2016-17 CEIP for 119-Daggett ES 119-Daggett ES

Principal: Patty Cote

Leadership Director: Sonja Starr-Malone

SBDM Members

Accountability Status		Name		Role		
Improvement Dequired		Suzanne Flores		Teacher		
Improvement Required		Stacey Haas		Teacher		
		Elizabeth Saldana		Teacher		
	e Q abb	Katy Reed dA	Y Q	Campus ed ea Sa		
Campus Distinctions		Chad Davis		District-level Staff		
SELECT A DISTINCTION DESIGNATION				Select		
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CAMPUS ASSURANCES AND CERTIFICATIONS FOR	THE 2016-2017 SCHOOL YEAR					
I certify acceptance and compliance with all provisi						
Select 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

Principal:

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	Deeply embedded beliefs in outdated teaching techniques exists among most teaching staff.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

1.	Veteran staff possess desire to enhance teaching practices but lack the resources to do so.	1.	Teachers are not engaged in rigorous, targeted professional development.	1.	Eric Jensen's book study
	30.	2	Teachers have not had access to several initiatives (formative assessment and student engagement)	2	Utilize T-Tess data from teachers to guide any budget needed for staff development.
			,	3.	Provide staff development in direct
1.	Most teachers know how to adapt materials and assessments to meet the needs of students.	1.	A heavy reliance on test preparation materials in grades 3-5 has resulted in stagnant scores for students.	1.	instruction techniques and data analysis. Title One Teacher/Instructional Coach will assist teachers in the integration of proven instructional methods that more fully engage students.
		2	Primary grade students are engaged in independent work that is not rigorous and relevant.	2	Computer lab assistant presents lesson on computer literacy and implements the reading and math intervention computer based programs.
1.	Families show genuine interest in assisting their children and support school efforts.	1.	The campus PTA needs a restart with a new board of officers.	1.	Restart PTA
2	Community is supportive of school. St Paul Lutheran Church has two robust outreach programs on campus.	2	Outide resource are not targeted nor coordinated into a collective effort.	2	Utilize family liaision 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.	Teachers express desire for campus to progress academically and in the social and emotional support given to students.	1.	Years of an adult centered mindset is a hindrance to efforts to advance student achievement.	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	
Michelle Deal Debora Fuente Kat	١,	Train teachers in the use of structured lesson planning						

	Goal: Objective: Strategy: Measure:	
Focus	5	

Goal: Objective:	

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	Cote, Reed,					
		with Poverty in Mind	Fuentes, Dean,					
			and Teachet					