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| Academic Achievement in Reading/Language Arts |
| Academic Achievement in Science |
| Academic Achievement in Social Studies |
| SELECT A DISTINCTION DESIGNATION |
| SELECT A DISTINCTION DESIGNATION |
| SELECT A DISTINCTION DESIGNATION |
| SELECT A DISTINCTION DESIGNATION |

- 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 provisions set forth by:

| | |
|------------------|--------------------------------|
| | |
| Bethann Hargrove | Teacher |
| Kimberley Davis | Campus Non-Tch Prof |
| Ron Rhone | Campus Non-Tch Prof |
| Rick Iloff | Campus Non-Tch Prof |
| Tracy Williams | Parent |
| Chm- | |
| C R Parent | |
| C en Ha M | |
| Sean Burns | Dist Emp Relations Council Rep |
| Kristy Winton | Teacher |
| Jennifer White | Teacher |
| Joseph Fanning | Teacher |
| Amy Chairez | Parent |
| | Select |
| | Select |
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CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

Fort Worth ISD

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

| | | | | | | |
|--|--|--------------|---|-------------------------|---|--------------------------------|
| Make a selection for each by choosing from the drop down | No | Graduation | Yes | Feeder Pattern Analysis | No | Data Accuracy |
| | No | Attendance | No | Cohort Analysis | No | Surveys |
| | Yes | Discipline | Yes | Support Systems | No | Fund Balance |
| | Yes | Instruction | No | Intervention Services | Yes | Recruit & Retain Quality Staff |
| | Yes | Curriculum | No | Dropout Identification | No | VOC-Customer Feedback |
| | Yes | Student Data | Yes | Achievement Gap | No | Other - enter data source here |
| | | | | | | |
| | What were the identified strengths? | | What were the identified needs? | | What are the priorities for the campus, including how federal and state program funds | |
| | 71% Economically Disadvantaged, Ethnic Diversity AA 36%, H 36%, W 23%, 4% Two or More | | Reducing AA discipline incidents, and increase AA student achievement | | PD and funding to develop a comprehensive focus on providing support and assistance to reducing campus wide discipline issues | |
| | 22% Mobility Rate | | | | | |
| | 12% SPED, 7% 504, 16% GT, 10% LEP | | Tier 1 differentiated instruction | | | |
| | 8th Grade Social Studies, ELA, Science | | Reading grades 6 and 8 | | Continued training to support advanced students | |
| | Reading scores across grade levels | | Math grades 6 and 7 | | Increase student achievement in subgroups | |
| | High School credit for VPA courses | | Accountability during advisory through the use of AR | | Writing scores, particularly in subgroups | |
| | Positive relationships and partnerships with students at the elementary and feeder schools | | Increased focus on RTI | | Advisory periods, student of the month, 6 week Mustang, character of the month | |
| | PTA involvement, AVID culture | | Increase interactions and support for at risk students with intervention specialist | | Social Emotional Curriculum | |
| | Leadership Team Vision, Teacher leadership | | Social and emotional strategies | | Consistent procedures and policies | |
| | All teachers active in campus PD | | Continue to provide quality staff development with a focus on formative assessments | | Continued PD and development of faculty with regard to the PLC process and elevating expectations/accountability | |

Teachers willing to seek out and attend outside PD

Teachers regularly participate in departmental PLCs
Instruction aligned with CF
Lesson plans turned in -accountability
PLCs designed for planning and sharing of instructional strategies and materials
Growth of PTA in size and diversity

Newly hired full-time parent liaison

PD to support teachers as they work with students with social emotional needs (Momentous Training)

Mentor new teachers in CF
Increased use of formative assessments
Institute Smart Goals

Improve parent involvement with all stakeholders
Establish relationships with community

2. Q

Funding for PD related to social emotional needs of

RTI Professional Development

PD on formative assessments
PD on differentiated instruction for ELLs
TTESS training relative to smart goals and acquisition of established goals
Monnig Parent Academy, Family Game Night, Blizzard Bash

Summary by Fund Source

| | TITLE I | TITLE I (PARENT INV) | FOCUS/PRIORITY | LOCAL | OTHER | NONE |
|--|---------|-------------------------|----------------|-------|-------|------|
| | 14,000 | 0 | 2,000 | 0 | 0 | 0 |
| | 2,500 | 0 | 8,700 | 0 | 0 | 0 |
| | 0 | 0 | 500 | 500 | 0 | 0 |
| | 11,000 | 0 | 3,000 | 0 | 0 | 0 |
| | 103,000 | 0 | 5,800 | 0 | 0 | 0 |
| | | | | | | |
| | 70% | 0% | 100% | 1% | 0% | |

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| Goal: | 1. Increase Student Achievement |
| Objective: | 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy |
| Strategy: | 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy |
| Measure: | 1.5 Achievement and passing rates on state and local assessments |

Through an increased focus on tier one instruction and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.

| | Teachers will plan collaboratively to create common lessons that support area of need as determined by unit assessment, benchmark, and STAAR scores. | Dept. Head, Iloff, Thornton, Rhone | On Going | Pull-Out/ PLC | Title I | \$ 4,000.00 | |
|---|--|--|--------------------------|-----------------|---------|-------------|--|
| | Examine student work consistently | Depts, Plcs | On going | PLC | Local | | |
| | Common Assessments | Depts, Admin | Bi-Weekly | PLC | Local | | |
| | Sharing and Implementation of Formative Assessments | All teachers | Weekly | Pull-Out/ PLC | Focus | \$ 2,000.00 | |
| | Analyze data | Data Analyst, Teachers | Bi-Weekly- every 3 weeks | PLC | Local | | |
| | Lesson Modeling | Teachers, Admin | Bi Monthly | Faculty Mgt/PLC | Title I | \$ 2,000.00 | |
| | Differentiated Instruction/Subgroups-ELLs, SPED, GT, ED | Lead ESL teacher, LPAC, Reading Specialist, SPED Lead/504/ Inclusion | Weekly | Faculty Mgt/PLC | Local | | |
| | Use data to drive instruction | Data Analyst, all teachers, Admin | Biweekly | Faculty Mgt/PLC | Local | | |
| | Implementation of the Monnig 9 | All teachers | On going | Faculty Mgt/PLC | Local | | |
| | Reading across the curriculum/Literacy Program using universal strategy | ELA dept, Teachers | On Going | Faculty Mgt/PLC | Local | | |
| | Instructional Material and supplies to support instruction | All teachers | On Going | | Title I | \$ 8,000.00 | |
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| Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | | |

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|------------|---|
| Goal: | 1. Increase Student Achievement Priority: Middle Grade Math |
| Objective: | 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy |
| Strategy: | 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy |
| Measure: | 1.5 Achievement and passing rates on state and local assessments |

Through an increased focus on middle grade math and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.

| | | | | | | | | |
|--|--|---|-----------------|-----------|-----------|---------|-------------|--|
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| | | PLC strategic analysis, planning and preparation | Math Dept, | On going | Faculty | Local | | |
| | | Math Unit Assessments and follow-up analysis | Math dept, | Bi-Weekly | PLC | Local | | |
| | | Targeted tutoring to address weak learning standards as | Math Dept., | On going | Pull-Out | Focus | \$ 500.00 | |
| | | PLC accountability: development of smart goals, agenda, | Math, Admin | Weekly | Pull-Out/ | Focus | \$ 500.00 | |
| | | Use of schoolwide student planners/notebooks= student | Math, Campus, | On going | Faculty | Title I | \$ 1,000.00 | |
| | | Formative Assessments | Math Dept. | On going | Faculty | Local | | |
| | | Math Consultant: Dr. Littleton, focus on unpacking TEKS, | Rhone | Monthly | Pull-Out/ | Focus | \$ 1,200.00 | |
| | | Teachers will be provided with professional development | Rhone, Dept. | On going | PLC | Local | | |
| | | Develop leadership, organizational, and accountability skills | Leadership Team | On going | Pull-Out/ | Focus | \$ 500.00 | |
| | | Student accountability by way of individualized data analysis | Leadership Team | On going | PLC | Title I | \$ 1,500.00 | |
| | | Technology integration providing access to TTM, Dimension | Leadership Team | On going | PLC | Local | | |
| | | Instructional technology integration into classroom | Rhone, Dept. | On going | Faculty | Local | | |
| | | STAAR released tests uploaded to Eduphoria for classroom | Data Analyst, | On going | Faculty | Focus | \$ 500.00 | |
| | | The Monnig 9 part of the fabric of our culture and climate | Admin, All | On going | Faculty | Local | | |
| | | Saturday Math Clinic - Target tutoring | Math | As needed | Saturday | Focus | \$ 1,500.00 | |
| | | SSI Intervetnion | Leadership Team | April/May | Pull-Out | Focus | \$ 4,000.00 | |
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| | | Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2) | | | | | | |

Goal:
Objective:
Strategy:
Measure:

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|--|--|---------------------|-----------------------|-----------------|---------|-------------|
| | Campus attend/implement R4 Momentous Institute--focus on social and emotional health of all students | Admin, all teachers | 8/15/2016 and ongoing | Faculty Mgt/PLC | Title I | \$ 2,000.00 |
|--|--|---------------------|-----------------------|-----------------|---------|-------------|

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|-----|--|-------------------------------------|--|--|--|--|
| LEP | Differentiated instruction--instructional strategies for ELLs/LEP, Linguistic Accommodations | LPAC, ELA department, facult85/2016 | | | | |
|-----|--|-------------------------------------|--|--|--|--|

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| | | and on | | | | |
|--|--|--------|--|--|--|--|

Goal:
Objective:
Strategy:
Measure:

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PB

R4 Momentous collaboration to focus on social emotional
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