Fort Worth Independent School District

062 International Newcomer Academy

2021-2022 Campus Improvement Plan

Mission Statement

"To engage English Language Learners in rigorous learning experience that develop responsible, productive, and contributing citizens in a diverse society
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Value Statement

We believe… that we have a responsibility to respect students' rights:

We believe… every student deserves a quality education without discrimination,

and to acknowledge each student views and experiences acknowledged, and

to learn in a safe and secure environment

We believe… that we have a responsibility to engage students in learning experiences based on the principles of: Academic Rigor, High Expectations and High Support, Quality Interactions, Language Focus, and Quality Curriculum.

We believe… that we have a responsibility to foster: Community Awareness, Parental Involvement, Volunteerism, and Community Partnerships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From 2018- 2019 all students increased performance on the STAAR Math grades 6-8, 8th grade Reading, Social Studies, Science, and Algebra 1 EOC. However, only 7% of our 9th grade students met the approaching standard on the STAAR Engish1 EOC, and nor progress was seen in Grades 6 and 7 in reading and writing. no other students met approaching grade level on the Grade 7 STAAR Writing. **Root Cause:** Lack of teacher materials professional development on building foundational literacy skills with Newcomer students. District curriculum and assessments do not address the language barriers, needs, gaps, and skills for Newcomers. Lack of

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2019 52% of INA student scored 49% of students remained at the beginning proficiency level on the TELPAS Reading domain. **Root**

Perceptions

Perceptions Summary

Cif˙7Uadig˙J]g]cb˙]g"""Î˙A *diverse community that engages all in pursuit of excellence"*

Cif˙VY˙]YZg˙gmhYa.

- KY˙VY˙]YjY… that we have a responsibility to respect students' rights:
- ˙KY˙VY˙]YjYÅ every student deserves a quality education without discrimination,and to acknowledge each student views and experiences acknowledged, and to learn in a safe and secure environment
- KY˙VY˙]YjYÅ that we have a responsibility to engage students in learning experiences based on the principles of: Academic Rigor, High Expectations and High Support, Quality Interactions, Language Focus, and Quality Curriculum.
  KY˙VY˙]YjYÅ˙

- 62% of students feel engaged in school (district was 30%) and felt like the belong
- 76% of students felt like they had supportive relationships
- Diversity amoungst the staff that makes students feel comfortable,accountable, and welcome.
- Cultral Responsive Teaching

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 38% of INA students felt like s were not feel like they were valued members of the school community. **Root Cause:** Language barrier, lack of understanding of each others culture, lack of extracurricular activities, and avenues for students to socialize outside of academic content.

Problem Statement 2 (Prioritized): In 2020 less than 10% of INA parents attended virtual parental meetings and conferences, and were engaged with grade level team teachers. **Root Cause:** Perceived language barrier, lack of tools provided to parents on how the school system and supports that are provided to them.

Priority Problem Statements

Problem Statement 1: ADA increased form 91% October to 94% in March 2021. However,60% of excessive absences were Males, and 36% of our excessive absences were refugee, and 29% of the excessive absences were over age students in the 9th grade.

Root Cause 1: Lack of opportunity for overage 9th graders to accelerate course credits. Non- Spanish speaking students may feel marginalized in the beginning of arrival due to

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Decrease the percentage of students who are chronically absent from 31% to 15% by May 2022.

Performance Objective 1: Advance student success and help close equity gaps by reducing chronic absence.

Demographics
Problem Statement 1: ADA increased form 91% October to 94% in March 2021. However,60% of excessive absences were Males, and 36% of our excessive absences were refugee, and 29% of the excessive absences were over age students in the 9th grade.

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Goal 1: Decrease the percentage of students who are chronically absent from 31% to 15% by May 2022.

Performance Objective 2: Create an inclusive and welcoming environment that engages all families and students in critical aspects of student learning, academics, social and emotional learning, and college and career preparedness.

Targeted or ESF High Priority

Evaluation Data Sources: District Panorama SEL Survey

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 4: Develop a school culture that promotes a culture of social and emotional awareness (campus wide), and high levels of academic excellence through grade level teaming.
    Strategy's Expected Result/Impact: Academic and behavior skill and gaps addressed through RTI (response to Intervention) to identify selected students in need of appropriate intervention.
Discipline referrals decrease
Parental involvement and survey participation increase
    Staff Responsible for Monitoring: Grade Level Team Leaders, Assistant Principal
    Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-062-24-243-000000- - $300				

Strategy 7 Details	Reviews

Strategy 7: Increase the number of parental and family engagement activities to address academics, college and career preparedness, and fine arts engagement events.
 	
    Strategy's Expected Result/Impact: Increased parental/ family attendance from the previous year.
    Staff Responsible for Monitoring: Family Engagement Specialist
    Funding Sources: -	

Goal 2:

Strategy 2 Details	Reviews			
Strategy 2: Math department will use vertical alignment by TEKS and ELPS through weekly lesson planning and deconstructing the TEKS from 6th to 9th grades.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meets approaches grade level scale score Increased RIT NWEA Map Growth **Staff Responsible for Monitoring:** Department head, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development needed for NWEA Math Growth (to better interpret and used data driven instruction) .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Use of MAP Growth data embedded in individualized student learning plans. **Staff Responsible for Monitoring:** Department Head, Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - Title I (211) - 211-11-6112-0PD-062-30-510-000000-22F10 - $400				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use researched based practices and materials to address the needs of newcomer English Learners in content development, assessment, language acquisition, and in listening, reading, speaking, and writing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor student progress using TELPAS language proficiency descriptors in reading, writing, speaking, and listening every 6 weeks **Staff Responsible for Monitoring:** Principal, Assistant Principal, Assessment Coordinator **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
Strategy 8: Attend approved professional development and conferences that focuses on social emotional informed practices, increase student engagement, content and language mastery for English Language Learners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Attendees will submit a plan of action for implementing learned strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Specialist, Department Head **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - Title I (211) - 211-13-6499-04E-062-30-510-000000-22F10 - $500				
	0%... No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: From 2018- 2019 all students increased performance on the STAAR Math grades 6-8, 8th grade Reading, Social Studies, Science, and Algebra 1 EOC. However, only 7% of our 9th grade students met the approaching standard on the STAAR Engish1 EOC, and nor progress was seen in Grades 6 and 7 in reading and writing. no other students met approaching grade level on the Grade 7 STAAR Writing. **Root Cause**: Lack of teacher materials professional development on building foundational literacy skills with Newcomer students. District curriculum and assessments do not address the language barriers, needs, gaps, and skills for Newcomers. Lack of campus data systems established to assess students reading level in their home language, access to resources that asses and monitors student progress.

School Processes & Programs
Problem Statement 1: In 2019 52% of INA student scored 49% of students remained at the beginning proficiency level on the TELPAS Reading domain. **Root Cause**: Lack of teacher materials, and professional development specific to building foundational literacy skills across content specifically for Newcomers. Lack of available student data points, consistent classroom data structures, and assessments that measure both content and fluency levels, and initial achievement gaps.

Goal 3:

Strategy 3 Details	Reviews

Strategy 3: Staff will maximize instructional time through the implementation of consistent, efficient, campus wide strategies that focuses on instruction, assessment, and progress monitoring.
 	
    Strategy's Expected Result/Impact: Content teachers will proactively implement designated Tier 2 and Tier 3
    Interventions implemented for individualized and small group
    Demonstration of Learning and Math Growth used for Data driven Lesson Planning and Instruction
    Use of data to specifically look at student groups and design QTEL and learning activities to address ELL's
    Weekly Learning Plans
    Interactive teacher observation and student's checklist(friendly) updated every 3 weeks	
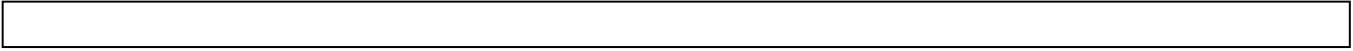
Student Learning
Problem Statement 1:

Goal 5: Maintain a 96% positive working environment response rate using the Panorama district survey by recruiting, retaining an exceptional staff, and providing a positive school culture.

Performance Objective 1: Develop collective efficacy, and culture of unity through shared leadership.

    Evaluation Data Sources: Panorama District Survey
Campus Surveys

Strategy 1 Details	Reviews

Title I Personnel

Name	Position	Program	FTE
Faiha Alatrash	Home Coordinator		

School Support Team

Committee Role	Name	Position
Administrator	Angelia Ross	Principal
Non-classroom Professional	Amy Shuler	HS Counselor
Non-classroom Professional	Chasity Garza	Attendance Clerk
Non-classroom Professional	Laura DelaPaz	Intervention Special List

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
					Budgeted Fund Source Amount	$60,575.00
					+/- Difference	$0.00