

2016-17 CEIP for 188-Atwood McDonald ES

188-Atwood McDonald ES

Principal: Nkosi Geary-Smith

Leadership Director:

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
Latonya Pegues	Teacher
Larry Keys	Teacher
Trinity Price	Teacher
Andrea Anderson (alt.)	Additional Appointed Rep
Crystal Hudson	Campus Non-Tch Prof
Leslie Turner	Additional Appointed Rep
Tivia Devonish	Campus Non-Tch Prof
Leah Finney	Dist Emp Relations Council Rep
Nkosi Geary-Smith	Campus Non-Tch Prof
Erika Sims	District-level Staff
Pam Livingston	Community Rep
	Select
	Select
	Select
	Select
	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: 188-Atwood McDonald ES

Principal: Nkosi Geary-Smith

Data Sources Used 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	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff
	No	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	No	Student Data	Yes	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.	500 students, 89% AA	1.	Mentors	1.	Tutoring Pullouts for Reading /Math
	2.	All PK classrooms are full and we received one new teacher and one new TA position.	2.	Tutors, volunteers	2.	Reading Mastery/Corrective Reading intervention
Student Achievement	1.	Writing - grade 4: gains shown via SCAs and benchmarks	1.	Reading - grades 3rd grade	1.	Staffuties for team building/relationships
	2.	Math and Reading - 5th grade	2.	Math - 3rd 4th	2.	Personality profiles and training
	3.	ELA 4th grade	3.	Science - 5th grade (42%)		
School Culture and Climate	1.	Male mentoring-UMOJA, Jewels, Gents, FWAS to change program	1.	Team Building to increase motivation and morale	1.	Subs - learning walks and mentoring
	2.	Decrease in suspensions and referrals	2.	School wide Behavior/Incentive Program	2.	Interveiw teams to hire best "fit" staff members
	3.	Implementation of the Honorable Character behavioral management and 360 RTI documentation of identified student issues.	3.	Content and Behavior Management Training	3.	Implemetation of the FWISD district wide initiative (Honorable Character). Posters, student incentives and parental involvement.
Staff Quality/ Professional Development	1.	Continuing PLCs and curriculum convos	1.	Content coaching (veteran teachers)	1.	Subs - learning walks and mentoring
	2.	Professional Development - data and tracking	2.	Hire quality teacher with specific content know.	2.	Interveiw teams to hire best "fit" staff members
Curriculum, Instruction, and Assessment	1.	Reading Intervention (RM/CR)-grades 1-3	1.	Zero period for Reading Interventions	1.	Resources for STAAR formatted progress monitoring
	2.	Assessment software needed for all contents	2.	Drop everything and read program	2.	STAAR practice book for every student, small group instruction.

	3.	Software necessary to increase measureable growth in math for all students.	3.	Assessment and data tracking for math	3.	Implementation of daily math interventions for 1-3 students not identified by the Reading Mastery Intervention hour. Daily student accessibility to math software.
Family and Community Involvement	1.	Parent Education Classes/Events	1.	Build PTA/PTO	1.	Increase parent communication - surveys/forums
	2.	PTA Meetings	2.	Increase fundraising and school sponsors	2.	Back-to-school day/night/EOY celebrations
	3.	Increase parental involvement/support	3.	Poor perception of school	3.	Data and testing conversations
School Context and Organization	1.		1.	Lack of electronic assessment methods	1.	Increase technology for all grade levels
			2.	Lack of technology to assess and intervene	2.	Train staff on math test banks and software
					3.	Hold parent focus groups for input.

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Budget Summary

Principal: Nkosi Geary-Smith

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	24,000	0	0	0	0	0	\$ 24,000
Tier I Instruction	20,500	0	0	4,500	0	0	\$ 25,000
School Readiness	60,900	0	0	3,500	0	0	\$ 64,400
Third Grade Reading	17,500	0	0	1,500	0	60,000	\$ 79,000
Campus Needs Assessment	5,700	0	0	2,000	0	0	\$ 7,700
TOTAL	\$ 128,600	\$ -	\$ -	\$ 11,500	\$ -	\$ 60,000	\$ 200,100
Allocations	151,000	-	-	40,957	-	-	-
Percent Budgeted	85%	NA	NA	28%	NA	NA	NA

Compensatory Education Fund - FTEs