

2016-17 CEIP for 119-Daggett ES

119-Daggett ES

Principal: Patty Cote

Leadership Director: Sonja Starr-Malone

Accountability Status

Improvement Required

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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:

Select 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
Suzanne Flores	Teacher
Stacey Haas	Teacher
Elizabeth Saldana	Teacher
Katy Reed dA Y Q	Campus ed ea Sa
Chad Davis	District-level Staff
	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

<p>Used</p> <p>No Graduation</p> <p>Yes Attendance</p> <p>Yes Discipline</p> <p>Yes Instruction</p> <p>No Curriculum</p> <p>Yes Student Data</p>	<p>No Feeder Pattern Analysis</p> <p>Yes Cohort Analysis</p> <p>No Support Systems</p> <p>No Intervention Services</p> <p>No Dropout Identification</p> <p>Yes Achievement Gap</p>	<p>No Data Accuracy</p> <p>Yes Surveys</p> <p>No Fund Balance</p> <p>No Recruit & Retain Quality Staff</p> <p>Yes VOC-Customer Feedback</p> <p>No Other - enter data source here</p>
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<p>1. Student population is comprised of mostly Hispanic students. 90% of students are economically disadvantaged. Campus is direct certified.</p>	<p>1. Many students live in very impoverished situations and struggle with homelessness and high mobility.</p> <p>2. Veteran and novice teachers lack knowledge and expertise to assist students in high at risk situations.</p>	<p>1. Title One assistants will provide targeted instruction in reading for students in grades 2-5 reading below grade level.</p> <p>2. Campus Data Analyst will be utilized to provide detailed analysis of student data for teachers and admin staff.</p>
<p>1. Campus met expectations in Index 2 and 4.</p> <p>2. Slight increases in Index 2 and 4 from 2015 results.</p>	<p>1. Approximately 50% of students read and comprehend below grade level.</p> <p>2. Students lack basic conceptual knowledge of mathematics.</p>	<p>1. Title One assistants will provide targeted instruction in reading for students in grades 2-5 reading below grade level.</p> <p>2. Campus Data Analyst will be utilized to provide detailed analysis of student data for teachers and admin staff.</p>
<p>1. Climate has continued to become more stable and customer centered.</p>	<p>1. Deeply embedded beliefs in outdated teaching techniques exists among most teaching staff.</p> <p>2. Students lack a true interest in reading outside of classroom assignments.</p>	<p>1. Teachers will receive instructional coaching through Data Analyst and Leadership Team who will focus on working with teachers and engaging all staff in coaching activities.</p> <p>2. Funds for principal's book of the month which provides positive character traits and a love of reading.</p>

1. Veteran staff possess desire to enhance teaching practices but lack the resources to do so.

1. Most teachers know how to adapt materials and assessments to meet the needs of students.

1. Families show genuine interest in assisting their children and support school efforts.

2. Community is supportive of school. St Paul Lutheran Church has two robust outreach programs on campus.

1. Teachers express desire for campus to progress academically and in the social and emotional support given to students.

1. Teachers are not engaged in rigorous, targeted professional development.

2. Teachers have not had access to several initiatives (formative assessment and student engagement)

1. A heavy reliance on test preparation materials in grades 3-5 has resulted in stagnant scores for students.

2. Primary grade students are engaged in independent work that is not rigorous and relevant.

1. The campus PTA needs a restart with a new board of officers.

2. Outside resource are not targeted nor coordinated into a collective effort.

1. Years of an adult centered mindset is a hindrance to efforts to advance student achievement.

1. Eric Jensen's book study

2. Utilize T-Tess data from teachers to guide any budget needed for staff development.

3. Provide staff development in direct instruction techniques and data analysis.

1. Title One Teacher/Instructional Coach will assist teachers in the integration of proven instructional methods that more fully engage students.

2. Computer lab assistant presents lesson on computer literacy and implements the reading and math intervention computer based programs.

1. Restart PTA

2. Utilize family liaison to reach out to families and facilitate school and family communications.

3. Leadership ISD partners will help facilitate coordination of community resources on campus.

1. Provide professional development in strategies to build relationships with students and families.

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	63,000	0	0	0	0	0	\$ 63,000
Tier I Instruction	5,000	0	0	0	0	0	\$ 5,000
School Readiness	0	0	0	0	0	0	\$ -
Third Grade Reading	98,750	0	0	0	0	0	\$ 98,750
Campus Needs Assessment	4,500	0	0	0	0	0	\$ 4,500
TOTAL	\$ 171,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 171,250
Allocations	217,000	-	-	5-			

Goal:
Objective:
Strategy:
Measure:

Focus

Alignment

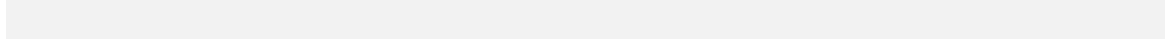
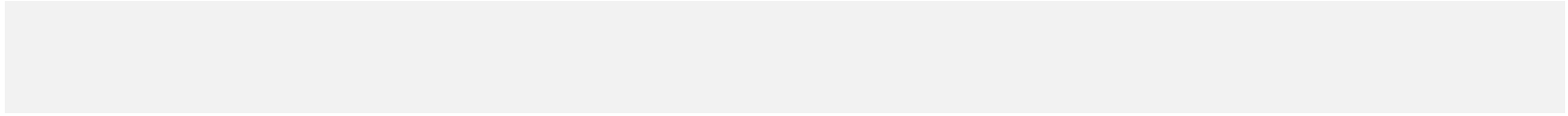
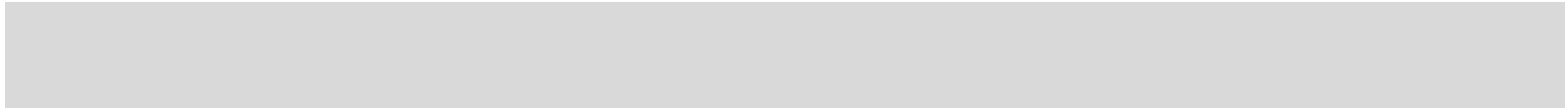
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+ /)
1,2,3,4	LEP	Teachers will participate in PLCs focused on developing rigorous and relevant lessons aligned to student learning objectives.	Patty Cote, Michelle Dean, Debora Fuentes, Katy Reed	1617 school year	Faculty Mgt	Title I	\$63,000.00	

Patty Cote
Michelle Dean,
Debora Fuentes,
Kat

s Train teachers in the use of structured lesson planning

Goal:
Objective:
Strategy:
Measure:

Focus



Goal:
Objective:

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Goal:
Objective:
Strategy:
Measure:

Focus

Alignment

Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/)
1,2,3	LEP	Teachers will engage in a book study of Eric Jensen's Teaching with Poverty in Mind	Cote, Reed, Fuentes, Dean, and Teachet					

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