

# 2016-17 CEIP for 009-Polytechnic HS

## 009-Polytechnic HS

Principal: Dr. Joshua T. Delich

Leadership Director: TJ Jarchow

### Accountability Status

**Met Standard**

### Campus Distinctions

Academic Achievemnt in Social Studies

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

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

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 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
Joshua T. Delich	Campus Non-Tch Prof
Latisha Manning	Campus Non-Tch Prof
Trine Gonzalez	Campus Non-Tch Prof
Judith Simpson	Community Rep
Angela Baker	Business Rep
Travillion Jefferson	Campus Non-Tch Prof
Monica Macchietto	Campus Non-Tch Prof
Perry Pettigrew	Teacher
Dr. Ronald Byrd	Teacher
Carol Standerfer	Campus Non-Tch Prof
Paul Blakenship	Campus Non-Tch Prof
	Select
	Select
	Select
	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:** 009-Polytechnic HS

**Principal:** Dr. Joshua T. Delich

<b>Data Sources Used</b> Make a selection for each by choosing from the drop down	Yes	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	No	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	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
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
<b>Demographics</b>	1.	The achievement gap between African American students and Hispanic students is closing in English Language Arts, and LEP students made gains in English 2.	1.	English 1 and 2 scores for all student groups continue to be the lowest of the tested subjects.	1.	Professional development is needed in order to strengthen all content areas, with particular focus on English language arts.
	2.	Economically disadvantaged students are performing as successfully as all students tested.	2.	Special Education and LEP (ELL) students continue to perform at lower rates than their peers.	2.	Sheltered instruction training and inclusion (co-teaching) training is needed.
	3.	Special Education students made progress in Algebra 1 and Biology. Both special education students and LEP students are making progress in order to meet academic standards.	3.	Special education students had a passing rate of only 11% in English 1, and LEP (ELL) students had a passing rate of only 18% in English 1.	3.	Travel for professional development needs to be available for teachers, librarians, counselors, and administrators where identified and appropriate.
<b>Student Achievement</b>	1.	Scores for all students increased in English 1, English 2, Algebra 1, and Biology; scores decreased for all students in U. S. History.	1.	English scores are the lowest of the tested subjects.	1.	Classroom supplies are needed so that teachers can produce materials as outlined by the Curriculum Frameworks.
	2.	Passing rates for re-testers in December were as follows: 31% for English 1, 29 % for English 2, 22% for Algebra 1, 43% for Biology, and 32% for U. S. History.	2.	There was a significant increase in the gap in performance between Hispanic and African-American students..	2.	Substitutes are needed in order for teachers to access professional development opportunities.
<b>School Culture and Climate</b>	1.	A majority of parents feel that the school is a safe place for their students.	1.	Absenteeism among students continues to be a major concern.	1.	More communication with parents is needed to strengthen community relationships and keep parents informed of student progress.
	2.	A majority of parents feel that they are treated with respect when they come to school.	2.	Too many students still remain behind in terms of necessary credits to graduate.	2.	Parent involvement funds are needed in order to maintain consistent contact with parents.

<b>Staff Quality/ Professional Development</b>	1.	Walk-through observations are consistently conducted to ensure current instructional practices are implemented, as well as monitoring fidelity to the district's Curriculum Frameworks.	1.	Inclusion/co-teaching strategies need to be further developed and strengthened, as well as QTEL strategies for ELL teachers.	1.	Consultants are needed to further develop existing professional development practices, especially in the areas of inclusion strategies and sheltered instruction/QTEL.
	2.	Teachers are willing to improve instructional strategies and engage in professional development activities for personal growth.	2.	Professional development needs to be consistent in order to advance pedagogy and strengthen instruction, especially with QTEL strategies for ALL students.	2.	Materials for professional development activities should be purchased when appropriate to the needs of classroom teachers.
<b>Curriculum, Instruction, and Assessment</b>	1.	Data analysis by subject area occurs after every benchmark assessment.	1.	Students need to analyze their own data and take ownership in their academic progress.	1.	Supplies are needed in order for students to create and maintain their own personal data in classrooms.
	2.	Professional development and action steps are determined following each benchmark assessment.	2.	Teachers must continue to disaggregate data following each benchmark assessment in order to effectively plan for future instruction.	2.	Substitutes are needed in order for teachers to access professional development opportunities.
<b>Family and Community Involvement</b>	1.	A majority of parents feel that they are welcome at school.	1.	Active parent participation continues to be lower than desired at school-sponsored events.	1.	More communication with parents is needed to strengthen community relationships and keep parents informed of student progress.
	2.	One-third of parents have signed up for the parent portal.	2.	A more active Parent-Teacher Organization needs to be addressed.	2.	Parent involvement funds are needed in order to maintain consistent contact with parents.
<b>School Context and Organization</b>	1.	Polytechnic continues to make strides in terms of academic achievement.	1.	Mobility among staff continues to hinder the full implementation of desired school structure.	1.	An In-House Suspension teacher position is required in order to maintain a safe, orderly, and effective instructional program..
	2.	Teachers are committed to continuous academic improvement.	2.	Teachers need to have more input in terms of planning for professional development needs.	2.	A data analyst is needed in order to facilitate a quality student assessment program.

**2016-17 CEIP for 009-Polytechnic HS**

**Budget Summary**

**Principal: Dr. Joshua T. Delich**

**Leadership Director: TJ Jarchow**

Summary by Fund Source

<b>Fund Source</b>	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	<b>GRAND TOTAL budgeted in CEIP</b>
Tier I Instruction	0	0	0	900	0	0	\$ 900
Ninth Grade Math (Algebra I)	0	0	0	0	0	0	\$ -
College and Career Readiness	0	0	0	0	0	0	\$ -
Professional Development	0	0	0	0	0	0	\$ -
Campus Needs Assessment	0	0	0	0	0	0	\$ -
<b>TOTAL</b>	\$ -	\$ -	\$ -	\$ 900	\$ -	\$ -	\$ 900
<b>Allocations</b>	-	-	-	-	-	-	
<b>Percent Budgeted</b>	NA	NA	NA	NA	NA		

**Compensatory Education Fund - 5 FTEs**

2016-17 CEIP for 009-Polytechnic HS

Principal: Dr. Joshua T. Delich

Tier I Instruction Action Plan

Leadership Director: TJ Jarchow

<b>District</b>	Goal: 1. Increase Student Achievement
<b>Strategic Plan</b>	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
<b>Alignment</b>	Measure: 1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on bell to bell 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.
--------------	--

Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)	
			Person(s) Responsible	Timeline	PD Code	Budget Source		Amnt
1, 2, 3, 4, 8, 9		Provide core areas with specific student EOC data for disaggregation and individual goal setting; strengthen rigor in classes to ensure instruction is at the necessary rigor for <del>exams and post-secondary readiness</del>	Administrators Testing Coordinator	On-going				
1, 2, 3, 4, 8, 9		Implement a Response to Intervention Program that will increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic transition classes, credit retrieval opportunities, <del>focused EOC study sessions</del>	Administrators, Teachers, Counselors	On-going	Faculty Mgt/PLC	Local	\$ 900.00	
1, 2, 3, 4, 8, 9, 10		English staff will increase evidence-based reading opportunities for all students in English classes and all other content areas, utilize common planning to create common assessments and analyze common assessment data from Aware to determine areas of need, and design lessons and curriculum for intervention that takes place during the school	English Staff, Administration	On-going	Faculty Mgt/PLC			
1, 2, 3, 4, 8, 9, 10		Math staff will utilize the common planning time to plan for student access to online tutorials and plan for flipped classrooms. Math staff will also analyze items on the EOC and classroom tests to determine areas of need	Math Staff, Administration	On-going	Faculty Mgt/PLC			
1, 2, 3, 4, 8, 9, 10		Increase writing and content evidenced based reading opportunities for all students across all subject areas	All staff					
1, 2, 3, 4, 8, 9, 10		Utilize our ALD specialist to specifically hone in on increase our exiting rate and an increase in TELPAS scores	Blankenship	On-going	Faculty Mgt/PLC			
1, 2, 3, 4, 8, 9, 10		Utilize Achieve 3000 to closely monitor and assess the lexile growth of all students to meet the yearly goal of 200pt growth	All staff Administration	On-going	Faculty Mgt/PLC			
1, 2, 3, 4, 8, 9, 10		Utilization of Instructional Specialist to support campus AdvanceED feedback from visit	Dr. Moore	On-going				
1, 2, 3, 4, 8, 9, 10		Data meetings with content administrator and EOC teachers after each District EOC	Administration EOC teachers	6wks				
1, 2, 3, 4, 8, 9, 10		students to read 20-30 minutes once a week in all classes and to complete Cornell Notes on what they read.						
1, 2, 3, 4, 8, 9, 10		Students will read 20-30 minutes once a week in all classes and to complete Cornell Notes on what they read.	AVID Team	Weekly				
1, 2, 3, 4, 8, 9, 10		AVID teacher observe classroom teachers using Cornell Notes	AVID Team	By Oct 31st				
1, 2, 3, 4, 8, 9, 10		Review of AVID student work on Cornell Notes	AVID Team	November				
1, 2, 3, 4, 8, 9, 10		AVID department specific PD, and review of student work	AVID Team	Dec-March				
1, 2, 3, 4, 8, 9, 10		AVID Team will report out AVID literacy report to the CSIT	AVID Team	April				
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)				

**2016-17 CEIP for 009-Polytechnic HS**

**Ninth Grade Math (Algebra I) Action Plan**

**Principal: Dr. Joshua T. Delich**

**Leadership Director: TJ Jarchow**

<b>District Strategic Plan Alignment</b>	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

<b>Focus</b>	Through an increased focus on ninth grade math (Algebra I) 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.
--------------	---

Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 8, 9	SPED	Math staff will utilize the common planning time to plan	Math Staff,	On-going	PLC			
1, 2, 3, 4, 8, 9,		William James and Morningside counselors and Math chair	Middle school					
1, 2, 3, 4, 8, 9		Targeted math instruction will be provided using a variety of	Math Staff,					
1, 2, 3, 4, 8, 9		Integrate technology to enhance instruction for at-risk	1:1 Specialist,					
1, 2, 3, 4, 8, 9		Offer tutorial sessions WITHIN the school day for At-Risk	Teachers,			Other		
1, 2, 3, 4, 8, 9		Collaborative lessons with 8th grade focusing on motivation	Middle school					
1, 2, 3, 4, 8, 9		Math EOCCamp	Administration		Pull-Out			
1, 2, 3, 4, 8, 9		Hold focused PLCs with the Alegbra 1 team regarding three	Administration	On-going	PLC			
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)						

**2016-17 CEIP for 009-Polytechnic HS**

**College and Career Readiness Action Plan**

**Principal: Dr. Joshua T. Delich**

**Leadership Director: TJ Jarchow**

<b>District Strategic Plan Alignment</b>	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:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
	Measure:	1.8 Post secondary enrollment and continuation to second year

<b>Focus</b>	Through an increased focus on college and career readiness 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. In addition, the staff will lead and foster an environment teaching students to function as professionals.
--------------	--

Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
1, 2, 3, 4, 8, 9		Continue to work with all students on post secondary readiness and distribute information on college admission requirements.	Administrators, Counselors, POC staff. Go Center				
1, 2, 3, 4, 8, 9		Develop Parent/Student post secondary activities - FASFA, College Application, Scholarship, Parent Meetings	Administrators, Counselors, POC staff. Go Center				
1, 2, 3, 4, 8, 9		Examine four year plans examples that emphasis post secondary opportunities and align to high demand careers.	Administrators, Counselors, POC staff. Go Center				
1, 2, 3, 4, 8, 9		Train staff on expectations of interactions with students (i.e. shaking hands, eye contact and positive greetings)	Dr. Moore	October			
1, 2, 3, 4, 8, 9, 2,6		Provide core areas with specific student EOC data from 2015 The Principal, Go Center and Counseling Department in collaboration will closely monitor scholarship applications and acceptance letters	Administrators, Dr. Delich Counseling Dept Go Center	Monthly September-March			
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)			

**2016-17 CEIP for 009-Polytechnic HS**

**Professional Development Action Plan**

Principal: Dr. Joshua T. Delich

Leadership Director: TJ Jarchow

<b>District</b>	Goal:	4. Develop a Workforce that is Student and Customer-Centered
<b>Strategic Plan</b>	Objective:	2.4 Ensure a safe, secure environment for students and employees
<b>Plan</b>	Strategy:	4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards
<b>Alignment</b>	Measure:	1.10 Students social/emotional/physical health needs met

<b>Focus</b>	Through an increased focus on professional development and the intentional action steps below, educators will implemen DII instruction with fidelity. Also, educators will increase students thinking, problem-solving, innovation, and creativity skills critical to learning and academic success and continue to grow a campus culture of compassion, collaboration, and celebration.
--------------	--

Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 8, 9		Implement common planning times for instructional staff to collaborate on instruction and assessments	Administrators Department Heads					
1, 2, 3, 4, 8, 9		Provide Zone Presentations for all students and staff on Bully	Counselors and	December				
1, 2, 3, 4, 8, 9		Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	Administrators Department Heads, Technology Coordinator	On-going				
1, 2, 3, 4, 8, 9		A coaching and collaboration model will be used to improve Tier I and Tier II instruction. Time will be provided to allow teachers to work with coaches.	Administrators, Counselors, DII coach, ALD Specialist	On-going				
1, 2, 3, 4, 8, 9		We will continue to promote positive health and fitness for our students and staff.	Administrators, Counselors, Health and Wellness committee	On-going				
2,4,8		Selected core teachers will work closely with the DII coach to improve direct interactive instruction.	Ms. Tucker	Oct.-May				
2,4,8		Fidelity to the T-TESS goal-setting process for all teachers	Teachers Administration	Sept-June				
1, 2, 3, 4, 8, 9		Increase the number of safety drills and response time from the previous year.	Mr. Bartolotta	Sept-June				
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)				



**2016-17 CEIP for 009-Polytechnic HS**

**Campus Needs Assessment Action Plan**

**Principal: Dr. Joshua T. Delich**

**Leadership Director: TJ Jarchow**

<b>District</b>	Goal:	3. Enhance Family & Community Engagement
<b>Strategic Plan</b>	Objective:	3.1 Empower parents and the community to be full partners in students' educational success
<b>Plan</b>	Strategy:	3.1 Connect families and community to opportunities to expand their knowledge
<b>Alignment</b>	Measure:	3.1 Family engagement and involvement in student success

<b>Focus</b>	Provide a welcoming, engaged, safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, especially parents, in the continuous improvement of the educational system and school climate.
--------------	--

Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 6, 8,		Maintain continuous communication between staff and	Home Access	On-going				
1, 2, 3, 4, 6, 8,		Monitor attendance of all students through period-by-period	Attendance	On-going				
1, 2, 3, 4, 6, 8,		Continue to maintain a campus culture and feeling of safety	All Staff					
1, 2, 3, 4, 6, 8,		Support a continuous staff and student recognition	Administrators		Faculty			
1, 2, 3, 4, 6, 8,		Provide variety of parent and involvement activities for Math,	Administrators,					
1, 2, 3, 4, 6, 8,		Campus awareness of initiatives and programs through	Librarian, 1:1					
1,2,6		Hold front office expectations and customer service meeting	Dr. Delich	Sept. 7th				
1,2,6		Solution meetings with departments and principal about ways to improve campus systems and climate.	Dr. Delich Teachers Dept Heads	Monthly				
1,2,6		Poly Parade for community and parents	Parade committee	Sept. 24				
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)			<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)		