

SANTO J. FORTE JUNIOR HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2019-2020

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	
Chris Hill	Assistant Principal	
Nancy Brann	Counselor	
Jenniffer Witherspoon	Librarian Campus Technology Coordinator	
Cheryl Welcher	Math Department Head Instructional Specialist	
Travis Kilcrease	Social Studies Department Head Instructional Specialist	
Jennifer Davis	Science Department Head Instructional Specialist	
Kera Diller	ELA Department Head Instructional Specialist	
Belinda Duett	Special Education Department Head	
Sharon Davis	Electives Department Head	

Tina Gilbert	Mastery Zone	
Name	Position - Parent Business, Community, Teacher	Signature
Jordan Thiem	Central Office Representative	
	PTO / Parent Representative	
Kimberly Sikes	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 State Accountability- TAPR 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, six 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>SAC/ISS – DAEP placements</p>

Campus Demographics

(10-2-2019)

492 students

7th: 235 – Male (129) Female (106)

8th: 257 - Male (137) Female (120)

61% Economically Disadvantaged

8% Gifted-Talented

8% ESL

Ethnicity

68% White

28% Hispanic

3% Multi-racial (two or more)

1% African American

1% Other

2% Homeless

39% At-Risk

10.6% Special Education

55% 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			
Student Group	2019 STAAR Administration		
	Approaches GL	Meets GL	Masters GL
Social Studies-All Students	81%	45%	26%
White Students	84%	48%	27%
Hispanic Students	76%	36%	22%
Econ Disadvantaged	79%	38%	21%
Science-All Students	78%	44%	17%
White Students	81%	48%	21%
Hispanic Students	72%	34%	10%
Econ Disadvantaged	72%	36%	14%
Math-All Students	87%	50%	13%
White Students	87%	52%	16%
Hispanic Students	84%	41%	6%
Econ Disadvantaged	83%	43%	7%
Reading-All Students	80%	46%	23%
White Students	83%	52%	28%
Hispanic Students	74%	34%	12%
Econ Disadvantaged	77%	39%	17%
Writing-All Students	77%	38%	11%
White Students	78%	40%	12%
Hispanic Students	74%	33%	9%
Econ Disadvantaged	72%	30%	7%
		State Accountability - 94.7% attendance	

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: \$164,858 in addition to \$6,500 (tutoring)

Total FTEs funded through SCE at Forte Junior High: 5.8701

The process we use to identify students at risk:

RTI committee meets after a referral for service has been made. Eligibility is determined by reviewing the academic data, testing data, attendance data, and/or other testimony given to support the need for additional RTI services.

The process we use to exit students from the SCE program who no longer qualify:

RTI committee meets to determine if eligibility still exists for the student.

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

*At-Risk Student Population
30%%*

*The Learning Lab
Is a learning lab for struggling learners
and focuses on core content area courses:*

*Math
English/Reading
Science
Social Studies*

Initiatives and Implementations at Forte Junior High

1:1 iPad

All students at Forte Junior High will have access to a school-issued iPad 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

Book Whisperer
AVID WICOR Strategies

Research-Based Interventions

The Learning Lab for STAAR
Support
Inclusion

Technology Integration

1-to-1 iPad
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

PAP Courses

PAP Science
PAP Social Studies
PAP ELAR
PAP Math

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

Program/Funding Source
Federal Programs
<i>Title II, Part A – Campus Instructional Specialist Funding</i>
<i>Math-\$</i>
<i>Science-\$</i>
<i>Social Studies- \$</i>
<i>ELA-\$</i>
State Programs / Funding Source
<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>
Local Programs/Funding Source
<i>Grants</i>
<i>Azle Education Foundation-Submitted for \$5000 Campus Grant</i>

Success Factors	
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 Writing will increase from 38% to 41%. Hispanic students will increase from 19% to 22% “MEETS” grade level standard on the STAAR Writing. Economically Disadvantage students will increase from 7% to 10% on STAAR Writing.

Objective 2: The percent of all FJHS students achieving “MEETS” grade level standard on STAAR Science will increase from 44% to 47%. Hispanic students will increase from 34% to 37% “MEETS” grade level standard on the STAAR Science. Economically Disadvantage students will increase from 36% to 39% on STAAR Science “MEETS” grade level standard.

Objective 3: The percent of all FJHS students achieving “MEETS” grade level standard on STAAR Social Studies will increase from 45% to 48%. Hispanic students will increase “MEETS” grade level performance from 36% to 39% on the STAAR Social Studies. Economically Disadvantage students will increase from 38% to 41% on STAAR Social Studies “MEETS” grade level standard.

Objective 4: The percent of all FJHS students achieving “MEETS” grade level standard on STAAR Math will increase from 52% to 55%. Hispanic students will increase “MEETS” grade level standard from 41% to 44% on the STAAR Math. Economically Disadvantage students will increase “MEETS” grade level standard from from 43% to 47% on STAAR Math. White students will increase from 52% to 59% on STAAR Math at “MEETS” grade level standard.

Objective 5: The percent of all FJHS students achieving “MEETS” grade level standard on STAAR Reading will increase from 46% to 49%. Hispanic students will increase from 34% to 37% on the STAAR Reading at “MEETS” grade level standard. Economically Disadvantage students will increase from 39% to 42% on STAAR Reading at “MEETS” grade level standard. White students will increase from 52% to 60% on STAAR Reading at “MEETS” grade level standard.

Summative Evaluation: Spring 2020 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-	Principal BLT Lead Teachers C&I Dept.	September- October 2019		STAAR Results Attendance Rate Discipline Report

making, and a strong understanding of instructional approaches.				
2. Staff will be trained in AVID's learning support structure WICOR to include Writing, Inquiry, Collaboration, Organization and Reading to guide students to comprehend materials and concepts and articulate ideas at increasingly complex levels.	Principal Assistant Prin. AVID Site Team AVID SI Trained Staff	August 2019- May-2020	Local Funds SCE	Professional Learning Agendas
3. Staff will be trained in the five stages of the AVID Focused Note Taking Process (taking notes, processing notes, connecting thinking, summarizing and reflecting on learning, applying learning).	Principal Assistant Prin. AVID Site Team AVID SI Trained Staff	August 2019 – May 2020	Local Funds	Professional Learning Agendas
4. Staff will be trained in the creation and implementation of Essential Questions into their daily lesson plans to increase critical thinking and strengthen long-term retention of information among students.	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
5. Additional instruction will be available before and during and after school hours (tutorials). Accelerated Instruction will be offered during Spring semester.	Principal Campus Teachers	August 2019 – May 2020	Local Funds SCE Funds	Spring 2020 STAAR Results
6. Professional development in Professional Learning Communities focusing on the four questions of a PLC of the Solution Tree PLC Framework.	Principal Asst. Principal Instr. Specialist Campus Teachers	August 2019-May 2020	Local Funds	PLC Agendas/Minutes Forte Collaborative Planning Forms Forte Data Driven Instruction Data Analysis Form
7. Conduct book study for staff on <i>Teach Like a Champion 2.0</i> by Doug Lemov.	Principal BLT members Instructional Specialist	January 2020- April 2020	Canvas	Canvas online book study

8. Conduct book study for staff on <i>What Great Teachers Do Differently, 17 Things That Matter Most</i> by Todd Whitaker.	Principal BLT members Instructional Specialist	January 2020- April 2020	Canvas	Canvas online book study
9. Conduct book study for staff on <i>Teach Better</i> by Chad Ostrowski, Tiffany Ott, Rae Hughart, Jeff Gargas.	Principal BLT members Instructional Specialist	January 2020- April 2020	Canvas	Canvas online book study
10. Train staff in the Effective Schools Framework and the five levers: Strong School Leadership and Planning, Effective Well Supported Teachers, Positive School Climate, High Quality Curriculum, Effective	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
11. Staff will be trained in the Marking the Text AVID Critical Reading Strategy.	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
12. Math department will implement quick writes into their daily instruction two times a week.	Principal Assistant Prin. Math teachers	August 2019-May 2020	Local Funds SCE	Daily Lesson Plans Forte Collaborative Planning Forms Walkthrough Observation Forms
13. Forte Admin. Staffing will conduct a book study on <i>Leaders of Learning (How District, School, and Classroom Leaders Improve Student Achievement)</i> by Richard DuFour and Robert J. Marzano.	Forte Admin. Staffing Team	September 2019- January 2020	Local Funds	Admin. Staffing Minutes Book Study Protocols

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

Objective 1: Decrease the number of out of instruction SAC placements from 18-19 to 19-20 school year.

Objective 2: Increase the Azle ISD Employee Opinion Survey Question “Our student code of conduct is consistently and fairly enforced” from 21% to 53%

Summative Evaluation: May 2020 discipline reports for 2019-2020 school year, Spring 2020 Azle ISD Employee Opinion Survey Results

Activities / Strategies For Goal 2	Person(s) Responsible	Timeline	Resources	Summative Evaluation
1. Staff will be trained in essential expectations for students under Ready, Responsible, and Respectful.	Principal Asst Principal	August 2019	ESC 11 Local Funds Title II Part A State Funds	STAAR PEIMS Discipline and Attendance Reports
2.. Staff will be trained in AVID Relational Capacity strategies to build critical thinking, collaboration, and engagement in the classroom.	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. Student of the month will be selected to recognize students exhibiting characteristics of Ready, Responsible and Respectful.	Principal Asst. Principal	Aug 2019 – May 2020	Local Funds	Percentage of teaching staff retained compared to prior years
4. Conduct book study for staff on <i>Teach Like a Champion 2.0</i> by Doug Lemov.	Principal BLT members Instructional Specialists	January 2020-April 2020	Canvas	Canvas online book study
5. Conduct book study for staff on <i>What Great Teachers Do Differently, 17 Things That Matter Most</i> by Todd Whitaker.	Principal BLT members Instructional Specialists	January 2020-April 2020	Canvas	Canvas online book study

6. Conduct book study for staff on <i>Teach Better</i> by Chad Ostrowksi, Tiffany Ott, Rae Hughart, Jeff Gargas.	Principal BLT members Instructional Specialists	January 2020-April 2020	Canvas	Canvas online book study
7. Train staff in Azle ISD School Threat Assessment process.	Principal Asst. Principal Counselor Nurse Teachers SRO CIS	October 2019	School Threat Assessment Plan	Completion reports for online and in person training sessions.
8. Drug and Alcohol Prevention <ul style="list-style-type: none"> Red Ribbon Week Prevention Services-Recovery Resource Council Presentation 	Principal Student Council Asst. Principal Counselor CIS	October 2019		Red Ribbon Week School-Wide Activities

Goal 3: Community/School Engagement

Objective 1: At Forte Junior High 100% of teachers and paraprofessionals will receive training in areas of: student health and safety, diversity and poverty education, and parent involvement.

Objective 2: Partner with parents, community, staff to gain input into areas of improvement for Forte Junior High to better serve the needs and recognize efforts of each group.

Summative Evaluation: Data from surveys, training, questionnaires, feedback forms and community input.

Activities / Strategies For	Person(s) Responsible	Timeline	Resources	Summative Evaluation
1. Two staff members of the month will be selected to recognize a kids first focus in their daily work.	Principal Asst. Principal	August 2019 – May 2020	Local Funds	Percentage of teaching staff retained compared to prior years
2. Conduct Azle ISD Employee Opinion Survey.	Campus Administration BLT members	February 2020-March 2020	Online survey with link for staff.	Data from Spring 2020 Employee Engagement Survey

3. Distribute Substitute Feedback Forms daily for substitutes on campus.	Campus Administration BLT members	September 2019- May 2020	Forte Thank You Notes Feedback Cards	Database of input from substitutes in all positions at Forte.
4. TxEIS Parent Portal- all student and parents have access to grades	Technology, Teachers, Principal, Counselor	Aug 2019 – May 2020	Local Funds	Number of parents signing up to utilize
5. “Day of Service” -The purpose of this day is reach out to our community through service; teaching our student the value of responsibility and the rewards of serving others. Every student at Forte will be involved in this service project.	Teachers, Counselor, CIS, Principal Community BLT, LT	August 2019- November 2019	Local Funds	Google Forms Survey for chaperones, staff, community, and students.
6. Implement “Coffee With the Principal” once a month to meet with parents and share campus information, goals, instructional focus, student expectations, parent concerns.	Principal	August 2019- May 2020	Local Funds	Coffee With the Principal agendas.

The Book Whisperer

The ELA department will present to students the teachings from Donalyn Miller in her book *The Book Whisperers*. Other staff will promote these teachings by supporting sustained silent reading in their classrooms when applicable. Teachers will display “Azle Hornets Read” posters outside their rooms to promote books that they have read. The efforts for promoting free choice and providing reading times in class will increase students’ reading abilities/comprehension and promote a love of reading.

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 IPADS to 7th-12th 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.