

2016-17 CEIP for 035-Transition Center

035-Transition Center

Principal: Paul Kaufman

Leadership Director: Priscilla Dilley

Accountability Status

Not Rated

Campus Distinctions

Not Eligible

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

Select the Fort Worth ISD School Board;

Select the Texas Education Code;

Select No Child Left Behind;

Select Title I, Part A; and

Select 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.

[Click here to see the full Guide to Campus Assurances](#)

SBDM Members

Name	Role
Marcus Torres	Teacher
Dave Wilcoxon	Teacher
Matthew Bostic	Teacher
Ron Lopez	Teacher
Brenda Goins	Teacher
Debbie Overton	Teacher
Gilbert Casas	Teacher
Latasha Hill	Teacher
Melissa Cadenhead	Campus Non-Tch Prof
Debbie Manning	District-level Staff
Brad Nickle	Business Rep
Pat Cipolla	Community Rep
Julia Madison	Parent
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD

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

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 035-Transition Center

Principal: Paul Kaufman

Data Sources Used Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	No	Attendance	No	Cohort Analysis	No	Surveys
	No	Discipline	No	Support Systems	No	Fund Balance
	No	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	No	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
Demographics	1.	We serve ALL students regardless of demographics very well.	1.	None noted	1.	None noted
	2.	None noted				
Student Achievement	1.	No gaps based on Student Demographics	1.	Consistent incorporation of Student Participation in the ARD process.	1.	Student articulation of Progress, Interests and Goal Setting
	2.	Returning LEAP students have demonstrated gains based on LCE assessments				
	3.	71% of 2016 Graduates were employed				
School Culture and Climate	1.	Teachers have a voice in Campus Policies and Procedures.	1.	Consistent implementation of Policies & Procedures across all environments	1.	Implementation of Restorative Practices with Staff.
Staff Quality/ Professional Development	1.	PD is aligned to Instructional Needs	1.	Continuous Growth for all employees	1.	Demonstration of skills learned in training
	2.	PD is On-going throughout the year.				
Curriculum, Instruction, and Assessment	1.	Students are assessed at least annually to identify progress and interests.	1.	Integration of Achieve 3000	1.	Increased use of Formative Assessments to focus and drive instruction.
	2.	There is clear alignment with Curriculum, Instruction and Assessment.				

	3.	Instruction is driven by student needs, interests and much of it is delivered in the community where the skills are needed.				
Family and Community Involvement	1.	Extensive Partnerships with Business Training sites and TCC	1.	Campus Website used to convey current and useful information	1.	Update Website to provide useful Transition Information to parents and other district personnel
	2.	50% of students participate in training or learning outside campus walls.				
School Context and Organization	1.		1.		1.	

2016-17 CEIP for 035-Transition Center

Budget Summary

Principal: Paul Kaufman

Leadership Director: Priscilla Dilley

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Allocations	-	-	-	-	-	-	-
Percent Budgeted	NA	NA	NA	NA	NA	NA	NA

Compensatory Education Fund - FTEs

2016-17 CEIP for 035-Transition Center

Campus Needs Assessment Action Plan

Principal: Paul Kaufman

Leadership Director: Priscilla Dilley

District	Goal:	
Strategic Plan	Objective:	
Plan	Strategy:	
Alignment	Measure:	Percent of LEAP students completing the LCE and Brigance assessments; Percent of LIFT students completing the Transition Passport and Brigance assessments

Focus	All students will participate in Formative and Summative assessments in an effort to adequately inform individualized instruction.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
		LEAP students will participate in initial and ongoing formative assessment utilizing the LCE curriculum and applicable Brigance measures.	Instructional staff				
		LIFT students will participate in formative assessment utilizing the Transition Passport assessments at the beginning of the year and after units of instruction are concluded. They will also be assessed by instructional staff using applicable Brigance measures.	Instructional staff				
		IEP Goals & Objectives will be written to address necessary skill deficits identified by the assessments.	Teachers				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)			

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Campus Needs Assessment Action Plan

Principal: Paul Kaufman

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District Strategic Plan Alignment	Goal:	
	Objective:	
	Strategy:	
	Measure:	Percent of LEAP IEP social skills goals on track for mastery; Percent of LIFT IEP social skills goals on track for mastery; Number of LEAP Capstone Events held; Number of LIFT Capstone Events held

Focus	All students with Social Skills goals will demonstrate mastery or significant progress of these goals.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
		LIFT & LEAP students with Social Skills goals will receive instruction on the identified social skills and then be provided opportunities to demonstrate proficiency.	Instructional staff				
		IEP progress will be monitored each 6 week grading period to determine which students are on target for mastering their Social Skills goals and which students are not.	Teachers				
		Students will participate in Capstone Events that require the use of social skills.	Instructional staff				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)			

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Campus Needs Assessment Action Plan

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District Strategic Plan Alignment	Goal:	
	Objective:	
	Strategy:	
	Measure:	Number of LEAP and LIFT students participating in the Transition Assessments; Number of LEAP and LIFT students voicing preferences to ARD committee

Focus	All students will provide genuine input during the ARD process by participating in assessments, analyzing those assessments and assisting in the creation of their IEP Goals & Objectives.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
		A new set of Transition Assessments will be adopted to determine community skills, living preferences and vocational interests/skills. The assessment will include input from Parents via survey.	Teachers & Transition Specialist				
		The Transition teachers will receive materials and training for administering the Transition assessments to their students.	Campus Leadership				
		All Transition students will participate in the completion of the Transition assessments.	Instructional staff				
		All Transition students will have completed the decision making rubrics, communicated their preferences, and/or presented their information to the ARD committee.	Teachers & Transition Specialist				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)					

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Campus Needs Assessment Action Plan

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District	Goal:	
Strategic Plan	Objective:	
	Strategy:	
Alignment	Measure:	Number of capstone events arranged and held for LEAP and LIFT students; Number of students attending each LEAP and LIFT event

Focus	Students will participate in campus-based events designed to increase their opportunities to master social skills, self-care skills, health awareness and daily functional living skills.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
		LIFT Staff will develop at least two capstone events that allow students to demonstrate the use of related skills.	Instructional staff				
		LEAP staff will develop capstone events each month that require students to use their social skills to plan, create and participate in.	Instructional staff				
		Teachers will develop lesson plans and activities that align with these events so students have daily opportunities to practice and hone their skills.	Teachers				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)			

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Campus Needs Assessment Action Plan

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District Strategic Plan Alignment	Goal:	
	Objective:	
	Strategy:	
	Measure:	Surveys returned from staff; Number of PD activities provided

Focus	In order to foster greater collegiality and increased professionalism, and to increase our ability to provide more effective education and supports to our students, all Transition Center staff will receive additional staff driven professional development throughout the 2016 – 2017 school year.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
		Surveys will be used to gather ideas from staff about topics to study.	Campus Leadership					
		TC teachers will discuss and agree on what topics need to be addressed.	Teachers					
		TC teachers will arrange and/or present on the selected topics.	Selected Teacher Experts					
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

Goals ↓

1. Increase Student Achievement
1. Increase Student Achievement Priority: Kindergarten Readiness
1. Increase Student Achievement Priority: 3rd Grade Reading
1. Increase Student Achievement Priority: Middle Grade Math
1. Increase Student Achievement Priority: High School Graduation
2. Improve Operational Effectiveness & Efficiency
3. Enhance Family & Community Engagement
4. Develop a Workforce that is Student and Customer-Centered

Objectives ↓

- 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
- 1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
- 2.1 Establish a District-wide support system that encompasses all the operating needs of Fort Worth ISD
- 2.2 Leverage technology to automate routine practices and increase efficiencies
- 2.3 Establish a communication system that involves all stakeholders
- 2.4 Ensure a safe, secure environment for students and employees
- 2.5 Ensure budget supports the District priorities
- 3.1 Empower parents and the community to be full partners in students' educational success
- 3.2 Promote Fort Worth ISD image
- 3.3 Instill the belief that learning improves life
- 4.1 Develop a strong recruitment, selection, leadership, and continuous training model which acknowledges educating students as a business
- 4.2 Define, develop, and implement methods to provide an exceptional customer-centered culture
- 4.3 Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high-level customer service

Strategies ↓

- 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets their needs
- 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education
- 1.3 Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student
- 1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
- 2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources
- 2.2 Implement best practices for increasing effectiveness and efficiency in operations
- 2.3 Provide a multifaceted plan to address stakeholder communication needs
- 2.4 Assess incident reports and recommend amendments to policy and procedures
- 3.1 Connect families and community to opportunities to expand their knowledge
- 3.2 Market Fort Worth ISD to families and the community
- 3.3 Leverage business and community partnerships to support MMVV of Fort Worth ISD
- 4.1 Establish District-wide standards for customer service
- 4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards
- 4.3 Establish a system that attracts, selects, develops, retains, & recognizes employees who provide high level services to students
- 4.4 Develop, implement, and sustain programs that will positively affect the work place

Measures ↓

- 1.1 Graduation rates
- 1.2 SAT scores for college readiness
- 1.3 Advance placement and dual credit
- 1.4 Certification and licensures for students
- 1.5 Achievement and passing rates on state and local assessments
- 1.6 Enrollment and continuation of Gold Seal Programs & Schools of Choice
- 1.7 District position for large urban districts, state, and nation
- 1.8 Post secondary enrollment and continuation to second year
- 1.9 Students participating in extra- and co-curricular activities
- 1.10 Students social/emotional/physical health needs met
- 2.1 Fund balance
- 2.2 Grant funding
- 2.3 Efficient financial prioritization

- 2.4 Customer engagement and feedback
- 2.5 Major projects completed on time, within budget, and meeting customer quality requirements
- 2.6 Measure efficiency and effectiveness of day-to-day operations
- 2.7 Effectiveness of safety and security measures
- 3.1 Family engagement and involvement in student success
- 3.2 Community/Business engagement
- 3.3 External stakeholder feedback
- 3.4 External stakeholder feedback on mission, values, and performance
- 4.1 Achievement of selection, recruitment, and hiring targets
- 4.2 Student perceptions of workforce goals as student- and customer-centered
- 4.3 Internal workforce perception

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is our core mission

level services

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