# 2016-17 CEIP for 143-D McRae ES 143-D McRae ES

**Principal: Kendall Miller** 

**Leadership Director: Sonja Starr-Malone** 

#### **SBDM Members**

| Accountability Status  | Name                | Role                 |
|--|---------------------|----------------------|
| Met Standard   | Ana Gonzalez        | Teacher              |
| iviet Standard   | Glenda Helms-Pirtle | Teacher              |
|  | James Niznick       | Teacher              |
|  | Fabiola Aguirre     | Teacher              |
| Campus Distinctions  | Patricia Garcia     | Campus Non-Tch Prof  |
| Top 25% Closing Achievement Gap  | Tina Cantu          | District-level Staff |
| SELECT A DISTINCTION DESIGNATION   | Ruth Porter         | Community Rep        |
| SELECT A DISTINCTION DESIGNATION   | Elizabeth Ward      | Business Rep         |
| SELECT A DISTINCTION DESIGNATION   |                     | Select               |
| SELECT A DISTINCTION DESIGNATION   |                     | Select               |
| SELECT A DISTINCTION DESIGNATION   |                     | Select               |
| SELECT A DISTINCTION DESIGNATION   |                     | Select               |
|  |                     | Select               |
|  |                     | Select               |
|  |                     | Select               |
| CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR   |                     | Select               |
| I certify acceptance and compliance with all provisions set forth by:  |                     | Select               |
| YES the Fort Worth ISD School Board; When you select "Yes," you are certifying that                                  |                     | Select               |
| YES the Texas Education Code; you have access to or have received the document that outlines all of the requirements |                     | Select               |
| YES No Child Left Behind; discussed above. Additionally, you are   |                     | Select               |

#### Fort Worth ISD

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

Click here to see the full Guide to Campus Assurances

the School Improvement Program.

Title I, Part A; and

YES

YES

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indicating your assurance that these

Learning Network leadership team.

requirements will be implemented on your

campus by yourself, your designee, or your

### **Comprehensive Needs Assessment Summary for 2016-2017**

Campus: D. McRae Elementary

Principal: Kendall Miller

| Principal:                                    | Ken  | dall Miller   |      |   |      |  |
|---|------|---|------|---|------|--|
| Data Sources Used                             | No   | Graduation  | No   | Feeder Pattern Analysis   | Yes  | Data Accuracy  |
|   | Yes  | Attendance  | Y/N? | Cohort Analysis   | No   | Surveys  |
| Make a selection for                          | Yes  | Discipline  | No   | Support Systems   | No   | Fund Balance   |
| each by chosing from the drop down            | Yes  | Instruction   | No   | Intervention Services   | No   | Recruit & Retain Quality Staff   |
| the drop down                                 | Yes  | Curriculum  | No   | Dropout Identification  | No   | VOC-Customer Feedback  |
|   | Yes  | Student Data  | Yes  | Achievement Gap   | No   | Other - enter data source here   |
| Area Reviewed                                 | Sum  | nmary of Strengths  | Sun  | nmary of Needs  | Prio | rities   |
|   | What | t were the identified strengths?  | Wha  | it were the identified needs?   |      | t are the priorities for the campus, including how ral and state program funds will be used?   |
| Demographics                                  | 1.   | Based on STAAR 2015 Distinctions Received for: Top 25% Student Progress, Science, and College and Career Readiness.         | 1.   | Ensure systems are in place and monitored to support struggling learners.                         | 1.   | Ongoing professional development to support motivation of struggling learners.   |
|   |      |   | 2.   | Motivation of reluctant learners.   | 2.   | Ensure additional educational opportunities and resources are made available to students with the greatest need specifically, retained students and struggling learners. |
| Student Achievement                           | 1    | Low teacher turnover and Positive Campus  | 1.   | Improve communications between,   | 1    | Put a committee in place to support and  |
| Student Achievement                           | ١٠.  | Climate.  | '-   | administration, faculty, and families.  | '-   | Celebrate Cultural Diversity.  |
|   |      |   | 2.   | Support and Celebrate Cultural Diversity.   | 2.   | Monthly communication/calendar sent home to parents.   |
| School Culture and<br>Climate                 | 1.   | Positive feedback regarding campus based professional development.  | 1.   | PLCs to support vertical articulation.  | 1.   | Develop master calendar to plan professional learning specifically technology, vertical articulation, content specific professional learning.                            |
|   |      |   | 2.   | Technology professional learning, grade level/content specific PD.                                |      |  |
| Staff Quality/<br>Professional<br>Development | 1.   | Supplemental Support Material made available for campus use. (STAAR Formatted Material, Reading ABC online Leveled Library) | 1.   | Strengthen math instruction with campus based planning.   | 1.   | Use grade level PLCs to plan quality formative and summative assessments.  |
| 2010ipinont                                   |      | <i>y</i>  | 2.   | Align assessment with instruction using quality campus based formative and summative assessments. |      |  |
| 017 1:27 PM                                   |      |   |      |   |      |  |

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| Curriculum,<br>Instruction, and | 1. | Parent Teacher Conference pullout days.                                    | 1. | Motivate and initiate improved parent volunteer opportunities and awareness. | Use monthly calendar to ensure parental awareness of volunteer opportunities. |
|---------------------------------|----|--|----|--|---|
| Assessment                      | 2. | Collaboration with Texas Wesleyan University in Math and Reading.          | 2. | Seek out community/business partnerships.                                    |   |
|                                 |    | Collaboration with FWAS Family Engagement Specialist and Academic Liaison. |    |  |   |
| Family and Community            | 1. | Time allotted for Rtl data entry during faculty meetings.                  | 1. | Ensure accurate master calendar.   | Implement an incentive plan for student attendance and tardies.               |
| Involvement                     | 2. | Retired teachers to tutor and support children.                            | 2. | Strategies to reduce student tardies and absences for repeat offenders.      |   |
|                                 |    |  |    |  |   |
| School Context and Organization | 1. | Time alloted for Rtl data entry during faculty meetings.                   | 1. | Ensure accurate master callendar.  | Implement an incentive plan for student attendance and tardies.               |
|                                 | 2. | Retired teachers to tutor and support children.                            | 2. | Strategies to reduce student tardies and absences for repeat offenders.      |   |
|                                 |    |  |    |  |   |

Principal: Kendall Miller

Leadership Director: Sonja Starr-Malone

#### Summary by Fund Source

| Fund Source                 | TITLE I   | TITLE I<br>(PARENT INV) | FOCUS/PRIORITY | LOCAL  | OTHER | NONE | AND TOTAL geted in CEIP |
|-----------------------------|-----------|-------------------------|----------------|--------|-------|------|-------------------------|
| Professional<br>Development | 1,300     | 0                       | 0              | 0      | 0     | 0    | \$<br>1,300             |
| Tier I Instruction          | 0         | 0                       | 0              | 0      | 0     | 0    | \$<br>-                 |
| School Readiness            | 488       | 0                       | 0              | 500    | 0     | 0    | \$<br>988               |
| Third Grade<br>Reading      | 1,500     | 0                       | 0              | 0      | 0     | 0    | \$<br>1,500             |
| Campus Needs<br>Assessment  | 8,000     | 0                       | 0              | 0      | 0     | 0    | \$<br>8,000             |
|                             |           |                         |                |        |       |      |                         |
| TOTAL                       | \$ 11,288 | \$ -                    | -              | \$ 500 | -     | \$ - | \$<br>11,788            |
| Allocations                 | -         | -                       | -              | -      | -     |      |                         |
| Percent<br>Budgeted         | NA        | NA                      | NA             | NA     | NA    |      |                         |

**Compensatory Education Fund - FTEs** 

#### 2016-17 CEIP for 143-D McRae ES

#### Professional Development Action Plan Leadership Director: Sonia Starr-Malone

| Principal: K | endall Mi  | iller Leadership Director: Sonja Starr-Malone   |
|--------------|------------|---|
| District     | Goal:      | 1. Increase Student Achievement   |
| Strategic    | 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  |

|       | Our Professional Development Plan will be focused on meeting the needs of all students through Diferentiated Instruction. |
|-------|---|
| Focus |   |

|  |       | Alignment  |                          | Expectations |               |                  |                 |                               |
|--|-------|--|--------------------------|--------------|---------------|------------------|-----------------|-------------------------------|
| Title I<br>Components  | PBMAS | Implementation Action Steps                                | Person(s)<br>Responsible | Timeline     | PD Code       | Budget<br>Source | Amnt            | Comments (+/Δ)                |
|  | LEP   | Faculty Meeting: SGGR and SGGM                             | Garcia/Munguia           | 11/7/2016    | Faculty Mgt   |                  |                 | On going throughout the year. |
|  | LEP   | PLC Meeting: Differentiation of small group                | Nowoatzky,               | 10/27/2016   | PLC           |                  |                 | Monitoring for                |
|  |       | activities/instruction for Tier I Instruction              | Math                     |              |               |                  |                 | implementation in             |
|  |       |  | Department               |              |               |                  |                 | walkthroughs beginning        |
|  |       |  |                          |              |               |                  |                 | 10/31/2016.                   |
|  | BE    | Technology Training Google Docs(to ensure fidelity of data | Baham                    | 9/12/2016    | Faculty Mgt   |                  |                 | Use Google docs to capture    |
|  |       | collection)  |                          | 0.17.1004.6  | 51.6          |                  |                 | and monitor                   |
|  | LEP   | PD: PLC Rtl w/Ms. Ware                                     | Ware                     | 9/7/2016     | PLC           |                  |                 | Teachers have opportunities   |
|  |       |  |                          |              |               |                  |                 | each month to enter           |
|  |       |  |                          |              |               |                  |                 | interventions during faculty  |
|  | LEP   | PLC Meeting: Focus on Direct Interactive Instruction       | Lopez                    | ongoing      | PLC           |                  |                 | meeting time.  Demo Lessons   |
|  | LEP   | Faculty Meeting: Vertical Allignment in Reading/Math       | Miller                   | , ,          | Faculty Mgt   |                  |                 | Look for mastery of learning  |
|  | LLI   | ractity Meeting. Vertical Allignment in Reading/Matri      | IVIIIIEI                 | 11/14/2010   | l acuity wigt |                  |                 | in reference to Standards     |
|  |       |  |                          |              |               |                  |                 | and Measureable Objectives.   |
|  |       |  |                          |              |               |                  |                 | and ineasureable Objectives.  |
|  | BE    | Fort Worth Hispanic Conference                             | Miller                   | 10/15/2016   | After Sch     | Title I          | \$ 1,300.00     | 12 teachers attended the      |
|  |       |  |                          |              |               |                  |                 | conference                    |
|  |       |  |                          |              |               |                  |                 |                               |
|  |       |  |                          |              |               |                  |                 |                               |
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|  |       |  |                          |              |               |                  |                 |                               |
|  |       |  |                          |              |               |                  |                 |                               |
| Opportunity Progress Monitoring Schedule: BOY (August 22 - Novem |       |  | lovember 4)              | MOY (Nove    | ember 7 - Fe  | ebruary 24)      | <b>EOY</b> (Feb | ruary 27 - June 2)            |

Tier I Instruction Action Plan Leadership Director: Sonja Starr-Malone

Principal: Kendall Miller

| pu.      |            | ane.  |
|----------|------------|---|
| District | Goal:      | 1. Increase Student Achievement   |
| Strategi | 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 |
| Alianma  | Measure    | 1.5 Achievement and passing rates on state and local assessments  |

Focus

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

|                       |       | Alignment   |                          | Ex       | pectation    |                  |          |  |
|-----------------------|-------|---|--------------------------|----------|--------------|------------------|----------|--|
| Title I<br>Components | PBMAS | Implementation Action Steps                             | Person(s)<br>Responsible | Timeline | PD Code      | Budget<br>Source | Amnt     | Comments (+/Δ)   |
|                       | ESL   | Standards and Measureable Objectives                    | Miller/Lampkins          | Weekly   | Faculty Mgt  |                  | \$ -     | Look for: Are lesson pla<br>posted outside<br>classroom? Does t<br>posted objective mat<br>what is on the lesson plan<br>Does the student learni<br>reflect that the objecti<br>is/has been taught? Wh<br>artifacts exist to suppo   |
|                       | ESL   | Student Engagement                                      | Miller/Lampkins          | Weekly   | Faculty Mgt  |                  | \$ -     | that the objective v   |
|                       | ESL   | Lesson Structure and Sequence                           | Miller/Lampkins          | Weekly   | Faculty Mgt  |                  | \$ -     | Words May-Sequer Pradrict Lesson is chunked. Chur are meaningful, eligned the standard a measureable objectives a appropriately paced for 1 level of difficulty a complexity. Less proceeds sequentially fra activation of pr knowledge to structuu practice, guided pract and assess maste Students demonstrate th learning at the end of f |
|                       | ESL   | Proactive Classroom Management                          | Miller/Lampkins          | Weekly   | Faculty Mgt  |                  | \$ -     | Review Proactive Classro<br>Managemnt Strate<br>weekly at faculty meeting  |
|                       |       |   |                          |          |              |                  |          |  |
| Opportu               | unitv | Progress Monitoring Schedule: <b>BOY</b> (August 22 - N | lovember 4)              | MOY (Nov | ember 7 - Fe | ebruary 24)      | EOY (Feb | oruary 27 - June 2)  |

#### School Readiness Action Plan Leadership Director: Sonja Starr-Malone

#### Principal: Kendall Miller

| District  | Goal:      | 1. Increase Student Achievement Priority: Kindergarten Readiness  |
|-----------|------------|---|
| Strategic | Objective: | 2.3 Establish a communication system that involves all stakeholders   |
| 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 prepare all D. McRae students to be school ready.

|  |       | Alignment                    |                          | Ex          |             |                    |           |  |
|--|-------|------------------------------|--------------------------|-------------|-------------|--------------------|-----------|--|
| Title I<br>Components  | PBMAS | Implementation Action Steps  | Person(s)<br>Responsible | Timeline    | PD Code     | Budget<br>Source   | Amnt      | Comments (+/Δ)   |
|  | ESL   | Monitor CPALS Data PK        |                          |             | PLC         |                    |           | Meet with EC Specialist<br>discuss CPALS Data and<br>goal setting for MOY and<br>EOY.            |
|  | ESL   | Small group Instruction      | Garcia/Munguia           |             | Faculty Mgt | Local              | \$ 500.00 | Training at a faculty meeting on Best Practices for Small Group Instruction.                     |
|  | ESL   | Parent Newsletter            |                          |             |             | Title I            | \$ 338.00 | Parent Connection  |
|  | ESL   | PK/K PTO Parent Meeting      | PK/K/Miller              | Spring      | Faculty Mgt | Title I            | \$ 150.00 | inservice for parents on how<br>they can help their child at<br>home.                            |
|  |       | PD-PK Vocabulary Development | C. McClary               |             | PLC         |                    |           | Speech Therapist will train PK Teachers on early identification strategies for Speech concnerns. |
|  |       |                              |                          |             |             |                    |           |  |
|  |       |                              |                          |             |             |                    |           |  |
|  |       |                              |                          |             |             |                    |           |  |
|  |       |                              |                          |             |             |                    |           |  |
| Opportunity Progress Monitoring Schedule: BOY (August 22 - November 4) M |       | M <b>OY</b> (Nove            | ember 7 - Fe             | ebruary 24) | EOY (Feb    | ruary 27 - June 2) |           |  |

#### 2016-17 CEIP for 143-D McRae ES

## Third Grade Reading Action Plan eadership Director: Sonja Starr-Malone

| Principal: K | endall M   | iller Leadership Director: Son  |
|--------------|------------|---|
| 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 |

| 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 |
| Alignmen  | Measure:   | 1.5 Achievement and passing rates on state and local assessments  |

All students will show a 200 point gain in Lexile level each year.

Focus

|                       |       | Alignment   | Expectations             |           |              |                  |             |                                     |
|-----------------------|-------|---|--------------------------|-----------|--------------|------------------|-------------|-------------------------------------|
| Title I<br>Components | PBMAS | Implementation Action Steps                             | Person(s)<br>Responsible | Timeline  | PD Code      | Budget<br>Source | Amnt        | Comments (+/Δ)                      |
|                       |       | Monitor Small Group Instrucition                        | Miller/Lampkins          | weekly    | Faculty Mgt  |                  |             | Administrators will visit           |
|                       |       |   |                          |           |              |                  |             | classrooms at specific times        |
|                       |       |   |                          |           |              |                  |             | to look for best practices in       |
|                       |       |   |                          |           |              |                  |             | SGGR and ensure that it is          |
|                       |       |   |                          |           |              |                  |             | occurina routinely                  |
|                       |       | Nine Week Campus Created STAAR Formated Assessment      | P. Garcia                |           |              | Title I          | \$ 1,500.00 | D. McRae will administer            |
|                       |       |   |                          |           |              |                  |             | STAAR Formated                      |
|                       |       |   |                          |           |              |                  |             | Assessments each 9 weeks            |
|                       |       |   |                          |           |              |                  |             | based on the taught                 |
|                       |       | Monitor Progress for 30 point per month Lexile Growth   | P.                       |           |              |                  |             | Curicuum<br>Celebrate and recognize |
|                       |       |   | Garcia/Munguia           |           |              |                  |             | students that have shown a          |
|                       |       |   | - Carcia, mangaia        |           |              |                  |             | 30 point lexile growth each         |
|                       |       |   |                          |           |              |                  |             | month.                              |
|                       |       |   |                          |           |              |                  |             | THOM:                               |
|                       |       |   |                          |           |              |                  |             |                                     |
|                       |       |   |                          |           |              |                  |             |                                     |
|                       |       |   |                          |           |              |                  |             |                                     |
|                       |       |   |                          |           |              |                  |             |                                     |
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|                       |       |   |                          |           |              |                  |             |                                     |
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|                       |       |   |                          |           |              |                  |             |                                     |
|                       |       |   |                          |           |              |                  |             |                                     |
|                       |       |   |                          |           |              |                  |             |                                     |
| Opportunity           |       | Progress Monitoring Schedule: <b>BOY</b> (August 22 - N | lovember 4)              | MOY (Nove | ember 7 - Fe | ebruary 24)      | EOY (Feb    | ruary 27 - June 2)                  |

#### 2016-17 CEIP for 143-D McRae ES

#### **Campus Needs Assessment Action Plan**

| Principal: K | (endall l | Miller                          | Leadership Director: Sonja Starr-Malone |
|--------------|-----------|---------------------------------|---|
| District     | Goal:     | 1. Increase Student Achievement |   |

| 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  |

During the 2016-2017 school year D. McRae Elementary will implement Components of Direct Interactive Instruction.

Focus

|                       |       | Alignment   | Expectations             |          |             |                  |             |  |
|-----------------------|-------|---|--------------------------|----------|-------------|------------------|-------------|--|
| Title I<br>Components | PBMAS | Implementation Action Steps   | Person(s)<br>Responsible | Timeline | PD Code     | Budget<br>Source | Amnt        | Comments (+/Δ)   |
|                       | ESL   | Monitor Student Progress of Fluency/Comprehension, Math Facts, Writing Baseline | Miller/Lampkins          |          | Faculty Mgt |                  |             | Use Google docs to manage student data for data points.  |
|                       | ESL   | Monthly Awards Assembly   | Miller/Lampkins          |          |             | Local            |             | Classroom Attendance 2.     Student of the Month 3. AR     4. 30 point or more Lexile     Growth for month.            |
|                       | ESL   | STAAR Formated Materials  | Lampkins                 |          |             | Title I          | \$ 8,000.00 | Use STAAR Formated Materials to monitor student progress on students mastery of materials in a STAAR                   |
|                       | ESL   | Extended Day Reading Program  | Munguia                  |          |             | Title I          |             | Every 2 weeks Extended Day Program Teachers will monitor student pogress in Fluency and                                |
|                       | ESL   | 21st Century After School Program   | P. Garcia                |          |             | Other            |             | Ensure compliance with<br>21st Century guidelines by<br>meeting monthly with<br>grant coordinator and<br>Clayton Staff |
|                       |       |   |                          |          |             |                  |             |  |
|                       |       |   |                          |          |             |                  |             |  |
|                       |       |   |                          |          |             |                  |             |  |
| 0                     |       | Progress Manitaring Sahadular POV (August 60)                                   | Novomber 4)              | MOV (NI- | vomber 7    | Fobrus : 24      | EOV /       | obruon, 27 luna 2)   |
| Opportunity           |       | Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)               |                          |          | veniber / - | February 24)     | EU1 (F      | ebruary 27 - June 2)   |