

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 086 - TCC South Campus / Collegiate HS

Principal: Collins, Quanda

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: 97.7
Special Education: 2.7
Dual Language/ESL: 3.1
Gifted and Talented: 27.8

Career and Technology: 0.8
Percentage of at-risk students: 49.8
Percentage of English Language (EL) students: 3.1
Percentage of economically disadvantage students: 61.6

2019-2020 Campus Site-Based Committee

Name	Role
Quanda Collins	Principal
Ron Rhone	Principal
Kathryn Durand	Teacher
Stephen Coll	Teacher
Stephanie Tennyson	District Level Staff
Amparo Dinsmore	Parent
Justin Johnson	Community Representative
Cassandra Smith	Teacher
Amy Draper	Teacher
Brittney Clarke	Campus Non-Teacher Professional
Mildred Hsueh	Teacher
Abbie Ulum	Additional Representative Appointment
Cody Sherburn	Additional Representative Appointment
Jorge Orozco	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for TCC South Campus / Collegiate 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 91	94 - Met Standard
Domain 2: School Progress 91	
Domain 3: Closing The Gaps 100	

Campus Distinction Designations

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

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. 12th Grade: AA-19%, H-73%, O-8%, M-43%, F-57% 11th Grade: AA-16%, H-71%, O-13%, M-44%, F-56% 10th Grade: AA-18%, H-59%, O-23%, M-37%, F-63% (+22 incoming sophomores) 9th Grade: AA-26.8%, H-65%, O-3%, W - 5% M-31%, F-68%	1. Increase student retention from year to year	1. Strengthen policies and procedures related to data acquisition, analysis, and utilization.
	2. ED: 74.5% At-Risk: 52% SPED: 2% LEP: 5% 504: 3%	2. Target recruiting efforts to ensure a diverse student body in accordance with P-TECH OBM's	2. Increase student knowledge, skills, and abilities in relation to college and career readiness.
	3.	3.	3. Improve stakeholder communication, relationships, and partnerships.
	4.	4.	4. Provide guided opportunities for student leadership, work experience, and personal growth.
	5.	5.	5. Develop programming to support stakeholder roles in P-TECH implementation.
	6.	6.	6.
Student Achievement	1. High school and college completion rates: High School - 100%, College - 86-95%	1. -Improved math/reading/writing development for TSI success -Reading course to improve college readiness levels for struggling students	10.
	2. Math literacy: TSI Math passed - 68% Reading/writing literacy: TSI Reading passed - 75%, TSI Writing passed - 96%	2. - Math course to improve college readiness for struggling students -Funding to support academic growth and college and career readiness throughout the year -Improved monitoring and analysis of student achievement data -Four-year transition plan with summer and winter programming to support student success in pathways	
	3. 2019 All STAAR EOCs Achievement 95% Approaches GL or Above; 78% Meets GL or Above; 29% Masters GL or Above Closing the Gaps Score = 100	3. -Improved Meets GL or Above percentage from 78% to 85% for all STAAR EOCs	
	4.	4.	
	5.	5.	
	6.	6.	

School Culture and Climate	1.	Advanced and innovative academics College and career readiness	1.	-All stakeholders know and understand the P-TECH blueprint -All stakeholders know and understand P-TECH degree programs, high school graduation plans, and post-graduation transition plans
	2.	College and career readiness	2.	-All stakeholders have an awareness of and support student leadership options, service opportunities, and community/workplace engagement activities
	3.	Community engagement	3.	-Connect students with area industry learning, community programs, and colleges through direct engagement
	4.		4.	
	5.		5.	
	6.		6.	
Staff Quality/ Professional Development	1.	All teachers have or are in the process of obtaining Master's Degrees	1.	Awareness of opportunities for TCC and FWISD professional development
	2.	All teachers can teach at both the high school and college level	2.	-Awareness of student needs in AP, pre-AP, and dual credit courses -Knowledge and understanding of AP, pre-AP, and dual credit course expectations
	3.	Professional Learning Communities	3.	-Flexible professional development plan that includes energy-related professional development each year with purposeful partnership engagement -Teacher externship experiences with industry partners
	4.		4.	
	5.		5.	
	6.		6.	
Curriculum, Instruction, and Assessment	1.	Campus programs and pathways	1.	-Knowledge and understanding of college and high school course expectations, high school and college graduation requirements, and CTE opportunities
	2.	AP, pre-AP, dual credit opportunities	2.	-Awareness of student needs in AP, pre-AP, and dual credit courses -Knowledge and understanding of AP, pre-AP, and dual credit course expectations -Provide students with work-based learning experiences within their pathways at each grade level -Ensure pathway-specific industry certifications and credentials for all students
	3.	Data Analysis and Intervention Strategies	3.	-Utilization of data to drive instruction -Integration of P-TECH pathway elements across all school courses and curriculum -Ongoing analysis of congruity of P-TECH program with workforce needs
	4.		4.	
	5.		5.	
	6.		6.	

Family and Community Involvement	1.	-Community Support -Institution of Higher Education (IHE) support	1.	-Know and understand the roles of the Parent-Teacher-Student Organization (PTSO)
	2.	Communication Specialist/Parent Liaison	2.	-Know and understand the role of the Communication Specialist/Parent Liaison and work in partnership with him/her to support families
	3.	Industry/Community Partnerships	3.	-Know and understand the role of the Advisory Council
	4.			-Increase campus and student opportunities for engagement in work-based and community service experiences
	5.		4.	
	6.		5.	
			6.	
School Context and Organization	1.	Stakeholder communication	1.	Know and understand the communication needs of stakeholders. Consistently communicate important information and initiatives via email, campus newsletters, social media outlets
	2.	Campus efficiency	2.	Know and understand campus policies, procedures, and processes - implement a faculty and staff handbook
	3.	Shared ownership in student success	3.	Know and understand student needs for self-awareness and management
	4.		4.	
	5.		5.	
	6.		6.	

Academic Excellence Goals

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

Campus Name: 086 - TCC South Campus / Collegiate HS

Principal: Collins, Quanda

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.				85	
	Earn Distinction Designation in English Language Arts (Quartile 1)				33%	EOY
	Earn Distinction Designation in Math (Quartile 1)				33%	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	Implement work based readiness skills across disciplines to increase college and career readiness.	Continuous development, implementation, and evaluation of advisory curriculum	Instructional Leadership	5/15/2020	Title I		On Target	
2 Title I	Provide student supports and interventions for AP, EOC, and TSI as needed.	Develop and schedule TSI Bootcamps and EOC/AP study sessions. Acquire and develop instructional materials to support CCRMS goals such as TSI and EOC preparation materials and tutorials	Instructional Leadership	5/15/2019	Title I	8,000	On Target	
3 Title I	Maintain systems and meeting the needs of students and providing academic supports and interventions to close educational gaps.	Implement and continue to develop individual student trackers and Student Academic Manual (SAM) Create individualized plans, utilize credit recovery, camps, and tutoring when appropriate, for at-risk students.	Teacher(s)	5/15/2019	Local (Basic Allotment)	10,000	On Target	
4 Title I	Create and provide professional development opportunities that support and improve student success toward CCRMS goals	Subs for curriculum design and professional development	Instructional Leadership	5/15/2019	Title I	5,000	On Target	
5 CTE	Teacher externship opportunities with industry partners	Provide subs for teachers to attend professional development with industry partners	Instructional Leadership		CTE	3,000	On Target	
6 LEP	Provide instructional supports for LEP students	Purchase bilingual educational dictionaries	Instructional Leadership	5/15/2020	Bilingual	100	On Target	
7 SPED	Provide Instructional supports for special populations	Purchase reading and math instructional resources for tutoring and interventions	Instructional Leadership	9/10/2019	Special Education	448	On Target	
8 Title I	Provide transportation for industry and work based learning experiences for students	Request buses for transportation	Instructional Leadership	5/15/2019	Title I	2,000	On Target	
9 Title I	Provide TSI math and reading supplemental instruction supports and interventions for students to meet CCMR goals	Implement a TSI preparation and support resource/program with students to prepare for successful completion of TSI assessments (math, writing, and reading)	Teacher(s)	5/15/2019	Title I	7,000	On Target	
10 LEP	Provide instructional supports for LEP students	Provide ELPS implementation training and resources for teachers	Instructional Leadership	5/15/2019	Local (Basic Allotment)	1,000	On Target	

11	Title I	Provide professional development opportunities for leadership team members responsible for implementing PTECH and ECHS blueprint strategies to support and improve student success toward CCRMS goals.	Leadership Team to attend PTECH/ECHS annual Summit in Austin, TX in June 2020. Principal and PTECH leader to attend other early college conferences.	Instructional Leadership	5/15/2019	Title I	7,600	On Target
12	Title I	Provide instructional supplies and transportation for accelerated educational opportunities for students at risk of academic failure	Buses for afterschool tutoring Tutoring resources	Instructional Leadership	5/15/2019	SCE	1,278	On Target
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14								
15								

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

BOY Status:

Principal Evidence: Budget allotments in Munis

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:

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
	Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from	0	100%	5/15/2019
	The campus will increase the number of classes/workshops for families to support CCRMS.	5	10	5/10/2019

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	Develop and provide family support plan that aligns with our campus goals	Schedule and develop parent information meetings to include: parent skills, family support, college and career readiness, TSI, SAT/ACT, FASFA, PSAT, College Application, and EOC.	Instructional Leadership	5/15/2019	Title I		On Target	
2 Title I	Provide a welcoming environment to all stakeholders	Provide resources and snacks for meetings and parent classes	Instructional Leadership	5/15/2019	Title I	1,000	On Target	
3	Utilize Voly to increase parent involvement and volunteer opportunities for community members.	Publish and post on social media, website, and Voly upcoming events and activities taking place on and off campus	Student Support Services	5/15/2019	Title I	0		
4	Promote academic excellence and accomplishment in the school setting	Cover National Honor Society dues and resources for ceremonies	Instructional Leadership		Gifted & Talented	849	On Target	
5	Support family school engagement through family academic nights and events	Provide snacks and resources for family engagement	Instructional Leadership	5/15/2019	Local (Basic Allotment)	1,000	On Target	
6 Title I	Family Community Outreach Specialist supports school and PTSO events, communicates information to families and stakeholders (website support), helps strengthen community partnerships i.e. Rotary.	Publish and post on social media platforms, distribute flyers and other information via social media, callouts, email etc., co-plan PTSO family nights and support PTSO meetings. Salary of the specialist is 34,744, but the district pays 8,000.	Instructional Leadership	5/15/2019	Title I	30,144	On Target	
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15								

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

BOY Status:

Principal Evidence: Budget in Munis

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

