

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 008 - North Side HS

Principal: Martinez, Antonio

Executive Director: Steven Johnson

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 91.8
Special Education: 8.7
Dual Language/ESL: 16
Gifted and Talented: 14.8

Career and Technology: 82.7
Percentage of at-risk students: 82.3
Percentage of English Language (EL) students: 16.8
Percentage of economically disadvantage students: 81.8

2019-2020 Campus Site-Based Committee

| Name | Role |
|----------------------|---------------------------------------|
| Carlos Rios | Teacher |
| Arturo Rivas | Teacher |
| Craig Velez | Teacher |
| Christopher Lunsford | Teacher |
| Elida Flores | Campus Non-Teacher Professional |
| Chad Davis | District Level Staff |
| Rosalia Martinez | Parent |
| Mary Castillo | Parent |
| Antonio Martinez | Principal |
| Paula Pederson | Additional Representative Appointment |
| Jessica Ledesma | Parent |
| Allen Dunbar | Business Representative |
| Gloria Rios | Community Representative |
| Juan Rios | Business Representative |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for North Side HS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

| State Accountability Ratings by Domain | Overall Performance Accountability Rating |
|---|---|
| Domain 1: Student Achievement 70 | 75 - Met Standard |
| Domain 2: School Progress 76 | |
| Domain 3: Closing The Gaps 71 | |

Campus Distinction Designations

| | |
|--|---|
| Academic Achievement in Mathematics: 1 | Postsecondary Readiness: 0 |
| Academic Achievement in Science: 1 | Top 25 Percent: Comparative Closing the Gaps: 0 |
| Academic Achievement in English Language Arts/Reading: 0 | |
| Top 25 Percent: Comparative Academic Growth: 1 | |

Campus Assurances and Certification for the 2019-2020 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 Title I, Part A; and

Yes Turnaround Plans

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

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 leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified areas needing improvement or areas of weakness? | Priorities What are we going to intervene? If addressed, this need will create the most impact. |
|---|--|---|---|
| Demographics | 1. Consistency in population demographics | 1. All students not mastering state assessment standards especially LEP and SPED | 1. Provide PD for teacher growth through online, content conferences and contracts with outside agencies to provide development focusing on student engagement 2. Target students who need more classroom interventions with supplies for each subject area 3. Offer college and career coach, teacher assistants, attendance tracker, and tutors for interventions |
| | 2. High retention rate from feeder schools | 2. Although we retain students from our feeder schools, too many achieve at lower academic levels. | |
| | 3. | 3. | |
| Student Achievement | 1. State assessment scores have shown an overall increase | 1. Student grades and passing rates are among the lowest in FWISD | 4. Compensation for teachers to provide extended learning opportunities 5. When funds are limited supplement Index 4 activities |
| | 2. Increase in the number of students seeking post-secondary education | 2. Programs and activities to assist students outside of the regular school day | |
| | 3. Students willingness to participate in summer enrichment programs | 3. Additional support staff available to student during the school day | |
| School Culture and Climate | 1. Extended learning opportunities | 1. Getting students to take ownership and responsibility for their learning | |
| | 2. Family atmosphere | 2. Finding creative ways to celebrate student achievements and reward their efforts | |
| | 3. Support groups for student in need | 3. | |
| Staff Quality/ Professional Development | 1. Increasing the level of curriculum delivery in every class. | 1. Improve student engagement to improve curriculum delivery leading to increase in student achievement. | |
| | 2. Strategically place staff in areas of student need | 2. Increase the achievement rates for LEP and SPED students | |
| | 3. | 3. Increase staff PD throughout the year | |
| Curriculum, Instruction, and Assessment | 1. Increase certifications in CTE classes | 1. Increase standardized test scores (PSAT/SAT/ACT/TSI)SA | |
| | 2. Staff willingness to provide extended learning opportunities | 2. Cross-curricular activities, instructional planning during the school day, update instructional aids/materials | |
| | 3. A growing strength- common content planning | 3. Funds for meeting components of index 4 | |
| Family and Community Involvement | 1. Bilingual accessibility | 1. Parents as mentors and business partnerships | |
| | 2. Variety of programs of choice | 2. Parental/family activities | |
| | 3. Increased levels of parental support | 3. Advertisements and incentives for events | |
| School Context and Organization | 1. Willing faculty/staff to assist as needed | 1. Site licenses for digital applications | |
| | 2. | 2. Support for future items staff members indicate are needs | |
| | 3. | 3. | |

| | | | | | | | | |
|----|--|--|--|--|--|--|--|--|
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Schedule with Advanced Academic coordinator and Go Center on meeting with each senior monthly and a checklist for them in preparing for college
 College visit calendar prepared by counseling department
 Dates set for parent information nights for college applications, scholarships, FAFSA, etc
 On Ramps courses monitored by semester
 Report of TSI scores

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 008 - North Side HS

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| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z) | Baseline (BOY) | to Target | by Deadline |
|-------------|--|----------------|-----------|-------------|
| | Percent of students at grade level or above in Reading will increase from | 47 | 50 | EOY |
| | Percent of students at grade level or above in math will increase from | 75 | 78 | EOY |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|---|--|--------------------------|-----------|-------------------------|--------|--------------|---------------------------------------|
| 1 Title I | Increase Eng 1 and Eng 2 scores by focusing on individual student needs grouping students per their need areas. | Student groups according to area of need Weekly Achieve 3000 lessons in all core subject areas Cross curricular calendar made monthly by instructional specialist to support the needs of Eng 1 Cross curricular activity in all core subjects once a week Hire Title 1 Teacher Assistants | Teacher(s) | 4/7/2020 | Title I | 42,000 | Below Target | |
| 2 Title I | During school and after school activities to support weekly goals and relate material to real world situations. | Tutoring after school, Saturdays, and summer Parent meetings on STAAR progress | Teacher(s) | 5/18/2020 | Title I | 38,000 | Below Target | |
| 3 Title I | Disaggregate all student data | Hire data analyst Identify all student needs | Principal | 9/20/2020 | Title I | 61,000 | Completed | |
| 4 Title I | Tutoring will be provided for all students not performing at grade level or above | Hire tutors Produce goal setting sheets for all students Purchase general supplies in all subject areas to facilitate tutoring | Instructional Leadership | 5/20/2020 | Title I | 21,000 | Below Target | |
| 5 Title I | Target Special Education students for additional support | Hire Instructional Specialist Provide additional training Provide additional class support | Instructional Leadership | 5/20/2020 | Title I | 65,840 | Below Target | |
| 6 Title I | Provide STAAR pull out days for students performing below grade level | Substitutes for teachers to do pull out days | Instructional Leadership | 5/20/2020 | Title I | 5,500 | Below Target | |
| 7 Title I | All Eng I and II students not above grade level will be double blocked in Eng/Reading | Identify students Schedule students | Instructional Leadership | 5/20/2020 | Local (Basic Allotment) | 99,823 | Below Target | |
| 8 Title I | Improve reading options in the library | Identify gaps in library Order books for library | Other | 5/20/2020 | Title I | 3,000 | Below Target | |
| 9 Title I | Improve Tier 1 instruction by improving reading | Develop school wide PD plan Hire ESCs to conduct PD Send teachers to appropriate PD | Instructional Leadership | 5/20/2020 | Title I | 26,000 | On Target | |
| 10 Title I | Increase the number of students who take consecutive CTE classes and receive certifications | Purchase supplies and technology to assists students | Instructional Leadership | 5/30/2020 | CTE | 41,733 | Below Target | |
| 11 Title I | Increase number of students exiting LEP | Identify LEP students Hire ESC to provide ESL training to teachers | Instructional Leadership | 5/20/2020 | Bilingual | 3,266 | Below Target | |
| 12 Title I | Improve reading in all classes | Develop a school wide reading strategy Train staff Communicate strategy to all students | Instructional Leadership | 5/20/2020 | Title I | 5,000 | Below Target | |

| | | | | | | | | | |
|----|---------|--|--|------------|-----------|-------------------|---------|--------------|--|
| 13 | Title I | Provide technology and printers for teachers to print needed materials | Order printers Order ink cartridges Provide technology and instructional materials for the support of teachers Order supplies and materials that will support students and teachers | Principal | 5/20/2020 | Title I | 124,084 | Below Target | |
| 14 | SPED | Improve reading and math levels of special education students | Purchase supplies and materials to assist special education students | Teacher(s) | 5/20/2020 | Special Education | 21,599 | Below Target | |
| 15 | | | | | | | | | |

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Monthly Achieve 3000 reports looking for improvement in Lexile scores
 Bi weekly walkthroughs
 PLC artifacts looking for improved work each month
 Individualized monthly conferences with students
 Small group activities targeting areas of need
 Improvement in benchmark scores

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Each administrator will be given the task of checking the FWISD Cycle Report for duplicate referrals and make corrections as needed. Each month throughout the school year the number of duplicate referrals should decrease.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

