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

SBDM Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcus Torres</td>
<td>Teacher</td>
</tr>
<tr>
<td>Dave Wilcoxon</td>
<td>Teacher</td>
</tr>
<tr>
<td>Matthew Bostic</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ron Lopez</td>
<td>Teacher</td>
</tr>
<tr>
<td>Brenda Goins</td>
<td>Teacher</td>
</tr>
<tr>
<td>Debbie Overton</td>
<td>Teacher</td>
</tr>
<tr>
<td>Gilbert Casas</td>
<td>Teacher</td>
</tr>
<tr>
<td>Latasha Hill</td>
<td>Teacher</td>
</tr>
<tr>
<td>Melissa Cadenhead</td>
<td>Campus Non-Tch</td>
</tr>
<tr>
<td>Debbie Manning</td>
<td>District-level</td>
</tr>
<tr>
<td>Brad Nickle</td>
<td>Business Rep</td>
</tr>
<tr>
<td>Pat Cipolla</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Julia Madison</td>
<td>Parent</td>
</tr>
</tbody>
</table>

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

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

2/15/2017 6:36 PM Page 1
## Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 035-Transition Center  
**Principal:** Paul Kaufman

### Data Sources Used

<table>
<thead>
<tr>
<th>No Graduation</th>
<th>No Feeder Pattern Analysis</th>
<th>No Data Accuracy</th>
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</thead>
<tbody>
<tr>
<td>No Attendance</td>
<td>No Cohort Analysis</td>
<td>No Surveys</td>
</tr>
<tr>
<td>No Discipline</td>
<td>No Support Systems</td>
<td>No Fund Balance</td>
</tr>
<tr>
<td>No Instruction</td>
<td>No Intervention Services</td>
<td>No Recruit &amp; Retain Quality Staff</td>
</tr>
<tr>
<td>Yes Curriculum</td>
<td>No Dropout Identification</td>
<td>No VOC-Customer Feedback</td>
</tr>
<tr>
<td>Yes Student Data</td>
<td>No Achievement Gap</td>
<td>No Other - enter data source here</td>
</tr>
</tbody>
</table>

### Area Reviewed

#### Summary of Strengths

**What were the identified strengths?**

1. We serve ALL students regardless of demographics very well.
2. None noted

#### Summary of Needs

**What were the identified needs?**

1. None noted

#### Priorities

**What are the priorities for the campus, including how federal and state program funds are used?**

1. None noted

### Demographics

1. No gaps based on Student Demographics
2. None noted

### Student Achievement

1. No gaps based on Student Demographics
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.
2. Consistent implementation of Policies & Procedures across all environments
3. Implementation of Restorative Practices with Staff.

### Staff Quality/Professional Development

1. PD is aligned to Instructional Needs
2. PD is On-going throughout the year.

### Curriculum, Instruction, and Assessment

1. Students are assessed at least annually to identify progress and interests.
2. There is clear alignment with Curriculum, Instruction and Assessment.
3. Integration of Achieve 3000
4. Increased use of Formative Assessments to focus and drive instruction.
<table>
<thead>
<tr>
<th>Family and Community Involvement</th>
<th>3. Instruction is driven by student needs, interests and much of it is delivered in the community where the skills are needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Extensive Partnerships with Business Training sites and TCC</td>
</tr>
<tr>
<td></td>
<td>1. Campus Website used to convey current and useful information</td>
</tr>
<tr>
<td></td>
<td>1. Update Website to provide useful Transition Information to parents and other district personnel</td>
</tr>
<tr>
<td>2. 50% of students participate in training or learning outside campus walls.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Context and Organization</th>
<th>1.</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td>Fund Source</td>
<td>TITLE I (PARENT INV)</td>
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<tr>
<td>---------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Campus Needs Assessment</td>
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<tr>
<td>Campus Needs Assessment</td>
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<td>Campus Needs Assessment</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Allocations:
- - - - - -

Percent Budgeted:
NA NA NA NA NA NA

Compensatory Education Fund - FTEs
All students will participate in Formative and Summative assessments in an effort to adequately inform individualized instruction.

<table>
<thead>
<tr>
<th>Title I Components</th>
<th>PBMAS</th>
<th>Implementation Action Steps</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>PD Code</th>
<th>Budget Source</th>
<th>Amnt</th>
<th>Comments (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAP</td>
<td></td>
<td>LEAP students will participate in initial and ongoing formative assessment utilizing the LCE curriculum and applicable Brigance measures.</td>
<td>Instructional staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LIFT</td>
<td></td>
<td>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.</td>
<td>Instructional staff</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>IEP Goals &amp; Objectives will be written to address necessary skill deficits identified by the assessments.</td>
<td>Teachers</td>
<td></td>
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</tbody>
</table>

**Opportunity**

Progress Monitoring Schedule: **BOY** (August 22 - November 4)  **MOY** (November 7 - February 24)  **EOY** (February 27 - June 2)
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)
**Title I Components**  | **PBMAS Implementation Action Steps**  | **Person(s) Responsible**  | **Timeline**  | **PD Code**  | **Budget Source**  | **Amnt**  | **Comments (+/Δ)**
---|---|---|---|---|---|---|---
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:**  | **MOLY** (November 7 - February 24)  | **EOY** (February 27 - June 2)  |
### Title I Components

<table>
<thead>
<tr>
<th>Components</th>
<th>PBMAS</th>
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<th>PD Code</th>
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<th>Amnt</th>
<th>Comments (+/Δ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFT Staff</td>
<td></td>
<td>Will develop at least two capstone events that allow students to demonstrate the use of related skills.</td>
<td>Instructional staff</td>
<td></td>
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<tr>
<td>LEAP Staff</td>
<td></td>
<td>Will develop capstone events each month that require students to use their social skills to plan, create and participate in.</td>
<td>Instructional staff</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>Will develop lesson plans and activities that align with these events so students have daily opportunities to practice and hone their skills.</td>
<td>Teachers</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Opportunity

- Progress Monitoring Schedule: **BOY** (August 22 - November 4)
- **MOY** (November 7 - February 24)
- **EOY** (February 27 - June 2)
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.
## Goals

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 processes 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 professional 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 services.

## Strategies

1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of our students.
1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically.
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
is our core mission
evel services
the needs of a global economy
icilly, socially, & emotionally

tandards
s, parents, & communities