

Fort Worth Independent School District

016 O.D. Wyatt High School

2023-2024 Improvement Plan



Mission Statement

Mission Statement

To provide all students with an equitable education and to cultivate students with the academic, social, and personal skills necessary to become productive members of a global society.

Vision

Vision Statement - Agreed

O.D. Wyatt High School will graduate 90% or more of all Chaparrals.

Value Statement

Motto

Students are MORE than a SCORE, they are CHAPS. Students who are
Challenged Academically

Hardworking

Adaptable

Persistent and ultimately
Successful

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Describe our school

	9th	10th	11th	12th	Overall
2019-2020	434	322	353	293	1,405
2020-2021	434	423	307	356	1,502
2021-2022	468	311	303	254	1,336
2022-2023	477	414	301	288	1,481

- Programs of Choice: Construction Technology, Culinary Arts, Automotive Technology, Medical, Collegiate Academy
- Stakeholders
 - Worth Baptist Church - Destiny Church – Freedom Church
 - Wyatt Alumni
 - Tarrant County College – Texas Christian University
 - T3 Tarrant To and Through
- Percentage of students

Homelessness	SPED	ELs	At-Risk
56	158	665	1,218
4%	11%	45%	82%

- Student Behavior trends

Out-of-School Suspensions

	2019-2020	2020-2021	2021-2022	2022-2023
9 th Grade	85	11	77	151
10 th Grade	19	8	66	69
11 th Grade	31	3	42	30
12 th Grade	5	2	10	16
Overall	140	24	195	266

ISS

	2019-2020	2020-2021	2021-2022	2022-2023
9 th Grade	194	2	92	164
10 th Grade	61	2	61	60
11 th Grade	35	2	29	40
12 th Grade	12	1	24	16
Overall	302	7	206	280

OCI

	2019-2020	2020-2021	2021-2022	2022-2023
9 th Grade	46	3	56	99
10 th Grade	12	2	27	12
11 th Grade	16	0	22	16
12 th Grade	1	0	6	6
Overall	75	5	111	133

- Mobility Rate
 - 43%

- Retention Rates

Content	2021-2022	2022-2023
Math	57%	55%
English	77%	77%
S. Studies	77%	67%
Science	91%	81%
SPED	100%	100%
Health/P.E.	100%	60%
CTE	69%	60%
Electives	75%	75%
W. Language	67%	17%
Fine Arts	63%	100%

- Dropout Rates/What students

- 2.77% to 4.1%

- Average Class Size

- 35

- Subgroup Percentage

- Blk – 36% Hispanic – 56% Asian – 4% White – 4%
- Males 40% Females 51%

- What percentage of students do we serve in various groups?

- SPED – 158/11%
- Els – 665/45%
- Homeless – 56/4%
- At-Risk – 1,218/82%

- Who resides in our community? Ages, diversity, education levels, certifications, race/ethnicity

- Interactions w/ major employers and universities/community colleges in our community
 - Early College w/ TCC South

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English I All students decreased in their Meets Interim Assessment performance from 16% (Nov. 2022 Interim Assessment) to 14% (Feb. 2023 Interim Assessment); and still underperforming the district average (24% Nov. 2022 and 26% Feb 2023) by an average of 11%. **Root Cause:** All contents (core/non-core) not having a consistent WDM of examining writing student work during PLC/Department time.

Student Learning

Student Learning Summary

- High Impact Tutoring is in place. Students are receiving assistance through advisory and afterschool.
 - Parent Conferences for each grade level
 - ARD meetings to develop IEPs for each student.
 - 504 meetings take place yearly with counselors, teachers, students, parent.
 - Attendance recovery is being done for students to recover attendance. SART meeting throughout the year. Home visits are being conducted by the grade level teams.
 - SST Grade level meetings are being conducted bi-weekly.
- For failing or retained student:
 - SST Grade Level Meetings
 - Parent/Student Conferences
 - After School Tutoring
 - Home Visits
- Academic Success is Measured by district interim assessments and common assessments.
- Drop outs – Home Visits; Court Action, Parent Conferences
- Are our students ready for College, Career and Military?
 - **SAT MATH**
 - 23% ARE READY
 - 77% ARE **NOT** READY
 - **SAT READING and WRITING**
 - 37% ARE READY
 - 62% ARE **NOT** READY
 - **PSAT**
 - 3% ARE READY
 - 96% ARE **NOT** READY

Additional Academic Success Indicators to Consider:

1. What do classroom observations reveal about the correlations between student success and teacher effectiveness? How is this addressed?

a) Academic Indicator

Quantitative and qualitative data sets indicate that effective planning is the catalyst for the effective execution of instructional delivery that engages all students, leading to students meeting expected learning outcomes.

b) Processes to ensure fidelity of instructional

Personnel Development Drivers: Professional Learning Communities (PLC's); Observations and feedback (administrator classroom observations, learning/growth walks, feedback & followup

Data Drivers: Student assessments – STAAR, MAPS, Interim assessments, Common assessment; Teacher Performance Assessments: TTESS – formal and informal

c) Targeted STAAR Intervention

High Impact Tutoring – STAAR preparation program for retesters

Targeted TEKS Acceleration- Department-led STAAR intervention for all test takers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Algebra I students increased on their MAP Growth score performance from 213.5 (BOY) to 214.8 (MOY) and they are underperforming the district standard (BOY 217.3 to MOY 219.6) by 4.18% **Root Cause:** Building in interventions within the 90-minute block to address gaps from middle school-8th Grade.

School Processes & Programs

School Processes & Programs Summary

- Process for recruiting and hiring high-quality educators
 - Attending all FWISD hiring fairs
 - Conducting panel interviews that include AP and teaching in that content
 - Roles and Responsibilities clear
 - Faculty/staff handbook
 - APs have individual roles/responsibilities
 - Professional Learning opportunities to grow teachers and develop leaders
 - PDs in Department and PLCs
 - FWISD Flex training courses
 - Instructional coaching support
 - New teacher support/struggling teacher support
 - Instructional coaching support
 - AP over content support
 - Do teacher's evaluation results correlate to summative and formative student data
-
- Level of campus-wide buy-in in regards to continuous improvement process
 - Focus in all core PLCs
 - Focus in all non-core department meetings
 - How are all stakeholders involved in the CNA
 - Developed by campus SBDM Team
 - Instructional Leadership Team reviews progress
 - Progress shared in campus newsletter
 - Systems in place to address needs and track progress towards outcomes or performance objectives
 - ARDs, Freshman Success Teaming, Instructional Leadership Team, PLCs
 - How do we integrate CTE content, college and career guidance counseling, blended learning
 - Go Center Staff, Academic Coach
 - Is Lesson Planning data driven and include formative assessments and interventions
 - Campus-wide lesson plan template
 - PLCs go through lesson plan feedback process
 - System needed to allow same process for non-core departments
 - What ways to we protect and maximize instructional time?
 - Any programs or events that could interrupt the tradition day must go through the approval process of the Campus Leadership Team
 - Equity service for all students?
 - Transition procedures for 8th to 9th and 12th – Post Secondary
 - Freshman Transition Camp
 - Open House
 - Planning/Coaching from Go Center staff and Senior Counselor
 - Classroom management or disciplinary trends/findings
 - Students walking out of class, use of cell phones, language, tardy
 - Tardy machine, Parent meetings, OCI/ISS,

- Bullying data/Fighting data
- School Safety Plan
 - Practice Monthly safety drills

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The seniors have increased their CCMR indicator from 62%(2021) to 64%(2022); while they are overperforming the district's CCMR rating of 59%(2022) by 5%. **Root Cause:** Mapping out a plan with incoming 9th graders to have multiple pathways to earn the CCMR indicator before their senior year.

Perceptions

Perceptions Summary

- Retention Rates

Content	2021-2022	2022-2023
Math	57%	55%
English	77%	77%
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Electives	75%	75%
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Fine Arts	63%	100%

- Student Behavior trends

Out of School Suspensions

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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus retention rate from 2020-2021 to 2021-2022 is an average of 69.2%; this is a decrease of 8.4% from the 2020-2021 school year.

Root Cause: Need to map out monthly professional learning and coaching opportunities led by our instructional coaches and department chairs.

Priority Problem Statements

Problem Statement 1: English I All students decreased in their Meets Interim Assessment performance from 16% (Nov. 2022 Interim Assessment) to 14% (Feb. 2023 Interim Assessment); and still underperforming the district average (24% Nov. 2022 and 26% Feb 2023) by an average of 11%.

Root Cause 1: All contents (core/non-core) not having a consistent WDM of examining writing student work during PLC/Department time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Algebra I students increased on their MAP Growth score performance from 213.5 (BOY) to 214.8 (MOY) and they are underperforming the district standard (BOY 217.3 to MOY 219.6) by 4.18%

Root Cause 2: Building in interventions within the 90-minute block to address gaps from middle school-8th Grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The seniors have increased their CCMR indicator from 62%(2021) to 64%(2022); while they are overperforming the district's CCMR rating of 59%(2022) by 5%.

Root Cause 3: Mapping out a plan with incoming 9th graders to have multiple pathways to earn the CCMR indicator before their senior year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our campus retention rate from 2020-2021 to 2021-2022 is an average of 69.2%; this is a decrease of 8.4% from the 2020-2021 school year.

Root Cause 4: Need to map out monthly professional learning and coaching opportunities led by our instructional coaches and department chairs.

Problem Statement 4 Areas: Perceptions

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 and 10th students who meet the grade level benchmark in reading on PSAT from 24% to 30% by May 2024.

Increase the percentage of English Language Learners students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18% to 28% by May 2024.

High Priority

Evaluation Data Sources: % of students using student tracker (By Grade Level)
Evidence of tracking re-teach lessons (All PLCs)
Walkthrough evidence of ELPS implementing in Tier 1 instruction (Strive reports)





Strategy 1: The data analyst will monitor data for English Department and guide teachers in analyzing the data

Strategy's Expected Result/Impact: Growth in students reaching "Meets" rating

Staff Responsible for Monitoring: AP of English
Data Analyst
Fr Success Coach

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: 100% of students will have a data tracker and will use this tracker after every assessment (common assessments and interim). Intended Audience: English I and English II students Provider / Presenter / Person Responsible: Data Analysis English Department Date(s) / Timeframe: September 2023 - April 2024 Collaborating Departments: English Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-016-30-510-000000-24F10 - \$77,909				

Action Step 2 Details	Reviews			
Action Step 2: Analyze student work to identify the conceptual or procedural gap. Then create tier 1 re-teach lessons to increase student achievement. Intended Audience: English I and English II Students Provider / Presenter / Person Responsible: AP of English English I, English 2 teachers Date(s) / Timeframe: September 2023 - April 2024 Collaborating Departments: English	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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 on STAAR English I from 34% to 44% by May 2024.

Increase the percentage of African American and Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 40% by May 2024.

High Priority

Evaluation Data Sources: Common Assessments
Interim Assessments

Strategy 1: Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, listen, and speak within the 90-minute lesson cycle.

Strategy's Expected Result/Impact: Growth in the number of A.A. and Emergent Bilinguals reach "Meets" on common assessments and interim assessments

Staff Responsible for Monitoring: Instructional Coaches
All APs
Principal

ESF Levers:
Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Each six-week APs will conduct instructional walkthroughs to monitor the implementation of the new ELPS strategies modeled in the ongoing professional learning sessions. Intended Audience: All core and non-core classrooms Provider / Presenter / Person Responsible: All APs Principal Instructional Coaches Date(s) / Timeframe: Each six-week Collaborating Departments: English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Elective, Special Education	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ongoing professional learning opportunities will be provided each six-week on delivering ELPS strategies within the 90-minute lesson cycle. Intended Audience: All core and non-core teachers Provider / Presenter / Person Responsible: Instructional Coaches Professional Development Team Date(s) / Timeframe: Each six-week Collaborating Departments: English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Elective, Special Education Funding Sources: Extra duty pay for afterschool - Title I (211) - 211-11-6116-0PD-016-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 38% to 50% by May 2024.

Increase the percentage of English Language Learner students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 40% by May 2024.

Evaluation Data Sources: Common Assessments
Interim Assessments
Walkthrough evidence on Tier I Instruction (English II teachers)

Strategy 1: Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, listen, and speak within the 90-minute lesson cycle.

Strategy's Expected Result/Impact: Growth in the number of A.A. and Emergent Bilinguals reach "Meets" on common assessments and interim assessments

Staff Responsible for Monitoring: Instructional Coaches
All APs
Principal

ESF Levers:
Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Each six-week APs and principal will conduct instructional walkthroughs to monitor the implementation of the new ELPS strategies modeled in the ongoing professional learning sessions. Intended Audience: All core and non-core classrooms Provider / Presenter / Person Responsible: All APs Principal Instructional Coaches Date(s) / Timeframe: Each six week Collaborating Departments: English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Electives, Special Education	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ongoing professional learning opportunities will be provided each six-week on delivering ELPS strategies within the 90-minute lesson cycle Intended Audience: All core and non-core Provider / Presenter / Person Responsible: Instructional Coaches Professional Development Team Date(s) / Timeframe: each six-week Collaborating Departments: English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Electives, Special Education	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Students will use academic planners to organize their daily learning objectives, assignments, and grades. Teachers will conduct planner checks to monitor student's usage of planners Intended Audience: 10th Grade Students Provider / Presenter / Person Responsible: Instructional Coaches 10th Grade Teachers 10th Grade AP Date(s) / Timeframe: Each Six-Weeks Collaborating Departments: Math, English, Social Studies, Science PLCs Funding Sources: Academic Planners - Title I (211) - 211-11-6399-04N-016-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 and 10th students who meet the grade level benchmark in mathematics on PSAT from 12% to 22% by May 2024.

Increase the percentage of English Language Learners students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 20% by May 2024.

- High Priority**
- Evaluation Data Sources:** MAP Growth
IXL
Interim Assessments
Common Assessments
Walkthrough Observations (Algebra I/Geometry Teachers)

Strategy 1: 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:** Increase in MAP Growth Achievement
Increase in the percentage of students reaching benchmark scores
- Staff Responsible for Monitoring:** AP over Math
Math instructional coach
- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details		Reviews			
Action Step 1: 100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based on curriculum Intended Audience: Math Classrooms Provider / Presenter / Person Responsible: Math AP Math Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

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 15% to 25% by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 25% by May 2024.

High Priority

Evaluation Data Sources: Algebra Passing Rates (By Teacher)
MAP Growth Data (By Teacher)
Interim Assessment
Common Assessment
Walkthrough Observations (Algebra I Teachers)

Strategy 1: 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 the percentage of students reaching "Meets" on Algebra I

Staff Responsible for Monitoring: Math AP
Math Instructional Coach

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

Action Step 1 Details		Reviews			
Action Step 1: By August 31, develop a system of observation and feedback of math instruction aligned to FWISD instructional framework and Math Framework. Intended Audience: Algebra I classrooms Provider / Presenter / Person Responsible: Math Instructional Coach All APs Principal Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

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 71% (2023) to 85% (2024); while they are overperforming the district's CCMR rate of 64% (2023) by 7%).

Evaluation Data Sources: TSIA

Industry Based Certification Earned

SAT/ACT

Early College High School Students ("On Track" to earn Associate Degree)

Texas College Bridge Passing Rate

On Ramps Passing Rate

Strategy 1: Utilize Family Communications and CCR Coach to build partnerships with local businesses aligned with our Programs of Choice/CTE programs.

Strategy's Expected Result/Impact: Incoming 9th graders will stay in the chosen POC pathway and have the opportunity to earn industry-based certifications.

Staff Responsible for Monitoring: Principal

Administrator over CTE





TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: Connect with local businesses to create partnerships Intended Audience: 9th Graders Provider / Presenter / Person Responsible: CCMR Coach Family & Community Outreach Specialist Collaborating Departments: Freshman Success Team	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create a monthly calendar of invited speakers that align with our programs (Career Fridays). Intended Audience: 9th Graders Provider / Presenter / Person Responsible: Family & Community Outreach Specialist CCMR Coach Date(s) / Timeframe: Career day one Friday per month Collaborating Departments: Freshman Success Teams	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Set up monthly field trips for students to visit local businesses that align with our programs College Tours Intended Audience: 9th Graders Provider / Presenter / Person Responsible: Family Outreach and Communication Specialist CCMR Coach Date(s) / Timeframe: Once per month Collaborating Departments: Freshman Success Teams Funding Sources: Student Transportation - Title I (211) - 211-11-6412-04N-016-30-510-000000-24F10 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Host a Program of Choice Selection Fair for 9th-grade students to ensure that every 9th-grader will be able to choose a program Intended Audience: 9th Graders Provider / Presenter / Person Responsible: Post Secondary Specialist Freshman Success Coach Date(s) / Timeframe: September 2023 Collaborating Departments: Freshman Success Team	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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 66% to 75% by May 2024. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61% to 75% by May 2024.

Evaluation Data Sources: 9th Grade ADA

9th Grade Referral Rate

9th Grade Referral Rate by teacher

9th Grade Passing Rate

Teacher Achievement Rate (Grades)

Strategy 1: Build teacher instruction capacity to plan and implement Tier 1 instructions in all core classrooms with differentiated and scaffolded supports, particularly for African American students.

Strategy's Expected Result/Impact: Increase the percentage of students "On Track"

Staff Responsible for Monitoring: Freshman Success Team

AP over 9th Grade

Freshman Success Coach

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Action Step 1: PLC calendar will be created and updated each week to ensure that the communities are regularly focusing on incorporating common activities including, but not limited to; planning/practice, studying student work, using student data, and professional learning. Each month the campus administration will analyze the minutes from the meetings using a campus-created PLC Agenda/Minutes Google form.</p> <p>Intended Audience: All PLCs</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches</p> <p>APs</p> <p>Principal</p> <p>Date(s) / Timeframe: Each six-week</p> <p>Collaborating Departments: All PLCs</p> <p>Funding Sources: Science Teacher - Title I (211) - 211-11-6119-04N-016-30-510-000000-24F10 - \$67,751, Departmental Instructional Supplies - Title I (211) - 211-11-6399-04N-016-30-510-000000-24F10 - \$30,000, Technology for RISE TA's - Title I (211) - 211-11-6396-04N-016-30-510-000000-24F10 - \$7,500</p>				

Action Step 2 Details	Reviews			
Action Step 2: Students will use academic planners to organize their daily learning objectives, assignments, and grades. Teachers will conduct planner checks to monitor student's usage of planners Intended Audience: 9th Grade Students Provider / Presenter / Person Responsible: Freshmen Success Coach Freshmen AP Freshmen Success Team Teachers Date(s) / Timeframe: Each Six-Weeks Collaborating Departments: Freshmen Success Team Funding Sources: Academic Planners - Title I (211) - 211-11-6399-04N-016-30-510-000000-24F10 - \$2,226.42, AVID National Conference - Title I (211) - 211-13-6411-04N-016-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 54% to 75% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by May 2024.





Evaluation Data Sources: Algebra I Passing Rates (Cycle reports-ADQ)
 Algebra I Achievement Rate (By Teacher-Focus Report)
 Walkthrough Observations (Algebra I Teachers)
 Algebra I Teachers observing one-another

Strategy 1: Math lesson plans and observations will be monitored by institutional coaches and assistant principals for systematic Tier 1 instruction and alignment of the curriculum framework.

Strategy's Expected Result/Impact: Increase Algebra I Success Rate

Staff Responsible for Monitoring: Math Instructional Coach
 AP over Math

ESF Levers:
 Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Each math teacher will observe selected teachers each month beginning in September, focusing on the instruct portion of the FWISD CF: Aligned instruction, engagement, and student voice. Observation data will be captured using a google form. Intended Audience: Math Teachers Provider / Presenter / Person Responsible: AP over Math Math Instructional Coach Date(s) / Timeframe: September 2023 - April 2024 Collaborating Departments: Math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 or ACT criteria for CCMR from 4% to 15T% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 1% to 10% by May 2024.

Evaluation Data Sources: TSIA Math/Reading

MAP Growth

Walkthrough Observations (English III, IV, Algebra II, Pre-Cal, Cal)

Strategy 1: Math and English Teachers will conduct multiple activities to educate students on the importance and value of the SAT & ACT assessments

Strategy's Expected Result/Impact: Increased SAT/ACT results

Staff Responsible for Monitoring: APs over math and English

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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) from 42%% to 30% by May 2024.

Evaluation Data Sources: Weekly ADA
Tracking Parent Contacts
of students on attendance trackers
of Warning Letters issued
of SART meetings held
of students completing attendance recovery

Strategy 1: Family and Community Outreach Specialists will make weekly parent contacts, and enroll and train parents on the parent portal app.

Strategy's Expected Result/Impact: Reduction in the number of students with excessive absences

Staff Responsible for Monitoring: Family and Community Outreach Specialists (3)
AP over attendance
Attendance Clerk

ESF Levers:
Lever 1: Strong School Leadership and Planning

Action Step 1 Details		Reviews			
Action Step 1: Parent newsletter will be created and distributed each month to ensure that families are connected to the school community (registration, parent portal, and parent engagement events). Intended Audience: Students with excessive absences Provider / Presenter / Person Responsible: Family and Community Outreach Specialists Principal Date(s) / Timeframe: Monthly Collaborating Departments: Freshman Success Teams Funding Sources: Family Community Outreach Specialist - Title I (211) - 211-61-6119-04L-016-30-510-000000-24F10 - \$65,448, Family Community Outreach Specialist - Title I (211) - 211-61-6119-04L-016-30-510-000000-24F10 - \$65,929, Family Engagement Specialist - Title I (211) - 211-61-6129-04L-016-30-510-000000-24F10 - \$22,284		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: At each 3-week progress report, the Stay in School Coordinator will identify and create a recovery plan for students that are off track with their attendance (warning letter, SART meeting, attendance tracker). Intended Audience: Students with excessive absences Provider / Presenter / Person Responsible: Stay in School Coordinator Family & Community Outreach Specialists AP over Attendance Date(s) / Timeframe: Each 3-Week Progress Report Collaborating Departments: Freshman Success Teams Grade Level SST	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Every six weeks, there will be a check to monitor the percentage of students that completed the required attendance recovery sessions. Intended Audience: Students with excessive absences Provider / Presenter / Person Responsible: AP over Attendance Attendance Clerk Family & Community Outreach Specialists Date(s) / Timeframe: End of every six-week Collaborating Departments: Grade Level SST Freshman Success Team Funding Sources: Attendance Recovery - Title I (211) - 211-61-6116-04L-016-30-510-000000-24F10 - \$8,000, Attendance Recovery - Title I (211) - 211-11-6116-0PD-016-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 by school personnel from 1,151 to 863 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) from 785 to 588 by May 2024.

Evaluation Data Sources: Referrals documented in Strive
% of Teachers awarding House Points (By Department)
of House Leader Meetings





Strategy 1: The House Leaders will calendar the dates/times for House Meetings and Celebration events.

Strategy's Expected Result/Impact: Reduction of student referrals

Staff Responsible for Monitoring: House Leaders
APs and Principal

ESF Levers:
Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: House calendar will be created and updated every six weeks to endure that the House Leaders are regularly focusing on incorporating common activities (student attendance, grades, behavior, credits, and celebrations). Intended Audience: All Houses Provider / Presenter / Person Responsible: House Leaders Date(s) / Timeframe: Every six weeks Collaborating Departments: All House Members (adults) Funding Sources: Student Incentives - Title I (211) - 211-11-6499-04N-016-30-510-000000-24F10 - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Each six weeks the House Leaders will analyze the minutes from the House meetings using a campus-created House Canvas Site. Intended Audience: All Houses Provider / Presenter / Person Responsible: House Leaders APs Principal Date(s) / Timeframe: Each six-weeks Collaborating Departments: All Houses (teachers)	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Monitor the schoolwide participation in implementing the House System strategies (awarding house points, house outings, house leader meetings, and house sway in classrooms/hallways). Intended Audience: All Houses Provider / Presenter / Person Responsible: House Leaders Date(s) / Timeframe: Every six-weeks Collaborating Departments: All House Members (teachers) Funding Sources: HouseMania PD (AP) - Title I (211) - 211-23-6411-04N-016-30-510-000000-24F10 - \$2,500, HouseMania PD - Title I (211) - 211-13-6411-04N-016-30-510-000000-24F10 - \$12,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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) from 30.5% to 20.5% by May 2024.

High Priority

Evaluation Data Sources: Out-of-School Suspensions (Report in Focus)

OCI Placements (Report in Focus)

ISS Placements (Report in Focus)

Walkthroughs evidence of implementation of Fundamental "5" (each six-weeks will have a Look For focus)

Strategy 1: All teachers will participate in completing restorative practice modules

Strategy's Expected Result/Impact: A decrease in the number of suspensions (OSS)





Staff Responsible for Monitoring: APs

Principal

ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details		Reviews			
Action Step 1: Teachers, instructional coaches, and administrators participate in a book study "Fundamental 5" Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coaches APs Date(s) / Timeframe: Each six-weeks Collaborating Departments: All Departments Funding Sources: Fundamental 5 Books - Title I (211) - 211-13-6329-04N-016-30-510-000000-24F10 - \$3,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will engage students in completing Ripple Effects modules during the advisory period Intended Audience: Teachers Provider / Presenter / Person Responsible: APs Principal THRIVE Go Team Date(s) / Timeframe: C Days Collaborating Departments: All Departments	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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 30% to 75% by May 2024.





Evaluation Data Sources: Sign-in Sheets to in-person events each month
Parent Portal Engagement

Strategy 1: Create multiple parent engagement opportunities each six-weeks.

Strategy's Expected Result/Impact: Increase Parent Involvement

Staff Responsible for Monitoring: APs
Family & Community Outreach Specialist

ESF Levers:
Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Train parents on how to engage with the House System App. Intended Audience: Parents Provider / Presenter / Person Responsible: Family & Community Outreach Specialists Date(s) / Timeframe: Ongoing each six-weeks Collaborating Departments: Grade Level SST Freshman Success Team Funding Sources: House App - Title I (211) - 211-61-6396-04L-016-30-510-000000-24F10 - \$3,800, Parent PD Materials - Title I (211) - 211-61-6399-04L-016-30-510-000000-24F10 - \$8,000, Parent engagement Snacks - Title I (211) - 211-61-6499-04L-016-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop a system to track parent participation in all outreach activities. Intended Audience: Parents Provider / Presenter / Person Responsible: Family & Community Outreach Specialists Date(s) / Timeframe: Each six-weeks Collaborating Departments: Grade Level SST Freshman Success Team	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Data Analyst	Data Analyst	211-13-6119-04N-016-30-510-000000-24F10	\$77,909.00
1	2	1	2	Extra duty pay for afterschool	Extra duty pay for PD after hours	211-11-6116-0PD-016-30-510-000000-24F10	\$3,000.00
1	3	1	3	Academic Planners	Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-24F10	\$2,000.00
3	1	1	3	Student Transportation	Transportation costs for students	211-11-6412-04N-016-30-510-000000-24F10	\$15,000.00
3	2	1	1	Technology for RISE TA's	Technology for instructional use	211-11-6396-04N-016-30-510-000000-24F10	\$7,500.00
3	2	1	1	Departmental Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-24F10	\$30,000.00
3	2	1	1	Science Teacher	Title I Teacher	211-11-6119-04N-016-30-510-000000-24F10	\$67,751.00
3	2	1	2	AVID National Conference	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-016-30-510-000000-24F10	\$3,000.00
3	2	1	2	Academic Planners	Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-24F10	\$2,226.42
4	1	1	1	Family Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-016-30-510-000000-24F10	\$65,929.00
4	1	1	1	Family Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-016-30-510-000000-24F10	\$65,448.00
4	1	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-016-30-510-000000-24F10	\$22,284.00
4	1	1	3	Attendance Recovery	Extra duty for family engagement activities after hours	211-61-6116-04L-016-30-510-000000-24F10	\$8,000.00
4	1	1	3	Attendance Recovery	Extra duty pay for PD after hours	211-11-6116-0PD-016-30-510-000000-24F10	\$5,000.00
4	2	1	1	Student Incentives	Snacks or incentives for students	211-11-6499-04N-016-30-510-000000-24F10	\$12,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	3	HouseMania PD	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-016-30-510-000000-24F10	\$12,500.00
4	2	1	3	HouseMania PD (AP)	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-016-30-510-000000-24F10	\$2,500.00
4	3	1	1	Fundamental 5 Books	Reading materials for professional development	211-13-6329-04N-016-30-510-000000-24F10	\$3,000.00
4	4	1	1	Parent PD Materials	Supplies and materials for parental involvement	211-61-6399-04L-016-30-510-000000-24F10	\$8,000.00
4	4	1	1	House App	Technology for family engagement	211-61-6396-04L-016-30-510-000000-24F10	\$3,800.00
4	4	1	1	Parent engagement Snacks	Snacks for parents to promote participation	211-61-6499-04L-016-30-510-000000-24F10	\$5,000.00
Sub-Total							\$421,847.42
Budgeted Fund Source Amount							\$424,739.46
+/- Difference							\$2,892.04
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$21,539.00
+/- Difference							\$21,539.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$8,940.00
+/- Difference							\$8,940.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$2,432.00
+/- Difference							\$2,432.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$30,880.00
+/- Difference							\$30,880.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$16,321.00
+/- Difference							\$16,321.00
Grand Total Budgeted							\$504,851.46
Grand Total Spent							\$421,847.42
+/- Difference							\$83,004.04