement High Frequency word activities to support in reading with automaticity	Principals, Coaches, Teachers	Sept.-June 2016-2017				
2		Share six weeks and grade level expectations with parents	Principals, Coaches, Teachers	Sept.-June 2016-2017				
2		Review student work samples	Principals, Coaches, Teachers	Sept.-June 2016-2017				
2		Track reading levels by class and grade level	Principals, Coaches, Teachers	Sept.-June 2016-2017				
<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 124-Maude Logan ES**

**Third Grade Reading Action Plan**

**Principal: Nikita Moye**

**Leadership Director: Sheila Turner**

<b>District</b>	Goal: 1. Increase Student Achievement Priority: 3rd Grade Reading
<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: 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

<b>Focus</b>	The focus for third grade reading will be to increase thenumber of students reading on or above level by the EOY.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)	
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		Amnt
2		Implement SGGR with fidelity	Principals, Coach, Teachers	Sept.-June 2016-2017				
2		Implement DII lesson model with fidelity	Principals, Coach, Teachers	Sept.-June 2016-2017				
2		Implement explicit comprehension teaching strategies	Principals, Coach, Teachers	Sept.-June 2016-2017				
2		Analyze data	Principals, Coach, Teachers	Sept.-June 2016-2017				
2		Review student work samples	Principals, Coach, Teachers	Sept.-June 2016-2017				
2		Complete vocabulary development assignemnts in all content areas across grade levels	Principals, Coach, Teachers	Sept.-June 2016-2017				
<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 124-Maude Logan ES**

**Campus Needs Assessment Action Plan**

Principal: Nikita Moye

Leadership Director: Sheila Turner

<b>District</b>	Goal:	2. Improve Operational Effectiveness & Efficiency
<b>Strategic Plan</b>	Objective:	2.1 Establish a District-wide support system that encompasses all the operating needs of Fort Worth ISD
<b>Plan</b>	Strategy:	2.2 Implement best practices for increasing effectiveness and efficiency in operations
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Behavior: Decrease amount of lost instructional time by 50%.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
2		Implement PBIS	Counselor CIS	October-May 2016-2017	Faculty Mgt/PLC			
2		Host RTI meetings	Counselor CIS	October-May 2016-2017	Faculty Mgt/PLC			
2		Host parent conferences	Counselor CIS	October-May 2016-2017	After Sch			
2		Provide community resources and academic resources to parents	Counselor CIS	October-May 2016-2017	After Sch			
2		Provide guidance lessons in response to documented needs , discipline referrals, parent calls, etc.	Counselor A.P.	October-May 2016-2017				
2		Analyze attendance and discipline data as comparison groups	Counselor A.P.	October-May 2016-2017	Faculty Mgt			
2		Provide De-escalation training	Counselor A.P.	Oct. 2016-2017	Faculty Mgt/PLC			
2		Use schedules to monitor instruction	Adminstrators	October-May 2016-2017				
2		Collaborate to develop campus wide plan for positive behavior intervention support	Counselor A.P.	October-May 2016-2017	Faculty Mgt/PLC			
<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)						