

2016-17 CEIP for 086-TCC South Early Coll HS

086-TCC South Early Coll HS

Principal: Lisa Castillo

Leadership Director: David Saenz

Accountability Status

Met Standard

Campus Distinctions

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:

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
Lisa Castillo	Campus Non-Tch Prof
Ingrid McMillian	Campus Non-Tch Prof
Julisa Perez	Campus Non-Tch Prof
Donna Cole	Teacher
Amy Draper	Teacher
Zane Duarte	Teacher
Taneka Dunn	Teacher
Kathryn Durand	Teacher
Cecilia Hill	Teacher
Mark Holcombe	Teacher
Roxanna Martinez	Teacher
Veronica Meeks	Teacher
Aaly Meherali	Teacher
Ruben Olmos	Campus Non-Tch Prof
Tracy Nava	Parent
Ray Pfang	Business Rep
Damean McKellar (Student)	Additional Appointed Rep
Jennifer Seturino (Student)	Additional Appointed Rep
Eddy Guevara	Parent
Wendy Jasper Martinez	Business Rep

Fort Worth ISD

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

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 086-TCC South Early Coll HS

Principal: Lisa Castillo

Data Sources Used Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	No	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
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.	9th grade demo 105 students: LEP-4, SPED-2 Hisp - 71, AA-21, Asian-1, White-10, 2 or more 2	1.	Student retention	1.	Increase student retention throughout the school year and into next grade level
	2.	10th grade demo 92 students: LEP-2, SPED-5 Hisp -39, AA-35, Asian-6, White-10, 2 or more 2	2.	Recruitment from middle schools not represented at the mini expos	2.	Increase students recruited from local FWISD high schools under represented
	3.	Economically Disadvantaged - projected 62% pending lunch applications	3.	Recruitment from area charter, private and homeschool to recapture FWISD students	3.	Resources, process and plan for recruitment and retention
Student Achievement	1.	High school passing rate	1.	Funding to assist literacy earlier in the school year	1.	Focus resources on closing achievement gaps in TSI and EOC through literacy and individual support
	2.	College passing rate	2.	Reading assistance for struggling readers	2.	Focus resources on literacy (math and reading)
	3.	Student growth	3.	Program to assist math literacy earlier in the school year	3.	Supplemental Support for deficiencies in English, Math, Science and Social Studies
School Culture and Climate	1.	Advanced and innovative Academics	1.	Know and Understand the ECHS blueprint	1.	Awareness of Demographic and Academic student needs and process to meet those needs
	2.	College and career readiness	2.	Know and Understand the degree programs and High School Graduation Plans	2.	Academic, Wellness and Social Emotional Support for students in need
	3.	Service	3.	Awareness of student leadership and service interests	3.	Student opportunities for leadership and service
Staff Quality/ Professional	1.	All teachers have master's degree of higher	1.	Awareness of TCC and FWISD Professional Development Opportunities	1.	Plan for purposeful professional and team development

Development	2.	All teachers can teach at the HS and college level	2.	Awareness of Student readiness for and knowledge of AVID, AP and Dual Credit	2.	Process and plan for AVID implementation
	3.	TCC and FWISD Staff of educators	3.	Know and Understand AVID, AP and DC curriculum and course expectations	3.	Data Driven Training for Student Differentiation
Curriculum, Instruction, and Assessment	1.	AVID Implementation Year/PSAT Course	1.	Know and Understand the Associate Degree paths and the HS Courses	1.	Creation of individual Academic tracking process
	2.	AP/Pre-AP	2.	Know and Understand the AVID Requirements and Implementation Process	2.	Plan for AVID programming in Implementation year
	3.	Dual Credit/College courses	3.	Utilize student data on TSI/STAAR EOC for preparation of resources	3.	Create a prescriptive curriculum based TSI and EOC Prep program to meet individual student needs
Family and Community Involvement	1.	Community Support	1.	Know and understand the roles of a parent student teacher organization	1.	Create a parent program to educate parents on the ECHS Processes
	2.	IHE Support	2.	Know and Understand the role of the Advisory Council	2.	Create a structure program and calendar for stakeholder meetings
	3.	Parent Interest	3.	Know and understand the role of the Communication Specialist	3.	Utilize Communication Specialist, PTSO and Advisory Council to meet the needs of the educational community
School Context and Organization	1.	Open communication with all stakeholders	1.	Know and understand the communication needs of the campus and all stakeholders	1.	Structure and awareness of communication plan for all stakeholders
	2.	Process and procedures that create an efficient campus	2.	Know and understand the campus needs for processes and procedures	2.	Structure knowledge and awareness of procedures
	3.	All stakeholders take ownership in student achievement	3.	Know and understand the student needs to track academic progress	3.	Structure a student process to enhance each students academic progress

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Budget Summary

Principal: Lisa Castillo

Leadership Director: David Saenz

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Tier I Instruction	0	0	0	800	0	0	\$ 800
High School Math	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	20,440	8,600	0	0	0	0	\$ 29,040
TOTAL	\$ 20,440	\$ 8,600	\$ -	\$ 800	\$ -	\$ -	\$ 29,840
Allocations	33,514	8,600	-	15,634	-	-	-
Percent Budgeted	61%	100%	NA	5%	NA		

Compensatory Education Fund - FTEs

2016-17 CEIP for 086-TCC South Early Coll HS

High School Math Action Plan

Principal: Lisa Castillo

Leadership Director: David Saenz

District Strategic Plan Alignment	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:	1.5 Achievement and passing rates on state and local assessments

Focus	By June 2017 All students will pass EOC Math Exams for courses taken by May 2017. EOC Achievement will exceed state average. Student lexile reading levels will improve by 200 points. All students will matriculate to the next grade level by June 2017.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
9		Providing supplemental instruction to targeted based on	Yancy, Meeks	ONGOING		Local		BOY In Progress
9		Provide math supplemental aides to targeted students for	Yancy, Meeks	ONGOING		Title I		BOY In Progress
1,9		Students create/maintain Academic Success Portfolios to	students	ONGOING		Local		BOY In Progress
1,9		Implement AVID strategies to increase college readiness	Yancy, Meeks,	ONGOING		Title I		BOY In Progress
1,9		TTM will be implemented in all Algebra 1 classes.	Meeks	ONGOING		Other		BOY Complete
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		

2016-17 CEIP for 086-TCC South Early Coll HS

College and Career Readiness Action Plan

Principal: Lisa Castillo

Leadership Director: David Saenz

District	Goal:	1. Increase Student Achievement
Strategic Plan	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
Alignment	Measure:	1.1 Graduation rates

Focus	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.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)	
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		Amnt
9		Monitor Levels of Literacy.	9th and 10th grade teams	ONGOING		Other		BOY In Progress
9		Utilize credit recovery for over age and under credit students.	McMillian, Draper, Yancy	ONGOING		Other		BOY In Progress
9		Develop individualized plans for students below grade level.	9th and 10th grade teams	ONGOING		Other		BOY Complete
9		Establish systems of meeting the needs of students and providing academic supports and interventions to close educational gaps.	9th and 10th grade teams	ONGOING		Title I		BOY In Progress
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		

2016-17 CEIP for 086-TCC South Early Coll HS

Professional Development Action Plan

Principal: Lisa Castillo

Leadership Director: David Saenz

District	Goal:	4. Develop a Workforce that is Student and Customer-Centered
Strategic Plan	Objective:	4.1 Develop a strong recruitment, selection, leadership, and continuous training model which acknowledges educating students as our core mission
	Strategy:	4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards
Alignment	Measure:	4.3 Internal workforce perception

Focus	By June 2017, 80% of campus staff will report they have participated in ongoing professional development activities that support their own professional growth measured by EOY teacher survey.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
3,4		The principal will develop a comprehensive PD plan that addresses campus and teacher needs.	Castillo and Teachers	BOY		Local		BOY Complete
3,4		Develop a PLC process that addresses instructional and student needs.	Castillo and Teachers	ONGOING		Other		BOY In Progress
3,4		Identify, promote and direct teachers to district offered PD opportunities.	Castillo and Teachers	ONGOING		Other		BOY In Progress
3,4		Establish a T-TESS routine to provide feedback after observations and walkthroughs.	Castillo and Teachers	ONGOING		Other		BOY In Progress
3,4		Hold regular conversations with staff members to identify professional goals, glows and grows.	Castillo and Teachers	ONGOING		Other		BOY In Progress
3,4		Gather and utilize feedback on all PD activities to increase campus PD effectiveness.	Castillo and Teachers	ONGOING		Other		BOY In Progress
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

