

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 062 - International Newcomer Acad.

Principal: Ross, Angelia

Executive Director: Benjamin Leos

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: 95.1
Special Education: 0.4
Dual Language/ESL: 100
Gifted and Talented: 0

Career and Technology: 50.1
Percentage of at-risk students: 100
Percentage of English Language (EL) students: 100
Percentage of economically disadvantage students: 90.3

2019-2020 Campus Site-Based Committee

Name	Role
Angelia Ross	Principal
Luz Ruiz	District Employee Relations Council Representative
Margie Wilson	District Employee Relations Council Representative
Manuel Alvarado	Teacher
Vivian Tran	Teacher
Faiha Al-Altrash	Campus Non-Teacher Professional
Robert Thompson	District Level Staff
Mary Mckinney	Business Representative
Alison Rix	Business Representative
Jennifer Smith	Business Representative
Asita Wisdom	Community Representative
Bobby Steed	Community Representative
Stacy Beauchamp	Community Representative
Cecilia Silva	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for International Newcomer Acad. The 85th Texas Legislature 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	- Not Rated
Domain 2: School Progress	
Domain 3: Closing The Gaps	

Campus Distinction Designations

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

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

No 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. Diversity of students 76% Hispanic, 24% refugees	1. Students come to INA with little to no background data in their education. INA needs resource, and a structure to address the gaps in language proficiency and development through RTI and instruction	1. Develop a school culture that promotes high levels of academic excellence and college, literacy, and career preparedness while providing socio-emotional support for students, parent engagement, faculty, and staff.		
	2. Attendance rates-96.7%				
	3. PELL Program- Targeted program that addresses students who are preliterate in home language and who have experienced an interruption in education.	2. 80% of referrals are by hispanic males. Student support team, HS Counselor, and intervention specialist will focus on providing social and emotional support and small group counseling to Tier 3 students as identified in the RTI process.	2. Alignment of instructional practices across grade levels to increase cultural responsiveness, content and language development, language acquisition, and to increase literacy for English Language Learners		
	4.				
	5.	3. Culturally Responsive training to address a diverse student population.	3.		
	6.	4.	4.		
	5.	5.			
Student Achievement	1. 8th Grade STAAR-Increase in performance standards from previous year Math-approaching 63% met, 29% master 3% Reading- approaching 20% ,met 7% Science- approaching 21%,met 8%, master 7% Social Studies approaching 15%, met 12% , master 4%	1. Students come to INA with gaps in education and content. embedded advisory /tutorials is needed to focus language development and acquisition	10.		
				2. ALG 1 Staar EOC- Increase in performance standards from previous year Approaching- 50% Met-29% Master-18%	2. 6th & 7th grade math double block math to extend instructional time
					3. Embed reading and writing strategies in all contents
	3. TELPAS 48% increase in Change in Composite Rating from 2018 to 2019	4.			
	4.	5.			
	5.	6.			
6.					

School Culture and Climate	1.	Campus is supportive to newcomer parents and students and addresses individual needs of families	1.	Design a tiered RTI/PBIS intervention system that focuses on student achievement, problem solving skills, and character building
	2.	Staff teams and departments plan and collaborate through teams and departments PLC's	2.	Create stronger systems that address gaps in communication between staff and focus on teacher incentive
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
Staff Quality/ Professional Development	1.	In house QTEL PD is aligned to campus focus and vision and provided on a continuous basis	1.	PD in RTI and differentiated instruction
	2.	Low teacher turnover rate, Highly trained staff in QTEL	2.	Continue Qtel professional development
	3.	Improvement in teacher collaboration and lesson planning that address student needs	3.	PD in data structures and progress monitoring.
	4.		4.	
	5.		5.	
	6.		6.	
Curriculum, Instruction, and Assessment	1.	Increased cultural representation within ELAR content	1.	More consistency in instruction that focuses on language development and TEKS/ skills development
	2.	Six weeks pullouts for teachers to plan lessons and collaborate	2.	6 weeks department planning time for teachers to align instruction, and to modify and scaffold lessons to address students language deficiencies
	3.		3.	Resources needed for non-tested content that addresses formative and formal assessment and student progress monitoring
	4.		4.	
	5.		5.	
	6.		6.	

Family and Community Involvement	1.	Completed 259 parent conference for the 2018-2019 school year	1.	Full time parent liaison to bridge the gap between school and community
	2.	Secured \$80,000 in donations from community partners to address newly arrived families.	2.	Increased number of parent events that focus on content and student success
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
School Context and Organization	1.	Grade level teaming	1.	Provide more opportunities for teachers to have additional school input through on-campus committees
	2.	Input provided from teacher leaders on a monthly basis	2.	
	3.	Instructional support for teachers through QTEL coaches for all contents	3.	
	4.		4.	
	5.		5.	
	6.		6.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 062 - International Newcomer Acad.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.	35.16	8.79	1.10		
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.		--			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
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:

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: 062 - International Newcomer Acad.

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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	8	15	EOY
	Percent of students in Grades 6-8 performing at approaching or on grade level standard on their STAAR Math assessment will increase from 35% to 40% by 2	35	40	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Use of campus wide literacy strategies to increase language development and literacy in all contents	Implement F.I.R.E reading and writing strategy in all contents PD on Content Literacy through PLC's Attend Literacy Conferences and collaborate with Librarian to implement a campus wide culture of literacy Split with Title 1 funding	Principal	10/31/2019	Local (Basic Allotment)	5,000		
2 LEP	Monitor students progress in reading and writing	Track student progress and Lexile scores through Telpas the use of TELPAS assessment. Will use a BOY.MOY, and EOY Assessments and Accelerated Reader reading baseline assessments to monitor growth.	Other	4/11/2019	Title I	3,000		
3 LEP	Provide targeted STAAR interventions	STAAR Camp Planning Day STAAR Camp (week long)	Teacher(s)	3/6/2020	Title I	300		
4 LEP	Align instruction and scaffold lessons to address students language deficiency and development. Use the principles of quality teaching for English Language Learners and align campus wide strategies to address the language development and academic needs of our students	Content planning will focus on analyzing content data, planning interventions (each 6 weeks), and creating content intervention plans to address the individual academic needs of students. Provide substitutes for professional development. Fall campus-wide PD focusing on sustaining a language focus and engaging students in quality interactions through differentiated instruction. Provide substitutes for professional development	Principal	5/31/2020	Title I	11,985		
5 LEP	Provide supplies and materials for instructional use, parent engagement, and professional development	Materials that support classroom instruction Plan activities and provide materials to support parental academic involvement Provide supplies for professional development	Principal	11/22/2019	Title I	10,000		
6 LEP	Use of formative and informative assessments adjust and plan for rigorous instruction	Use of All in Learning or similar structure to track and monitor student progress (monitor every 3 weeks).	Principal	10/31/2019	Other	3,850		
7 LEP	6-8 Saturday school to provide additional interventions and targeted supports	2 Spring Saturday School for grades 6-8.	Assistant Principal	5/1/2020	Title I	900		

8	LEP	Use of diagnostic, formative, and informative assessments to adjust and plan for rigorous instruction	Provide resources that assist teachers to structure classroom data, progress monitor student growth and mastery, and align assessments in tested content Accelerated Reader, Edmentum reading program	Teacher(s)	12/20/2019	Title I	5,000		
9	LEP	Spring before and after school tutorials to address gaps in foundational skills for math and ELAR	Weekly tutorials from January 1-May 2,2020	Assistant Principal	5/1/2020	Title I	3,000		
10	LEP	Provide professional development for focusing on Academic Language, RTI differentiated instruction, QTEL, and cultural connections.	Math/ELAR Department heads to attend TESOL Conference Waiver day working lunches Onsite professional development Planning meetings Feedback Sessions Learning Walks	Principal	5/31/2020	Title I	4,000		
11	LEP	Provide RTI through establishing an after school program that addresses academics, extracurricular, and social and programs	After school Coordinator to monitor program invest in ESL reading program for newcomers for after school reading program(target tier 3 readers and newcomer students) Create after school tutorials for tier 2 and tier 3 students invest in Study Island to support content mastery and development Incorporate an enrichment program that supports language development and builds social and emotional development.	Principal	5/31/2020	Other	25,000		
12	LEP	Continue to develop campus administration in the area of content development, ELL learners, Qtel, SEL and school culture	Attend approved FWISD professional development and conferences	Principal	6/30/2020	Title I	4,000		
13	LEP	Provide ELL's access to curriculum and resources that address language development and acquisition	Subscription to materials that address grade level content mastery and language development	Instructional Leadership		Bilingual	8,000		
14	LEP	Provide instructional materials that accelerate content and language development	Materials that support classroom instruction Plan activities and provide materials to support parental academic involvement Provide supplies for professional development	Instructional Leadership	5/31/2020	Bilingual	8,670		
15	SPED	Provide additional instructional material that address the needs of students who are SPED and ELL	Part time SPED teacher will provide instructional materials that support the SPED population.	Principal	12/31/2019	Special Education	70		

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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	1	100	EOY
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	344	25%	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	88	95	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Develop a school culture that promotes high levels of academic excellence and CCR preparations while providing social and emotional support for students and families	Grade level teaming and SEL PD for team leaders Establish Campus Wide PBIS Model PBIS Incentive program Parent meetings that focus on academics and participation	Assistant Principal	10/31/2019	Title I	2,000		
2 LEP	Develop a school culture that promotes high levels of academic excellence and CCR preparations	PBIS Incentive model 6 weeks student recognitions Plan and calendar Character Development through Advisory Team Leader Planning for Advisory Student planners	Assistant Principal	10/14/2019	Title I	2,500		
3 LEP	Use of grade level RTI to develop academic and behavioral interventions for individual students.	Universal screening accommodated with 3 week monitoring of Intervention plan through grade level teaming.	Instructional Leadership	10/3/2019				
4 LEP	Increase the number of parent engagement to 3 events	Family Orientation-parent Portal and Dig In Event Fall Open House Spring Open House	Principal	3/5/2020	Title I	2,000		
5 LEP	Develop a school culture that promotes high levels of academic excellence and CCR preparations while providing social and emotional support for students	Implement Cultural relevance and proficiency training through Faculty meetings Attend PD on teaching students with diverse cultures	Principal	10/31/2019	Local (Basic Allotment)	1,700		
6 LEP	Develop a school culture that promotes high levels of academic excellence and CCR preparations while providing social and emotional support for students	Implement a Fall and Spring leadership academy for newcomers.	Assistant Principal	5/30/2020	Other	3,000		
7 LEP	Create opportunities for ELL's to attend field trips that exposes them to related content and college and career standards	Student Transportation	Assistant Principal	5/31/2020	Title I	1,600		
8 LEP	ensure the implementation of a strong parent involvement/education program that addresses the unique language and cultural needs of the parents of the recent immigrant students enrolled at International Newcomer Academy (INA).	Parent Liaison position	Principal	8/1/2019	Title I	55,011		
9 CTE	prepare students for life and be college and career ready.	For speakers, field trips,and real world projects Provide instructional resources for CTE classrooms	Teacher(s)	12/31/2019	CTE	527		

10	increase the academic achievement and reduce the dropout rate of identified students in at-risk situations	Provide College and Career counseling and materials and resources for the INA GO Center Offer accelerated instruction for overage and under credit students.			SCE	4,454		
11								
12								
13								
14								
15								

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