

**SANTO J. FORTE JUNIOR HIGH SCHOOL**

***CAMPUS IMPROVEMENT PLAN***

**2021-2022**

Date of School Board Approval

---

## **Core Beliefs**

**Our core business is engaging students in authentic learning.  
We believe students are volunteers in their education and will become  
life-long learners.**

**Student success is the shared responsibility of students, families,  
schools, and communities.**

**The success of Azle ISD requires  
meaningful collaboration and continuous innovation.**

## **Vision Statement**

**Azle ISD is a district in which students, educators, parents, and community collaborate  
to create an engaging educational environment which promotes life-long learning.**

## **Forte Junior High Motto**

**#fortepride**

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, District Administration	Signature
William Manley	Principal - Chairperson	
Megan Williams	Assistant Principal	
Nancy Brann	Counselor	
Jenniffer Witherspoon	Librarian Campus Technology Coordinator	
Michelle Partin	Math Department Head	
Travis Kilcrease	Social Studies Department Head	
Jennifer Davis	Science Department Head	
Sheree Grantham	ELA Department Head	
Belinda Duett	Special Education Department Head	
Ben Eades	Electives Department Head	

Tina Gilbert	Mastery Zone	
<b>Name</b>	<b>Position - Parent Business, Community, Teacher</b>	<b>Signature</b>
Jordan Thiem	Central Office Representative	
	PTO / Parent Representative	
Kimberly Thrasher	Communities In Schools	

## COMPREHENSIVE NEEDS ASSESSMENT

Forte Junior High School conducted a comprehensive needs assessment that consisted of analyzing disaggregated STAAR data, identifying strengths and weaknesses of student performance in the areas of Math, Science, Writing, Reading, and Social Studies. The data was also analyzed to determine individual student strengths and weaknesses per objective.

<i>Review of Data and Goal Implementation</i>	<i>Data Sources Examined</i> <i>State Accountability- TAPR</i> <i>Federal Accountability-AYP</i>
<p>All Forte Staff Members</p> <p>AWARE Staff Development</p> <p>Department Meetings: Science, Math, ELA, Social Studies, Fine Arts, Special Education - collaborate with Azle Junior High. Review pacing guides, nine weeks/semester assessments, and scope and sequence. Review for changes needed.</p> <p>AYP, TAPR, Discipline, Attendance, STAAR data</p> <p>Building Leadership Team approved plan on _____.</p> <p>Review of plan with faculty on _____</p>	<p>TAPR /Accountability Rating</p> <p>Federal Accountability Data</p> <p>STAAR Data--disaggregated</p> <p>District PEIMS reports</p> <p>PBMAS reports</p> <p>Campus Budget Report</p> <p>Dropout —disaggregated</p> <p>Campus retention data</p> <p>Campus discipline referral data</p> <p>Student attendance data</p> <p>Benchmark testing data</p> <p>Referral percentages for students in Special Education</p> <p>Campus parent participation record</p> <p>Truancy data</p> <p>Homeless / Migrant population analysis</p> <p>Community In Schools Campus Plan</p> <p>ISS – DAEP placements</p>

## **Campus Demographics**

(10-1-2021)

516 students

7<sup>th</sup>: 265 – Male (138) Female (127)

8<sup>th</sup>: 251 - Male (127) Female (124)

47% Economically Disadvantaged

4% Gifted-Talented

9% ESL

Ethnicity

66% White

27% Hispanic

4% Multi-racial (two or more)

2% African American

.6% Other

1% Homeless

27% At-Risk

15% Special Education

78% Career and Technology (Total Includes Spring Semester Enrollment)

## Summary of Findings

Based on STAAR data and data from other sources, the following table was created to indicate the campus priorities of need.

STAAR Summary Data-Red areas indicate a decrease in student performance compared to the 2019 STAAR results. Green indicates an increase in student performance compared to the 2019 STAAR results. Yellow indicates no change.			
Student Group	2021 STAAR Administration		
<b>8<sup>th</sup> Social Studies</b>			
	Approaches	Meets	Masters
All Students	69%	33%	14%
White Students	76%	40%	13%
Hispanic Students	54%	24%	14%
African American Students	100%	100%	100%
Two or More Races Students	80%	0%	0%
Econ Disadvantaged	59%	23%	8%
SPED Students	13%	0%	0%
<b>8<sup>th</sup> Science</b>			
All Students	67%	39%	20%
White Students	75%	46%	25%
Hispanic Students	55%	28%	13%
African American Students	100%	100%	100%
Two or More Races Students	60%	20%	0%
Econ Disadvantaged	58%	37%	16%
SPED Students	6%	0%	0%
<b>7<sup>th</sup> Math</b>			
	Approaches	Meets	Masters
All Students	56%	14%	.6%
White Students	55%	16%	1%
Hispanic Students	61%	12%	0%
African American Students	100%	100%	0%
Two or More Races Students	80%	60%	0%

Econ Disadvantaged Students	55%	12%	0%
SPED Students	36%	8%	0%
7 <sup>th</sup> Reading			
	Approaches	Meets	Masters
All Students	66%	40%	21%
White Students	67%	46%	24%
Hispanic Students	67%	28%	16%
African American Students	67%	50%	33%
Two or More Races Students			
Econ Disadvantaged Students	61%	36%	16%
SPED Students			
7 <sup>th</sup> Writing			
	Approaches	Meets	Masters
All Students	67%	28%	5%
White Students	68%	32%	7%
Hispanic Students	63%	24%	1%
African American Students	67%	33%	0%
Two or More Races Students	67%	0%	0%
Econ Disadvantaged	65%	23%	3%
SPED Students	16%	3%	0%
8 <sup>th</sup> Math			
	Approaches	Meets	Masters
All Students	61%	29%	6%
White Students	73%	37%	8%
Hispanic Students	39%	14%	2%
African American Students	NA	NA	NA
Two or More Races Students	43%	14%	0%
Econ Disadvantaged	48%	20%	4%
SPED Students	29%	12%	0%



<b>8<sup>th</sup> Reading</b>			
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>All Students</b>	<b>71%</b>	<b>39%</b>	<b>16%</b>
<b>White Students</b>	<b>77%</b>	<b>44%</b>	<b>16%</b>
<b>Hispanic Students</b>	<b>61%</b>	<b>31%</b>	<b>17%</b>
<b>African American Students</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Two or More Races Students</b>	<b>60%</b>	<b>40%</b>	<b>0%</b>
<b>Econ Disadvantaged</b>	<b>67%</b>	<b>36%</b>	<b>18%</b>
<b>SPED Students</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>
<b>Algebra I</b>			
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>All Students</b>	<b>88%</b>	<b>50%</b>	<b>20%</b>
<b>White Students</b>	<b>90%</b>	<b>48%</b>	<b>18%</b>
<b>Hispanic Students</b>	<b>82%</b>	<b>50%</b>	<b>21%</b>
<b>African American Students</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Two or More Races Students</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Econ Disadvantaged</b>	<b>93%</b>	<b>40%</b>	<b>10%</b>
<b>SPED Students</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Forte Junior High: \$143,604

Total FTEs funded through SCE at Forte Junior High: 5.9068

The process we use to identify students at risk:

Students who meet one or more of the qualifiers for at risk are coded, or re-coded when necessary.

*At Forte Junior High School State Compensatory Funds  
are used to support At-Risk programs.*

*At-Risk Student Population  
27%*

*The Learning Lab  
Is a learning lab for struggling learners  
and focuses on core content area courses  
and Credit Retrieval: Math  
English/Reading  
Science  
Social Studies*

## **Initiatives and Implementations at Forte Junior High**

### **1:1 Chromebook**

All students at Forte Junior High will have access to a school-issued Chromebook to increase engagement and enhance learning through technology integration.

### **The Learning Lab: At-Risk Initiative**

Building a system whereby STRUGGLING STUDENTS become SUCCESSFUL, INDEPENDENT LEARNERS

### **Reading Initiative**

AVID WICOR Strategies

### **Research-Based Interventions**

The Learning Lab for STAAR  
Support  
Inclusion

### **Technology Integration**

1-to-1 Chromebook  
Canvas  
STEAM / Robotics / Coding Classes

## **TEKS-Focused Curriculum Reflecting College and Career Readiness Standards**

### **High School Credit Classes**

Professional Communications  
Health  
Principles of Information Technology  
Principles of Arts & AV  
Principles of Technology  
Digital Media  
Touch Data System  
Spanish I  
Algebra I  
Geometry

### **Honors Courses**

Honors Science  
Honors Social Studies  
Honors ELAR  
Honors Math  
Algebra I

## State Compensatory Education

### State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. The student did not advance from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten (pre-K) or kindergarten to the next grade level only at the request of the student's parent.
2. The student is in grades seven to 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. The student did not perform satisfactorily on a state assessment instrument (administered to the student under the TEC, Chapter 39, Subchapter B) and who has not, in the previous or current school year, performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
4. The student is in pre-K, kindergarten, or grades one to three, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
5. The student is pregnant or is a parent.
6. The student has been placed in a DAEP in accordance with the TEC, §37.006, during the preceding or current school year.
7. The student has been expelled in accordance with the TEC, §37.007, during the preceding or current school year.
8. The student is currently on parole, probation, deferred prosecution, or other conditional release.
9. The student was previously reported through the Public Education Information Management System (PEIMS) as having dropped out of school.
10. The student has limited English proficiency, as defined by the TEC, §29.052.
11. The student in the custody or care of the Department of Family and Protective Services or has, during the current school year, been

referred to the department by a school official, officer of the juvenile court, or law enforcement official.

12. The student is homeless, as defined by 42 USC, §11302, and its subsequent amendments.

13. The student resided in the preceding school year or resides in the current school year in a residential placement facility in a district. Such facilities include: a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized childcare home, or general residential operation.

14. The student has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by the Texas Penal Code, §1.07.

### Federal, State and Local Funding Sources

Funding sources for Forte Junior High which will be integrated and coordinated with Federal, State, and Local funds to meet the needs of all students

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<b>State Programs / Funding Source</b>
<i>State Compensatory Education-\$6500 (tutoring)</i>
<i>Dyslexia- Supplies- \$140- Travel- \$230</i>
<i>Gifted/Talented - \$4000 Supplies</i>
<i>Special Education</i>
<i>ESL Program- \$750</i>
<b>Local Programs/Funding Source</b>
<i>Grants</i>
<i>NA</i>

<b>Success Factors</b>	
CNA	Comprehensive Needs Assessment
RS	Schoolwide Reform Strategies
HQPD	High Quality Professional Development
PI	Parental Involvement
T	Transition
TDM	Teacher Decision Making Regarding Assessment
AS	Effective and Timely Assistance to Students
CI	Coordination and Integration of Programs
CBLT	Consultation with BLT and DLT

**Goal 1:** Improved Academic Achievement.

**Objective 1:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR Science will increase from 39% to 47%. Hispanic students will increase from 28% to 37% “MEETS” grade level standard on the STAAR Science. Economically Disadvantage students will increase from 37% to 39% on STAAR Science “MEETS” grade level standard.

**Objective 2:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR Social Studies will increase from 33% to 48%. Hispanic students will increase “MEETS” grade level performance from 24% to 39% on the STAAR Social Studies. Economically Disadvantage students will increase from 23% to 41% on STAAR Social Studies “MEETS” grade level standard.

**Objective 3:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR 7<sup>th</sup> Math will increase from 14% to 31%. Hispanic students will increase “MEETS” grade level standard from 12% to 33% on the STAAR 7<sup>th</sup> Math. Economically Disadvantage students will increase “MEETS” grade level standard from from 12% to 31% on STAAR 7<sup>th</sup> Math. White students will increase from 16% to 33% on STAAR 7<sup>th</sup> Math at “MEETS” grade level standard.

**Objective 4:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR 7<sup>th</sup> Reading will increase from 40% to 48%. Hispanic students will increase from 28% to 40% on the STAAR 7<sup>th</sup> Reading at “MEETS” grade level standard. Economically Disadvantage students will increase from 36% to 39% on STAAR 7<sup>th</sup> Reading at “MEETS” grade level standard. White students will increase from 46% to 52% on STAAR 7<sup>th</sup> Reading at “MEETS” grade level standard.

**Objective 5:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR 8<sup>th</sup> Math will increase from 29% to 62%. Hispanic students will increase “MEETS” grade level standard from 14% to 52% on the STAAR 8<sup>th</sup> Math. Economically Disadvantage students will increase “MEETS” grade level standard from from 20% to 55% on STAAR 8<sup>th</sup> Math. White students will increase from 37% to 66% on STAAR 8<sup>th</sup> Math at “MEETS” grade level standard.

**Objective 6:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR 8<sup>th</sup> Reading will increase from 39% to 51%. Hispanic students will increase from 31% to 33% on the STAAR 8<sup>th</sup> Reading at “MEETS” grade level standard. Economically Disadvantage students will increase from 36% to 46% on STAAR 8<sup>th</sup> Reading at “MEETS” grade level standard. White students will increase from 44% to 59% on STAAR 8<sup>th</sup> Reading at “MEETS” grade level standard.

**Objective 7:** The percent of all FJHS students achieving “MEETS” grade level standard on STAAR EOC Algebra I will increase from 50% to 79%. Hispanic students will increase from 50% to 58% on the STAAR EOC Algebra I at “MEETS” grade level standard. Economically Disadvantage students will increase from 40% to 73% on STAAR EOC Algebra I at “MEETS” grade level standard. White students will increase from 48% to 84% on STAAR EOC Algebra I at “MEETS” grade level standard.



**Summative Evaluation:** Spring 2022 STAAR Results.

Activities / Strategies For Goal 1	Person(s) Responsible	Timeline	Resources	Summative Evaluation
1. The BLT and all staff conducted a Comprehensive Needs Assessment identifying specific areas of need for all various populations of students, resulting in a campus plan that reflects: challenging goals, identified areas of instructional strengths and weaknesses, use of data driven decision-making, and a strong understanding of instructional approaches.	Principal BLT Lead Teachers C&I Dept.	July October 2021		STAAR Results Attendance Rate Discipline Report
2. Creation of Grade Retrieval/Credit Recovery course for students to make up failing report card grades.	Principal Assistant Prin. Learning Lab Counselor	August 2021- May-2022	Local Funds SCE	Master Schedule, Credits retrieved, APEX Data
3. Structured unit planning instrument for core course PLC's to collaboratively plan assessments, units, instructional strategies, interventions, etc.	Principal Assistant Prin. Core subject teachers	August 2021 – May 2022	Local Funds	Forte Unit Planning Instrument
4. Implementation of TEKS resources to guide and align instruction throughout the year.	Principal Assistant Prin. Core subject teachers	August 2021 – May 2022	Local Funds SCE	Forte Unit Planning Instrument
5. Intentional lesson design in Math classes utilizing <i>Lessons &amp; Activities for Building Powerful Numeracy</i> by Pamela Weber Harris.	Principal Assistant Principal Math Teachers	August 2021	Local Funds	Forte Unit Planning Instrument Classroom Observations PLC Notes
6. Intentional lesson design in Math classes utilizing <i>Building Powerful Numeracy for Middle &amp; High School Students</i> by Pamela Weber Harris	Principal Asst. Principal Counselor Math Teachers	August 2021	Local Funds	Forte Unit Planning Instrument Classroom Observations PLC Notes

7. Intentional lesson design in ELAR classes utilizing <i>Notice &amp; Note, Strategies for Close Reading</i> by Kylene Beers and Robert E. Probst.	Principal Asst. Principal ELAR Teachers	January 2022- April 2022	Local Funds	Forte Unit Planning Instrument Classroom Observations PLC Notes
8. Intentional lesson design in ELAR classes utilizing <i>Notice &amp; Note, Stances, Signposts, and Strategies for Nonfiction</i> by Kylene Beers and Robert E. Probst.	Principal Asst. Principal ELAR Teachers	January 2022- April 2021	Local Funds	Forte Unit Planning Instrument Classroom Observations PLC Notes
9. Conduct book study for staff on <i>Learner Centered Leadership</i> by Devin Vodicka.	Principal Asst. Principal Forte Teachers	January 2022- April 2022	Local Funds	Professional Learning Agendas PLC Notes
10. Conduct book study for staff on <i>Brain Based Learning-Teaching the Way Students Really Learn</i> by Eric Jensen and Liesl McConchie.	Principal Asst. Principal Forte Teachers	January 2022- April 2022	Local Funds	Professional Learning Agendas PLC Notes
11. Staff will be trained in AVID WICOR Strategies.	Principal Assistant Prin. AVID Site Team AVID SI Trained Staff	August 2021-May 2022	Local Funds SCE	Professional Learning Agendas Daily Lesson Plans Forte Collaborative Planning Forms Walkthrough Observation Forms
12. After school tutoring sessions for students needing HB 4545 accelerated instruction.	Principal Asst. Principal Counselor Forte Teachers	October 2021-May 2022	Esser Funds	Tutoring Schedule AIP Time Tracking Sheet
13. Utilization of MAP testing data to monitor and adjust instructional practices to ensure student growth.	Principal Asst. Principal Forte Teachers	August 2021-May 2022	MAP Testing Map Data	End of Year (EOY) Map Testing Data

**Goal 2:** Safe Secure Schools-Leadership, Citizenship, Responsibility

**Objective 1:** Decrease the number of out of instruction ISS placements.

**Objective 2:** Provide opportunities and resources to support the SEL needs of students.

**Objective 3:** Create an environment of inclusiveness that addresses the needs and backgrounds of all students.

**Summative Evaluation:** May 2022 discipline reports for 2021-2022 school year.

Group counseling schedule for 2021-2022 school year.

<b>Activities / Strategies For Goal 2</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Summative Evaluation</b>
1. Suite 360 Social Emotional support modules will be utilized in lieu of ISS placement when appropriate.	Principal Assistant Prin.	August 2021- May 2022	Local Funds	PEIMS Discipline Reports
2. Monthly Suite 360 lessons completed by all students: <b>August</b> -Time Management & Organization <b>September</b> -Suicide Prevention <b>October</b> -Bullying Prevention <b>November</b> -Career Exploration <b>December</b> -Mindfulness <b>January</b> -Social Skills, Kindness <b>February</b> -Social Skills, Responsibility <b>March</b> -Social Skills, Decision Making <b>April</b> -Positive Self-Concept <b>May</b> -Transitions	Principal Assistant Prin. AVID Site Team AVID SI Trained Staff	August 2019-May 2020	Local Funds SCE	Professional Learning Agendas Daily Lesson Plans Forte Collaborative Planning Forms Walkthrough Observation Forms
3. Recognition of Hispanic Heritage Month	Principal Asst. Principal Counselor	Sept. 2021 – Oct. 2021	Local Funds	Daily Announcements

4. Recognition of Black History Month	Principal Asst. Principal Counselor	February 2022	Local Funds	Daily Announcements
5. Recognition of Native American Indian Heritage Month.	Principal Asst. Principal Counselor	November 2021		Daily Announcements
6. Asian, Pacific Heritage Month	Principal Asst. Principal Counselor	May 2022		Daily Announcements
7. Texas Reality Check presented by Tarrant County College	Counselor Teen Leadership Teacher and Students	November 2022	TCC Resources	Texas Reality Check Schedule
8. Choices 360 Career Exploration	Counselor 8 <sup>th</sup> Grade Students	November 2022	Choices 360 Software	Choices 360 Individual Student Report
9. Participating in National Bullying Awareness Campaign	Counselor Students	October 2022	National Bullying Awareness Website	Schedule of Activities and Events

### **Advancement Via Individual Determination (AVID)**

**AVID**, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills

### **Technology Integration**

Azle ISD will offer Chrome Books to 7<sup>th</sup>-12<sup>th</sup> grade students on a voluntary basis to use as a resource to enhance their learning. This program will aid the delivery of instruction to help our students become effective users and communicators of information.

### **Santo J. Forte Junior High**

- will support the District Goals of Azle ISD.
- will focus our year on improving instruction and engaging learners.
- will focus on “MEETS” standard on the Texas Education Agency Accountability Rating.
- will continue to meet the federal accountability standards.

Forte Junior High will serve our community by offering a quality educational setting focused on meeting the needs of our students. As we facilitate student academic development, the faculty will also grow and develop as a collaborative professional learning community committed to providing the highest quality academics and inspiring students to become responsible and engaged learners.