

Top 25% Closing Achievement Gap
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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.

Ana Gonzalez	Teacher
Glenda Helms-Pirtle	Teacher
James Niznick	Teacher
Fabiola Aguirre	Teacher
Patricia Garcia	Campus Non-Tch Prof
Tina Cantu	District-level Staff
Ruth Porter	Community Rep
Elizabeth Ward	Business Rep
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[Click here to see the full Guide to Campus Assurances.](#)

Comprehensive Needs Assessment Summary for 2016-2017

Campus: D. McRae Elementary

Principal: Kendall Miller

Data Sources Used Make a selection for each by choosing from the drop down	No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data	No Feeder Pattern Analysis Yes Cohort Analysis No Support Systems No Intervention Services No Dropout Identification Yes Achievement Gap	Yes Data Accuracy No Surveys No Fund Balance No Recruit & Retain Quality Staff No VOC-Customer Feedback No Other - enter data source here
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including federal 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. 2. Motivation of reluctant learners.	Ongoing professional development to support motivation of struggling 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 Climate.	1. Improve communications between, administration, faculty, and families. 2. Support and Celebrate Cultural Diversity.	1. Put a committee in place to support and Celebrate Cultural Diversity. 2. Monthly communication/calendar sent home parents.
School Culture and Climate	1. Positive feedback regarding campus based professional development.	1. PLCs to support vertical articulation. 2. Technology professional learning, grade level/content specific PD.	1. Develop master calendar to plan professional learning specifically technology, vertical articulation, content specific professional learning.
Staff Quality/ Professional 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. 2. Align assessment with instruction using quality campus based formative and summative assessments.	1. Use grade level PLCs to plan quality formative and summative assessments.

Curriculum, Instruction, and Assessment	1.	Parent Teacher Conference pullout days.		1. Motivate and initiate improved parent volunteer opportunities and awareness.	1. Use monthly calendar to ensure parental awareness of volunteer opportunities.
	2.	Collaboration with Texas Wesleyan University in Math and Reading.		2. Seek out community/business partnerships.	
	3.	Collaboration with FWAS Family Engagement Specialist and Academic Liaison.			
Family and Community Involvement	1.	Time allotted for Rtl data entry during faculty meetings.	1.	Ensure accurate master calendar.	1. 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.	
School Context and Organization	1.	Time allotted for Rtl data entry during faculty meetings.	1.	Ensure accurate master calendar.	1. 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.	

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