Fort Worth Independent School District

009 Polytechnic High School

2023-2024 Improvement Plan

Accountability Rating: C

Mission Statement

Inspire in every student and staff member the passion to learn through Poly P.R.I.D.E.

Vision

Igniting in every student and staff member a mindset for continuous growth, self-improvement, and lifelong learning.

Value Statement

PRIDE

P-Perseverance

R-Respect

I-Integrity

D-Dependability

E-Excellence

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Comprehensive Needs Assessment

Revised/Approved: June 5, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Areas of growth based on the ESF Diagnosic site visit on January 20, 2022 by Region 11

-While the campus has a vision, mission, values, and motto, it is not continuously refined with input from all stakeholders, nor is it posted in the building or across classrooms

-All teachers are not consistently engaging students with effective instructional materials

-When executing a lesson, it is not evident that teachers regularly engage students in various content rich, complex, and meaningful texts

-Consistent engagement of students with high-quality instructional materials, including resources intentionally designed to meet the needs of students with disabilities, is not evident

-While leadership uses PLCs and walkthroughs with teachers to help them internalize lesson alignment to all the TEKS, all lesson actvities are not aligned to the rigor of the TEKS, where all students are engaged in a variety of content-rich, complex, and meaningful

Demographics

Demographics Summary

Of the 1,324 Polytechnic HS students, the ethnic background is as followed:

Asian - .9%

Black or African American- 19.1%

Hispanic/Latino- 77.5%

Native Hawaiin or Other Pacific Islander - 0%

Two or More - .7%

White 1.7%

Emergent Bilingual/EL - 50.2%

Special Education - 10.5%

Economically Disadvantaged - 96%

Mobility Rate - 17.5%

Polytechnic Partnerships include:

Alumni Association

South Side Bank

New Mount Carmel Baptist Church

Texas Wesleyan University

State Representative Ramon Romero

Demographics Strengths

We have an established system for Attendance Recovery.

We serve a diverse student population.

We have a diverse staff that serves our students.

We offer On Ramps and AP courses to students.

Our Go Center works closely with all grade levels to help students pursue post high school success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although many students have participated in Attendance Recovery, the impact attendance has on the ability to lose credit based on attendance has not been fully understood. **Root Cause:** Underclassmen are not accustomed to state attendance regulations; Some students are the primary income earner, primary caretakers of siblings or older adults. Transient students miss days due to their transitions in schools and homes. Lack of transportation after school prevents some students from attending attendance recovery.

Problem Statement 2: Student academic and social/emotional deficits are higher than normally encountered **Root Cause:** Polytechnic HS serves one of the highest impoverished zip codes in Tarrant County. Lack of academic and social structures in school in recent years has had an impact. Polytechnic also serves a newcomers program and serve a large (60%) population of emergent bilinguals and long-term EB. Polytechnic HS attendance zone has the lowest life expectancy rate in the state.

Student Learning

Student Learning Summary

For the 2021-2022 school year, the rating from TEA for Polytechnic High School was a C.

Student Achievement for all subjects was 46%.

Academic Growth score was 49.

2020-2021 Drop-out rate was 6.3%.

CCMR Annual Graduates for 20-21 was 49.3%.

Overall attendance rate was 84%.

(All the data from the 2022 School Report Card)

Student Learning Strengths

As a gauge for progress toward improving STAAR/EOC student performance, goals will be set for Interim and MAP testing. Newcomer program students transition and integrate well in the academic rigor and involvement of extra-curricular activities. All 12th-grade students are enrolled in college-prep classes that gives them the opportunity to be college-ready. Students are supported and monitored through the Freshman Success program. Students are afforded opportunities for tutoring after school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not consistantly engaged in authentic learning experiences. **Root Cause:** As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 2: Because of our large population of language learners, we don't have continuous professional learning for language learning instruction. **Root Cause:** Lack of accessible teaching. Lack of parental engagement.

Problem Statement 3: Emergent Bilingual students are performing lower than other sub-populations. **Root Cause:** Campus lacks continuous professional learning for language learning instruction. Lack of parental engagement.

School Processes & Programs

School Processes & Programs Summary

-Campus has a 1:1 ratio for students with technology

-PD provided is based on data gathered during campus learning walks, classroom observations, PLCs, and TIL/DDI training

-Leadership is distributive

-Instruction and reteach is data given

-CCMR goals are monitored through a system of tracking every student, regardless of grade level

School Processes & Programs Strengths

-Campus utilizes distributive leadership.

-Through walkthrough data by the campus leadership team, instructional needs are identified and professional development is derived appropriately.

-Instructional staff receives needs based professional development and built in time to meet as PLCs.

-Core contents are provided a common PLC period to plan together

-Freshman Data is pulled regularly in a BAG report to review attendance and grades

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 22% turnover rate amongst staff has made implementation of systems challenging. **Root Cause:** Ensuring new teachers and existing teachers are connected and feel supported. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

Problem Statement 2: There are a lack of preventative measures as well as tiered responses that are consistently implemented. **Root Cause:** Lack of training, communication, and awareness regarding restorative practices supported by consistent implementation amongst staff.

Perceptions

Perceptions Summary

A little more than half of the staff feel supported in general.

Support for inclusion and academics centers mostly around EOC tested subjects.

There is a need for support and aids in other classes.

More than half say addressing disciplinary issues is a challenge.

Most staff feel accepted.

Perceptions Strengths

Staff connects well with students.

Support from Freshman Success team is valued.

Communication and Response to altercations and emergencies has improved.

Students are responding better to redirection.

Family engagement has improved.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of campus wide structures for teachers being proactive and reactive to disciplinary challenges.   **Root Cause:** Lack of teacher training and follow up.

Problem Statement 2 (Prioritized): Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas.   **Root Cause:** Most emphasis is placed on EOC. Both instructional and student support.

Priority Problem Statements

Problem Statement 1: Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas.

Root Cause 1: Most emphasis is placed on EOC. Both instructional and student support.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 22% turnover rate amongst staff has made implementation of systems challenging.

Root Cause 2: Ensuring new teachers and existing teachers are connected and feel supported. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students are not consistantly engaged in authentic learning experiences.

Root Cause 3: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Although many students have participated in Attendance Recovery, the impact attendance has on the ability to lose credit based on attendance has not been fully understood.

Root Cause 4: Underclassmen are not accustomed to state attendance regulations; Some students are the primary income earner, primary caretakers of siblings or older adults. Transient students miss days due to their transitions in schools and homes. Lack of transportation after school prevents some students from attending attendance recovery.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of 9th students who meet the grade level benchmark in reading on PSAT9 from 29% to 39% by May 2024. Increase the percentage of 10th students who meet the grade level benchmark in reading on PSAT10 from 15% to 25% by May 2024. Increase the percentage of Hispanic Male 9th grade students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 21% by May 2024. Increase the percentage of Hispanic Male 10th grade students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 22% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, 6 weeks district assessments and semester finals.

Strategy 1: 100% of our lessons and assessments will be aligned to the Standards.

Strategy's Expected Result/Impact: Student performance on assessments (common and state) will increase by 3%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Extended learning opportunities for students	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: all core teachers				
Delivery Method: face-to-face				
Funding Sources: Student incentives and snacks - SCE (199 PIC 24) - 199-11-6399-001-009-24-243-000000- - $4,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Strategy 2: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Student performance on assessment will increase by 3%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: During PLCs, admin, teachers and ILT members will evaluate lesson plans based on the LAFA tool established during TIL training.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Administration, ILT, Teachers				
Provider / Presenter / Person Responsible: Admin, ILT, teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Admin, ILT, core teachers				
Delivery Method: face-to-face				
Funding Sources: Instructional Supplies - SCE (199 PIC 24) - 199-11-6399-001-009-24-243-000000- - $2,142				

Action Step 2 Details	Reviews			
Action Step 2: Deliver QTEL (Quality Teaching for English Learners) professional development- a framework that will equip teachers with the best teaching practices to help students accelerate language development and academic literacy for all English Learners and all Emergent bilinguals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and Administrators **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Throughout the school year **Collaborating Departments:** Admin, ILT, core teachers **Delivery Method:** face to face **Funding Sources:** Teacher travel for PD, - Title I (211) - 211-13-6411-04N-009-30-510-000000-24F10 - $5,000				
0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✗ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences. **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

School Processes & Programs
Problem Statement 1: 22% turnover rate amongst staff has made implementation of systems challenging. **Root Cause**: Ensuring new teachers and existing teachers are connected and feel supported. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

Perceptions
Problem Statement 2: Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. **Root Cause**: Most emphasis is placed on EOC. Both instructional and student support.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above from 27% to 32% on STAAR English I by May 2024.

Increase the percentage of Hispanic Male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 28% by May 2024.

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, 6 weeks district assessments and semester finals.

Strategy 1: Maintain an assessment/data analysis in order to assist with DDI strategies, faulty and students are obtaining, training for and administering local, district, state and national assessments. Assist with data collection, desegregation and dissemination

Strategy's Expected Result/Impact: As a result of this strategy, by June 2023, student achievement results on local, district, state and national assessment will improve by a 5% points.

Staff Responsible for Monitoring: Administrators, ILT

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Maintain the Data Analyst/Testing Coordinator	**Formative**			**Summative**
Intended Audience: teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administration				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: All core and electives				
Delivery Method: face-to-face				
Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-009-30-510-000000-24F10 - $89,041				

Action Step 2 Details	Reviews			
Action Step 2: Protocols and Structures for PLC's adjusted as needed within each content to ensure PD and lesson planning are aligned.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Support staff and Teachers **Provider / Presenter / Person Responsible:** Administration **Date(s) / Timeframe:** August 2023 - August 2024 **Collaborating Departments:** All core, electives, and ILT **Delivery Method:** Face to face				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Strategy 2: Decrease class sizes for SPED and ELL students to increase percentage of students at the Meets level by hiring two Title 1 teachers.

Strategy's Expected Result/Impact: As a result of this strategy, by June 2024, student achievement results on local, district, and state assessments will improve by a combined 5%

Staff Responsible for Monitoring: Executive Director, Administrators and ILT

Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Maintain/hire two teachers through Title 1 funds	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and students **Provider / Presenter / Person Responsible:** Administrations and ILT **Date(s) / Timeframe:** August 2023-June 2024 **Collaborating Departments:** core content **Delivery Method:** face-to-face **Funding Sources:** Salaries - Title I (211) - 211-11-6119-04N-009-30-510-000000-24F10 - $131,195				

Action Step 2 Details	Reviews			
Action Step 2: Provide tutoring for SPED students who need the extra support to be academically successful	Formative			Summative
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Special Education				
Delivery Method: face-to-face				
Funding Sources: Instructional supplies and general supplies, markers, coloring books, printers, - SPED (199 PIC 23) - - $7,000, Classroom furniture - SPED (199 PIC 23) - - $3,620				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Strategy 3: Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase in student assessment performance by 3%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.5
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PD during PLCs	Formative			Summative
Intended Audience: teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin, ILT, Teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: internal school community				
Delivery Method: face-to-face				
Funding Sources: Technology - Title I (211) - 211-11-6396-04N-009-30-510-000000-24F10 - $2,000				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 27% to 32% by May 2024.
Increase the percentage of Hispanic male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 30% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, District assessments, and semester finals.

Strategy 1: Maintain an assessment/data analysis in order to assist with DDI strategies, faculty, and students are obtaining, training for, and administering local, district, state, and national assessments. Assist with data collection, desegregation, and dissemination

Strategy's Expected Result/Impact: As a result of this strategy, by June 2024, student achievement results on local, district, state and national assessment will improve by a 5% points.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, ILT

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PD during PLC or after school and to provide tutoring	Formative			Summative
Intended Audience: teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin, ILT, teachers				

Date(s) / Timeframe: August 2023-June 2024

Collaborating Departments: core contents

Delivery Method: face-to-face

Funding Sources: Teachers to provide tutoring - Title I (211) - 211-11-6116-04N-009-30-510-000000-24F10 - $20,000

0% **No Progress** 100% **Accomplished** ➡ **Continue/Modify** ✖ **Discontinue**

Strategy 2: Teachers provide EOC tutoring/boot camps during the school day to all identified low-performing students that require extra support to increase their chances of passing tests successfully.

Strategy's Expected Result/Impact: Students

Staff Responsible for Monitoring: Admin

Title I:
4.1
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will identify EOC low-performing students and provide extra support to help them pass the STAAR tests successfully.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** April 2024 **Collaborating Departments:** All Core Content Teachers **Delivery Method:** face-to-face **Funding Sources:** Sub- professional - SCE (199 PIC 24) - 199-11-6112-001-009-24-243-000000- - $8,000				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will be traveling for professional development and will need coverage fo their classrooms.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administration				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: All departments (Science, CTE, Math, Athletics, Social Studies, and ELAR)				
Delivery Method: Face-to-face				
Funding Sources: Subs - Title I (211) - 211-11-6112-0PD-009-30-510-000000-24F10 - $10,000				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th students who meet the grade level benchmark in mathematics on PSAT9 from 5% to 15% by May 2024. Increase the percentage of 10th students who meet the grade level benchmark in mathematics on PSAT10 from 6% to 16% by May 2024. Increase the percentage of Hispanic Male 9th grade students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 15% by May 2024. Increase the percentage of Hispanic Male 10th grade students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 7% to 17% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, District assessments, and semester finals

Strategy 1: Provide additional math interventions for students

Strategy's Expected Result/Impact: Will help students gain a betters understanding of the TEKS and fill in specific learning gaps.

Staff Responsible for Monitoring: administration

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: Hire tutors and provide technology resources to allow differentiated strateies to address areas of need for understanding TEKS.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers and students **Provider / Presenter / Person Responsible:** Administration **Date(s) / Timeframe:** August 2023-June 2024 **Collaborating Departments:** Math and other core content **Delivery Method:** face-to-face				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 2: Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase student assessment performance by 5%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PD and planning on/for DDI strategies	**Formative**			**Summative**
Intended Audience: teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin, ILT, Teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Math, Region 11				
Delivery Method: face-to-face				
Funding Sources: Conferences - Title I (211) - 211-13-6411-04N-009-30-510-000000-24F10 - $3,005				
Action Step 2 Details	Reviews			
Action Step 2: Professional Development for administration to understand TEA updates, and other strategies to provide teachers, staff, and students with innovative and up-to-date instructional strategies.	**Formative**			**Summative**
Intended Audience: Staff, teachers, and students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administration				
Date(s) / Timeframe: Aug 2023 - June 2024				
Collaborating Departments: Leadership team				
Delivery Method: face-to-face				
Funding Sources: Conferences for Administration - Title I (211) - 211-23-6411-04N-009-30-510-000000-24F10 - $6,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 3% to 8% by May 2024. And the percentage of Hispanic male students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 10% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, District assessments, and semester exams

Strategy 1: Develop the capacity of 9-12 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Improved alignment of instructional materials

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: PD and planning during PLCs	**Formative**			**Summative**
Intended Audience: teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers, ILT, admin				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: math				
Delivery Method: face-to-face				
Funding Sources: Toner, Ink, Instructional and general supplies - SCE (199 PIC 24) - 199-11-6399-001-009-24-243-000000- - $5,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Strategy 2: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework with a focus on ESL students.

Strategy's Expected Result/Impact: Improved student assessment performance by 5%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: materials and supplies for instruction	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: teachers, admin, ILT				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: core content teachers				
Delivery Method: face-to-face				
Funding Sources: Toner, Ink, Instructional and general supplies - Title I (211) - 211-11-6399-04N-009-30-510-000000-24F10 - $4,526.79				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus
School Processes & Programs
Problem Statement 1: 22% turnover rate amongst staff has made implementation of systems challenging.   **Root Cause**: Ensuring new teachers and existing teachers are connected and feel supported. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 68% to 87% by May 2024. Increase the percentage of Hispanic male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 37% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor industry based certification exams, establish testing cycles for industry based certification exam, track each student on track earn industry based certification.

Seniors who have not received CCMR credit will be enrolled in College Bridge English and College Bridge for Math.

Strategy 1: Aggressive recruitment (including at feeder middle schools) through face to face visits, social and print media; exposing students to real world and hands on experiences; associated travel, resources, materials and supplies, etc.

Strategy's Expected Result/Impact: By June 2024, increase the Military Readiness portion of CCMR rating by 1% as evident by the number of students interested in joining the military through participating in the ASVAB exam or by joining the military after graduation.

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4, 2.5
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: regular recruitment visits to feeder schools	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: various school groups				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Internal school community				
Delivery Method: face-to-face				
Funding Sources: AA Batteries, SD cards, Mic cables, Cricut Easy press 3, dray erase markers, Chart paper, Poly Table cloth for recruiting table - CTE (199 PIC 22) - - $10,621				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 2: Identify students through various assessment data points; increase performance on TSI through various enrichment activities.

Strategy's Expected Result/Impact: By June 2024 improve the College readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on all exams and courses offered.

Staff Responsible for Monitoring: Administration, ILT, teachers, data analyst

Title I:
2.4, 2.6
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Incorporate TSI concepts during core-content instruction	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Post Secondary Success Specialist				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Core content teachers				
Delivery Method: face-to-face				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 3: Align and leverage programs, resources, and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Increase in student survey results in the ares of being connected and informed by 3%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: partner with CTE teachers to promote academic advising	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: CTE teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Counselors				
Delivery Method: face-to-face				
Funding Sources: memberships, fees, dues - CTE (199 PIC 22) - - $3,000				

Action Step 2 Details	Reviews			
Action Step 2: Assist and support students in being in College, Career, and Military Readiness	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: CTE teachers				
Date(s) / Timeframe: Aug 2023 - June 2024				
Collaborating Departments: CTE teachers, Admin and ILT team				
Delivery Method: Face-to-face				
Funding Sources: Computers, Apple Cords, other Technology - CTE (199 PIC 22) - - $15,900				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

School Processes & Programs
Problem Statement 1: 22% turnover rate amongst staff has made implementation of systems challenging.   **Root Cause**: Ensuring new teachers and existing teachers are connected and feel supported. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 65% to 70% by May 2024. A
Decrease the percentage of Male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38%
off track to 33% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, district assessments and semester finals.

Strategy 1: Increase the percentage of students at the meets level by maintaining an Assessment/Data Analyst in order to assist with DDI strategies, training,
for and administering local, District and State assessments. Assist with data collections, desegregation and dissemination

Strategy's Expected Result/Impact: As a result of this strategy, by June 2024, student achievement results on local, district, and state assessments will improve by a combined
5%

Staff Responsible for Monitoring: Executive Director, Administrators and ILT

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: students take more ownership of their learning setting goals, tracking their assessment data, and planning adjustments as needed	**Formative**			**Summative**
Intended Audience: students **Provider / Presenter / Person Responsible:** students, teachers **Date(s) / Timeframe:** August 2023-June 2024 **Collaborating Departments:** all content areas **Delivery Method:** face-to-face	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Strategy 2: Integrate AVID strategies of WICOR, organization, and Cornell notes to improve student success

Strategy's Expected Result/Impact: By June 20, m24atriculation rates will increase by 5%

Staff Responsible for Monitoring: Teachers, administration, ILT

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Modified AVID strategies presented during faculty meetings for teachers to implement.	**Formative**			**Summative**
Intended Audience: teachers, students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: AVID coordinator and AVID students				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Each content group				
Delivery Method: face-to-face				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 17% to 25% by May 2024.
Increase the percentage of Hispanic Male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 7.3% to 21% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, district assessments and semester finals.

Strategy 1: Increase frequent formative assessments and student discourse to improve student success leading to an increase in graduation rates especially among SPED students.

Strategy's Expected Result/Impact: As a result of this strategy, by June 2024, student achievement results on local, district, and state assessments will improve by a combined 5% and improved graduation rate by 1% for SPED students.

Staff Responsible for Monitoring: Administration, teachers, ILT

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: PD on engaging instructional strategies for SPED students	Formative			Summative
Intended Audience: teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin, ILT, Teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: SPED and core contents				
Delivery Method: face-to-face				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT criteria for CCMR from 32% to 42% by May 2024. Increase the percentage of Hispanic Male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 43% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Growth progress will be monitored by DOLs, district assessments and semester finals.

Strategy 1: Identify students through various assessment data points; increase performance on TSI through various enrichment activities.

Strategy's Expected Result/Impact: By June 2024 improve the College readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on all exams and courses offered.

Staff Responsible for Monitoring: Administration, ILT, teachers, data analysis

Title I:
2.4, 2.6
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Establish and maintain a database for all students participating in TSI after establishing a marketing plan to motivate students to participate	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Postsecondary Success Specialist, GSPOC Coordinator				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: internal school community				
Delivery Method: face-to-face				
Funding Sources: instructional supplies - Gifted & Talented (199 PIC 21) - - $2,693				

Action Step 2 Details	Reviews			
Action Step 2: Ensure that 100% of graduating seniors complete Texas College Bridge through Math and English classes.	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Postsecondary Specialist, teachers, CCMR coach				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: math, reading, counselors				
Delivery Method: face-to-face				
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✖ Discontinue				

Strategy 2: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase on student performance by 3%

Staff Responsible for Monitoring: Administration, ILT, Teachers

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Supplies for learning activities	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin, ILT, Teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Core contents				
Delivery Method: face-to-face				
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✖ Discontinue				

School Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences. **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) by 5% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** Attendance will be monitored through Focus by ADA, cumulative attendance over semester and reporting and tracking for individual students.

Strategy 1: Provide extended learning opportunities where priority given to homeless students in danger of dropping out, SPED, ELL, then greater school students to make up attendance hours and improve their class grades.

> **Strategy's Expected Result/Impact:** By the end of the semesters, students will have the attendance hours required and grades required to receive credit for their classes.
>
> **Staff Responsible for Monitoring:** Adin, ILT, attendance clerk
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Improve low-performing schools
> - **ESF Levers:**
> Lever 3: Positive School Culture
>
> **Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Increase access to students by assisting with transportation and providing extra duty pay for teachers to assist with attendance recovery while tutoring	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: admin, teachers				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: internal school community				
Delivery Method: face-to-face				
Funding Sources: Hands on Supplies - Parent Engagement - 211-61-6399-04L-009-30-510-000000-24F10 - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 2: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school

engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease in student discipline by 3%

Staff Responsible for Monitoring: Administration, ILT, Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Parental meetings to increase student attendance	**Formative**			**Summative**
Intended Audience: parents	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Family Outreach Specialists				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: internal school community				
Delivery Method: face-to-face				
Funding Sources: paper cups, paper plates, foam or disposable plates, supplies, posters, markers - Parent Engagement - 211-61-6399-04L-009-30-510-000000-24F10 - $3,000				
Action Step 2 Details	**Reviews**			
Action Step 2: establish MTSS procedures and partner with MTSS district department	**Formative**			**Summative**
Intended Audience: teachers and student	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin/ILT				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: internal school community/district departments				
Delivery Method: face-to-face				
Funding Sources: edible supplies - Parent Engagement - 211-61-6499-04L-009-30-510-000000-24F10 - $1,380				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although many students have participated in Attendance Recovery, the impact attendance has on the ability to lose credit based on attendance has not been fully understood.   **Root Cause**: Underclassmen are not accustomed to state attendance regulations; Some students are the primary income earner, primary caretakers of siblings or older adults. Transient students miss days due to their transitions in schools and homes. Lack of transportation after school prevents some students from attending attendance recovery.

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals (an average of unduplicated and duplicated) by school personnel by 10% by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other [an average of unduplicated and duplicated]) by 10% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Evaluate parent contact responses from other forms of communication such as Remind, Blackboard and phone calls. Monitor parent visits for satisfaction with encounter with staff.

Strategy 1: Plan for and hold family/community informational meetings to help improve partnerships and student achievement; parent/guardian open house twice a year (Spring an Fall); monthly/bi-monthly parent and community outreach meetings; provide light snacks for meetings; purchase supplies and materials; provide extra duty pay for teachers to facilitate parent workshops.

Strategy's Expected Result/Impact: June 2023, increase parent/guardian outreaches by providing at least 6 opportunities for parents/guardians to participate in school sponsored activities/events.

Staff Responsible for Monitoring: Admin, ILT, Students Support Services, External Stakeholder, Restorative Practice Speciaist, Data Analyst

Title I:
2.5, 4.1
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: While reaching out to parents for various purposes, school personnel can compile a list of ways in which families can be supported then establish regular parental meetings to bridge gaps. **Intended Audience:** parents	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Provider / Presenter / Person Responsible: Admin, Family Outreach Specilists, Restorative Practice Specialist

Date(s) / Timeframe: August 2023-June 2024

Collaborating Departments: internal school community

Delivery Method: face-to-face, phone, email

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Strategy 2: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Increase in positive student survey response by 3

Staff Responsible for Monitoring: Administration, Counselors, ILT, Teachers

Title I:
2.5, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: In collaboration with parents, establish creative strategies to support SPED students prior to a referral	**Formative**			**Summative**
Intended Audience: SPED students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: admin, teachers, students, parents **Date(s) / Timeframe:** August 2023-June 2024 **Collaborating Departments:** SPED, Counselors **Delivery Method:** face-to-face				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences. **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) by 10% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor referrals, suspensions, trends in discipline

Strategy 1: Collaborate with community partners to strengthen students social/emotional capacity. Partnerships include but are not limited to Girls Inc., MBK, MSK, and Helping hands.

Strategy's Expected Result/Impact: With the collaboration of the partnerships, students will learn to self regulate and deescalate situations which in turn will result in lower suspensions.

Staff Responsible for Monitoring: Principal, Assistant Principals, ILT

Title I:
2.4, 2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Reestablish student outreach groups	**Formative**			**Summative**
Intended Audience: Principal, Assistant Principals, ILT	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Administration and Teachers				
Delivery Method: face-to-face				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Strategy 2: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLCs, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Decrease in student discipline by 5%

Staff Responsible for Monitoring: Administration, Teachers, ILT

Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Establish high impact tutoring structures for each core content	**Formative**			**Summative**
Intended Audience: teachers and students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: teachers, ILT, administrations				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: all core contents				
Delivery Method: face-to-face				
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Evaluate parent contact responses from other forms of communication such as Remind, Blackboard and phone calls. Monitor parent visits for satisfaction with encounter with staff.

Strategy 1: Increase family and community engagement activities by maintaining a Family Community Outreach Specialist to assist in the planning and coordinating of family and community events

Strategy's Expected Result/Impact: By June 2024, increase parent/guardian outreaches by providing 6 opportunities for parents/guardians to participate in school sponsored activities/events

Staff Responsible for Monitoring: Administration and ILT

Title I:
2.4, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Maintain two Family Communication Outreach Specialists.	**Formative**			**Summative**
Intended Audience: Parents and community	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Administration				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: Internal school community				
Delivery Method: face-to-face				
Funding Sources: Title 1 - Title I (211) - 211-61-6119-04L-009-30-510-000000-24F10 - $83,818				

Action Step 2 Details	Reviews			
Action Step 2: Establish a communication means to send information to families on a regular basis.	**Formative**			**Summative**
Intended Audience: families and community	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin/ILT/Family Outreach Specialist				
Date(s) / Timeframe: August 2023-June 2024				
Collaborating Departments: internal school community				
Delivery Method: technology, mail, email, newsletter program				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students are not consistantly engaged in authentic learning experiences.   **Root Cause**: As a campus, we need to continue building teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Due to the large teacher turnover, data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	2	2	Teacher travel for PD,	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-009-30-510-000000-24F10	$5,000.00
1	2	1	1	Data Analyst	Data Analyst	211-13-6119-04N-009-30-510-000000-24F10	$89,041.00
1	2	2	1	Salaries	Title I Teacher	211-11-6119-04N-009-30-510-000000-24F10	$131,195.00
1	2	3	1	Technology	Technology for instructional use	211-11-6396-04N-009-30-510-000000-24F10	$2,000.00
1	3	1	1	Teachers to provide tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-009-30-510-000000-24F10	$20,000.00
1	3	2	2	Subs	Subs for professional development	211-11-6112-0PD-009-30-510-000000-24F10	$10,000.00
2	1	2	1	Conferences	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-009-30-510-000000-24F10	$3,005.00
2	1	2	2	Conferences for Administration	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-009-30-510-000000-24F10	$6,000.00
2	2	2	1	Toner, Ink, Instructional and general supplies	Supplies and materials for instructional use	211-11-6399-04N-009-30-510-000000-24F10	$4,526.79
4	4	1	1	Title 1	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-009-30-510-000000-24F10	$83,818.00
						Sub-Total	$354,585.79
						Budgeted Fund Source Amount	$354,585.79
						+/- Difference	$0.00
SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Student incentives and snacks	Supplies and materials for instructional use	199-11-6399-001-009-24-243-000000-	$4,000.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Instructional Supplies	Supplies and materials for instructional use	199-11-6399-001-009-24-243-000000-	$2,142.00
1	3	2	1	Sub- professional	Subs for supplemental instruction	199-11-6112-001-009-24-243-000000-	$8,000.00
2	2	1	1	Toner, Ink, Instructional and general supplies	Supplies and materials for instructional use	199-11-6399-001-009-24-243-000000-	$5,000.00
						Sub-Total	$19,142.00
						Budgeted Fund Source Amount	$19,142.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Hands on Supplies	Supplies and materials for parental involvement	211-61-6399-04L-009-30-510-000000-24F10	$3,000.00
4	1	2	1	paper cups, paper plates, foam or disposable plates, supplies, posters, markers	Supplies and materials for parental involvement	211-61-6399-04L-009-30-510-000000-24F10	$3,000.00
4	1	2	2	edible supplies	Snacks for Parents to promote participation	211-61-6499-04L-009-30-510-000000-24F10	$1,380.00
						Sub-Total	$7,380.00
						Budgeted Fund Source Amount	$7,380.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1	instructional supplies	GENERAL SUPPLIES		$2,693.00
						Sub-Total	$2,693.00
						Budgeted Fund Source Amount	$2,693.00
						+/- Difference	$0.00

CTE (199 PIC 22)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	AA Batteries, SD cards, Mic cables, Cricut Easy press 3, dray erase markers, Chart paper, Poly Table cloth for recruiting table	GENERAL SUPPLIES		$10,621.00
3	1	3	1	memberships, fees, dues	DUES		$3,000.00
3	1	3	2	Computers, Apple Cords, other Technology	TECHNOLOGY < 5,000		$15,900.00
						Sub-Total	$29,521.00
						Budgeted Fund Source Amount	$29,521.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2	Instructional supplies and general supplies, markers, coloring books, printers,	GENERAL SUPPLIES		$7,000.00
1	2	2	2	Classroom furniture	FURN&EQUIP < $5000		$3,620.00
						Sub-Total	$10,620.00
						Budgeted Fund Source Amount	$10,620.00
						+/- Difference	$0.00
						Grand Total Budgeted	$423,941.79
						Grand Total Spent	$423,941.79
						+/- Difference	$0.00

Addendums

SEPT 6TH

2023-2024

POLY

OPEN HOUSE

&

MEET THE PARROTS

5:00 PM
TO
6:30 PM

Come meet the Parrots, teachers, staff and learn about programs on campus. Enjoy free food, music and more!
*We will also be having our annual Title 1 meeting during this event.

LOCATION: OUTSIDE GYM

Polytechnic High School

Parent – School Compact

2023-2024

SCHOOL AGREEMENT:

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Poly teachers and/or staff will use the Texas Essential Knowledge and Skills to provide high - quality curriculum.
- Poly teachers and/or staff will provide high - quality instruction through curriculum frameworks and other instructional resources and teach with enthusiasm every day.
- Poly teachers and/or staff will update FOCUS weekly.
- Poly teachers and/or staff will check assignments and quality of work regularly.
- Poly teachers and/or staff will provide a safe and positive environment for all students.
- Poly teachers and/or staff will encourage and motivate all students.
- Poly teachers and/or staff will provide interventions through RTI processes.
- Poly teachers and/or staff will provide opportunities for parents to be involved in the school and their students' learning.
- Poly staff will provide teachers with a periodic conference period each week.
- Poly teachers and/or staff will encourage students to use their personal time management device daily.

School/Teacher Signature_____ Date: _____

PARENT/GUARDIAN AGREEMENT:

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Families will set goals with their student and praise him/her for hard work and achievement.
- Families will make sure their student uses his or her personal time management device and asks what he/she is learning or studying.
- Families will make sure their student attends all classes daily and follows all school and district policies.
- Families will help their student be prepared for school by getting plenty of sleep, eating breakfast, and bringing the supplies needed to school.
- Families will use Parent Portal regularly to check their student's progress, keep in contact with teachers, know when progress reports and report cards are sent home, talk to their student about his/her progress, and their attendance

- Families will complete family surveys in order to help Poly staff evaluate and improve academic programs.
- Families will attend open house and other school wide functions regularly, as well as volunteer whenever possible.
- Families will help their student have a positive attitude toward school.
- Families will help their student develop a sense of responsibility regarding quality work and homework completion.
- Families will provide a consistent, quiet location for their student to complete homework nightly.

Parent/Guardian Signature_____ Date: _____

STUDENT AGREEMENT:

It is important that I do the best that I can; therefore, I will do the following:

- All students will embrace the five characteristics of Poly PRIDE: Perseverance, Respect, Integrity, Dependability, and Excellence.
- All students will commit to respect their peers, staff, campus, and community.
- All students will attend class on time daily with all needed supplies.
- All students will improve achievement in basic and advanced skills.
- All students will meet or exceed minimum scores on all STAAR EOC tests.
- All students will use a personal time management system (such as a planner or smart phone) daily to record upcoming events and assignments.
- All students will dress to standard and will support a culture of professionalism and support for one another.

Student Signature_____ Date: _____

Polytechnic High School

Pacto entre Padres y Escuela

2023-2024

ACUERDO ESCOLAR:

Todo el personal de la escuela compartirá la responsabilidad de mejorar el rendimiento estudiantil; por lo tanto, haremos lo siguiente:

* Los maestros y/o el personal de Poly usarán los conocimientos y habilidades esenciales de Texas para proporcionar un plan de estudios de alta calidad.
* Los maestros y/o el personal de Poly brindarán instrucción de alta calidad a través de marcos curriculares y otros recursos educativos y enseñarán con entusiasmo todos los días.
* Los maestros y/o el personal de Poly actualizarán FOCUS semanalmente.
* Los maestros y/o el personal de Poly verificarán las tareas y la calidad del trabajo con regularidad.
* Los maestros y/o el personal de Poly proporcionarán un ambiente seguro y positivo para todos los estudiantes.
* Los maestros y/o el personal poli animarán y motivarán a todos los estudiantes.
* Los maestros y/o el personal de Poly proporcionarán intervenciones a través de los procesos de RTI.
* Los maestros y/o el personal de Poly brindarán oportunidades para que los padres participen en la escuela y el aprendizaje de sus alumnos.
* El personal de Poly proporcionará a los maestros un período de conferencias periódicas cada semana.
* Los maestros y/o el personal de Poly alentarán a los estudiantes a usar su dispositivo personal de administración del tiempo todos los días.

Firma de la
escuela/maestro_____Fecha:_____

ACUERDO DE PADRE/ GUARDIAN:

Quiero que mi hijo alcance su máximo potencial académico, por lo tanto, haré lo siguiente para apoyar el aprendizaje de mi hijo:

* Las familias establecerán metas con su estudiante y lo elogiarán por su arduo trabajo y logros.

* Las familias se asegurarán de que su estudiante use su dispositivo personal de gestión del tiempo y pregunte qué está aprendiendo o estudiando

* Las familias se asegurarán de que su estudiante asista a todas las clases diariamente y siga todas las polizas de la escuela y el distrito.

* Las familias ayudarán a sus hijos a estar preparados para la escuela durmiendo lo suficiente, desayunando y trayendo los útiles necesarios a la escuela.
* Las familias usarán el Portal de Padres regularmente para verificar el progreso de sus estudiantes, mantenerse en contacto con los maestros, saber cuándo se envían a casa los informes de progreso y las boletas de calificaciones, hablar con sus estudiantes sobre su progreso y su asistencia.
* Las familias completarán encuestas familiares para ayudar al personal de Poly a evaluar y mejorar los programas académicos.
* Las familias asistirán regularmente a la jornada de puertas abiertas ya otras funciones de toda la escuela, y se ofrecerán como voluntarias siempre que sea posible.
* Las familias ayudarán a su estudiante a tener una actitud positiva hacia la escuela.
* Las familias ayudarán a sus estudiantes a desarrollar un sentido de responsabilidad con respecto al trabajo de calidad y la finalización de las tareas.
* Las familias proporcionarán un lugar constante y tranquilo para que su estudiante complete la tarea todas las noches.

Firma de Padre/ Guradian _____ Fecha:_____

ACUERDO DE ESTUDIANTE:

Es importante que haga lo mejor que pueda; por lo tanto, haré lo siguiente:

* Todos los estudiantes adoptarán las cinco características de Poly PRIDE: Perseverancia, Respeto, Integridad, Confiabilidad y Excelencia.
* Todos los estudiantes se comprometerán a respetar a sus compañeros, el personal, el campus y la comunidad
* Todos los estudiantes asistirán a clase a tiempo todos los días con todos los materiales necesarios.
* Todos los estudiantes mejorarán sus logros en habilidades básicas y avanzadas.
* Todos los estudiantes alcanzarán o superarán las puntuaciones mínimas en todas las pruebas EOC de STAAR.
* Todos los estudiantes utilizarán un sistema personal de administración del tiempo (como un planificador o un teléfono inteligente) diariamente para registrar los próximos eventos y tareas.
* Todos los estudiantes se vestirán según las normas y apoyarán una cultura de profesionalismo y apoyo mutuo.

Firma de
Estudiante:_____Fecha:_____