s s c L

с

| | | | Rodney White | Campus Non-Tch Prof |
|------------|----------------------------------|--|-------------------|----------------------|
| | S H L | н | Justin Edwards | Campus Non-Tch Prof |
| | | | Christopher Smith | Campus Non-Tch Prof |
| | | | Bruce Datcher | Community Rep |
| | | | Sunhee Robinson | Parent |
| Academic A | Achievement in Science | | Brittany Hatcher | Parent |
| Academic A | Achievemnt in Social Studies | | Denise Payne | Parent |
| SELECT A | DISTINCTION DESIGNATION | | Cissy Mattingly | District-level Staff |
| SELECT A | DISTINCTION DESIGNATION | | Shawna Clater | Parent |
| SELECT A | DISTINCTION DESIGNATION | | | Select |
| SELECT A | DISTINCTION DESIGNATION | | | Select |
| SELECT A D | DISTINCTION DESIGNATION | | | Select |
| | | | | Select |
| | | | | Select |
| | | | | Select |
| сн | и | s s | | Select |
| | | | | 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 |
| YES | Title I, Part A; and | indicating your assurance that these | | |

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.

YES

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requirements will be implemented on your

campus by yourself, your designee, or your

Learning Network leadership team.

| No Graduation | No Feeder Pattern Analysis | No Data Accuracy |
|------------------|----------------------------|-----------------------------------|
| Yes Attendance | No Cohort Analysis | No Surveys |
| Yes Discipline | No Support Systems | Yes Fund Balance |
| Yes Instruction | Yes Intervention Services | No Recruit & Retain Quality Staff |
| No Curriculum | No Dropout Identification | No VOC-Customer Feedback |
| Yes Student Data | Yes Achievement Gap | No Other - enter data source here |

| s | Diversity of staff by ethnicity | s | Hispanic male instructors | s | Dream Deferred conference to address how to support Hispanic and African American young men. |
|---|---|---|----------------------------------|---|--|
| | Diversity of staff by gender | | Continue to recruit from diverse | | |
| | - · · · · · · · · · · · · · · · · · · · | | alamantan, asha ala | | |
| | | | elementary schools. | | |
| s | Distinction Designations in Science and | s | MS Math is low and there is an | s | MS. Math pullout days to support vertical |
| | Social Studies | | achievement gap that needs to be | | alignment and PLC planning |
| | Sedial stadies | | minimized or elminated, | | angiment and i to planning |
| | Met standard on all STAAR requirements | | No distinction in ELA or Math | | Implement peer tutoring program for MS |
| | | | | | math using |
| | | | | | |

| | . Culture of Literacy Training and | s | Achieve 3000 Training | s | Implement Achieve 3000 across all grade |
|---|------------------------------------|---|--|---|---|
| c | Development | | | | levels to fidelity. |
| | Formative Assessment Training | | Student Leadership during Conventus | | Implement cyclic student leadership |
| | | | Training | | oportunities through Conventus |
| | Front Loading Vocabulary Training | | SWOT Analysis Training for HS | | Develop more systems that are conducive |
| | | | | | to HS scholars being college ready. |
| | , FWISD Curriculum Frameworks | s | | s | |
| | | | | | |
| | | | | | |
| | , A B Honor Roll Celebrations | s | Scholarship Writing and PSAT Prep Nights | s | Scholarship Writing and PSAT Events |
| | Family Community Service Day | | | | Family Literacy and Math Nights |
| | Family Literacy and Math Nights | | | | Further engage SBDM to support the |
| | | | | | school goal of college readiness |
| | s | s | | s | |
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Summary by Fund Source

| | TITLE I | TITLE I (PARENT INV) | FOCUS/PRIORITY | LOCAL | OTHER | NONE | c . |
|---|---------|-------------------------|----------------|-------|-------|------|-----|
| | 100 | 0 | 0 | 0 | 0 | 0 | ŝ |
| | 4,400 | 0 | 0 | 0 | 0 | 0 | |
| | 10,000 | 0 | 0 | 0 | 0 | 0 | s |
| ٠ | 5,700 | 0 | 0 | 0 | 0 | 700 | |
| | 1,200 | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | |
| | s · | | | | | | s |
| | | | | | | | |
| c | NA | NA | NA | NA | NA | | |

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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 an intentional DII lesson cycle design of "I do, we do, you do", YMLA students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students. Lessons will be formatively assessed daily and will lead to a 5% increase in STAAR assessment by June 2017.

| | | | | | | |] |
|---|--|--|---------|--------------------|-------------|---------|----------------------|
| c | | c | | c | | | |
| | Cyclic PLC meetings scheduled every three weeks for teachers to collaborate best teacher practices, while developing intervention plans for high risk students. | Principal, Dean of Instruction, Instructional Staff | Ongoing | PLC | Title I | \$100 | |
| | Hold teachers accountable to adhering to a specific lesson cycle structure that addresses the learning styles of all students and has effective transitions that check for understanding for student growth. | Principal, Dean of Instruction, Instructional Staff | Ongoing | Faculty Mgt/PLC | | | |
| | Ensuring the daily objective is aligned with the state TEK and communicated and modeled clearly for student understanding. | Principal, Dean of Instruction, Instructional Staff | Ongoing | Faculty Mgt | | | |
| | Ensuring that student learning is rigorous by using Blooms Taxonomy verbs that address higher level thinking. | Principal, Dean of Instruction, Instructional Staff | Ongoing | PLC | | | |
| | Implement a strategic Achieve 3000 regimen for all students to track their Lexile scores and College and Career Readiness levels. | Principal, Dean | Ongoing | PLC | | | |
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| | | | | | | | |
| | Progress Monitoring Schedule: BOY (August 22 - N | November 4) | MOY (No | vember 7 - I | ebruary 24) | EOY (Fe | ebruary 27 - June 2) |

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| Goal: | | | | | | | |
|------------|---|-----------------|-----------|-------------|---------|--------------|--|
| Objective: | | | | | | | |
| Strategy: | | | | | | | |
| Measure: | | | | | | | |
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| c | | | | ¢ | | | |
| LEP | Create and implement a Zero Hour tutorial period during the | Principal, Dean | 1st three | Faculty Mgt | Title I | \$ 700.00 | |
| CTE LEP | Create and implement a schoolwide peer tutoring program | Principal, Dean | 1st Six | Faculty Mgt | Title I | \$ 700.00 | |
| CTE | Address high needs areas and low performing TEKS through | Pri | | | | | |
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| Goal: Objective Strategy: Measure: | : | | | | | |
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