

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 009 - Polytechnic HS

Principal: Torrez, Nick

Executive Director: Susan Hernandez

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 92.2

Special Education: 8.8

Dual Language/ESL: 23.7

Gifted and Talented: 9.3

Career and Technology: 86.9

Percentage of at-risk students: 88.1

Percentage of English Language (EL) students: 24.2

Percentage of economically disadvantage students: 89.2

2019-2020 Campus Site-Based Committee

Name	Role
Nick Torrez	Principal
Jamie Cox	Teacher
Kenetha Mathis	Teacher
Lucas O'Neil	Teacher
Perry Pettigrew	Teacher
Adrian Davis	Teacher
Beverly Bell	Parent
James Bell	Parent
Marlel Mora	Parent
Angela Baker	Business Representative
Manuel Espino	Business Representative
Judith Simpson	Community Representative
R. A. Toliver	Community Representative
Susan Roten	District Level Staff
Trine Gonzalez	Campus Non-Teacher Professional
Precious Poullard	Additional Representative Appointment
Alondra Bravo	District Employee Relations Council Representative
Briana Ramirez	District Employee Relations Council Representative
Oke Orieka	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Polytechnic HS. The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 61	59 - Improvement Required
Domain 2: School Progress 68	
Domain 3: Closing The Gaps 39	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. African American students increased in overall percentages of meeting grade level standards.	1. Increase student attendance - absenteeism among students continues to be a concern and matriculation rates have a negative impact on course offerings.	1. Provide training and resources to ensure proper application of the evidence of the five transformation zone levers: coaching and feedback; data-driven instruction; curriculum and alignment; professional learning communities and campus culture.
	2. SpEd and LEP students made progress in Algebra 1 and Social Studies	2. Due to a District consolidation of Language Centers, there has been an increased number of recently identified LEP students.	2. Improve reading, writing and math proficiency across all grade levels.
	3. Diverse student population.	3. Proper identification of student supports and/or placement	3. Provide resources and support instructional and social emotional support for students and staff.
	4.	4.	4. Increase parental awareness of strategies on campus and increase parental involvement to support student academic and social emotional needs.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
Student Achievement	1. Scores for all students increased in U. S. History.	1. Increase student growth in the area of ELA due to being the lowest of all tested areas	11.
	2. On average, all students showed double digit gains in math	2. Offer programs and activities to assist students outside of the regular school day; additional support staff available to students during the school day.	12.
	3.	3. Increase student Lexile scores	13.
	4.	4.	14.
	5.	5.	15.
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	9.	9.	

School Culture and Climate

1.	A majority of parents feel they are treated with respect when they come to school and their students are safe.	1.	Increase teacher attendance rates; improve on celebrating our staff members in creative ways
2.	There is a lack in the sense of urgency/relaxed mindset among students and many staff members in regards to assessments.	2.	Internal conflicts and fighting among high risk student groups resulting in collaboration with community partners to strengthen students social/emotional capacity. Partnerships include, but are not limited to Girls Inc., MBK and MSK
3.	In general, the staff is willing to band together in order to support our students become successful.	3.	Implement SST within each grade level to focus on high risk students in the areas of: attendance, grades and discipline
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Staff Quality/ Professional Development

1.	All team members will receive professional development weekly and attend PLCs each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessment and Feedback, and the Seven Levers of Effective Leadership from Paul Bambrick.	1.	Teachers will implement identified effective evidence of each of the two best practices: Standards Alignment and Formative Assessment and Feedback, and the Seven Levers of Effective Leadership from Paul Bambrick.
2.	The instructional leadership team has received training in Data-Driven Instructional practices and the Six Steps of Effective Feedback. The team is empowered to lead content PLCS to create IPCs, data-tracking systems, and to provide targeted feedback to teachers for improvement.	2.	The instructional leadership team will implement data-driven instructional practices and the six-steps of effective feedback
3.	Staff desire to learn and implement new technology	3.	Improve instructional strategies and strengthen the inclusion/co-teaching model,. specially for new teachers, provide support in understanding IEPs, 504, access data in Eduphoria, Aware, FOCUS, Breaking down TEKS/standards, ELPS, PLD, TELPAS, and other teasing components.
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Curriculum, Instruction, and Assessment

1.	Data analysis by subject area occurs after every benchmark assessment.	1.	Implementation of DDI (Data Driven Instruction)
2.	The instructional leadership team has received training in Data-Driven Instructional practices and the Six Steps of Effective Feedback. The team is empowered to lead content PLCs to create IPCS, data-tracking systems, and to provide targeted feedback to teachers for improvement.	2.	There is a need for all teachers to create and implement a aligned Instructional Planning Calendar aligned to STAAR/EOC expected outcomes and to teach each of the aligned TEKS at the appropriate level of rigor. These systems must be monitored electronically and in person by the Lead Instructional Team.
3.	All team members will receive professional development weekly and attend PLCs each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessment and Feedback, and the Seven Levers of Effective Leadership from Paul Bambrick.	3.	Teachers need to create aligned formative assessment and employ all outlined evidence of the two best Practices within their PLCs.
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Family and Community Involvement

1.	Based on District parent surveys, a majority feel that they are welcome at school.	1.	Explore creative ways to increase parental participation.
2.	One-third of parents have signed up for the parent portal.	2.	Monitor frequent updating of information
3.	Multiple social media platforms were created/utilized to communicate effectively with parents	3.	
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School Context and Organization

1.	The campus has 4 APs, a Data Analyst, and 3 Instructional Specialists to support teaching and learning	1.	There is a need to support the new and returning teachers to the campus.
2.	All team members will receive professional development weekly and attend PLCs each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessment and Feedback, and the Seven Levers of Effective Leadership from Paul Bambrick.	2.	Monitor DDI implementation
3.	SBDM; SST; PLC; Administrative, Leadership, Instructional, Attendance, Counselor, Faculty and Safety Meetings, are held on a regular basis	3.	Ensuring the implementation of and monitoring DDI practice
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Academic Excellence Goals

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

Campus Name: 009 - Polytechnic HS

Principal: Torrez, Nick

Executive Director: Susan Hernandez

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline	
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.			46.10		56	
	College and Career Readiness - The number of students passing recommended professional certifications in CTE				83	120	EOY
	Achievement gap - Increase the percentage of students at the Meets level			14%		25%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	(TZ Lever 3 and 4) : Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback:	Action: PD to establish planning and PLCs routines utilizing the Planning Map Action: TEKS are clustered appropriately by six weeks, Lead4Ward, and to STAAR Action: All teachers are following an aligned 6 weeks IPC Action: attend Lead4Ward PD in Austin Action: based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, supplies, extra duty pay and/or contracted services	Instructional Leadership	5/28/2020	School Improvement	5,000	On Target	
2 Title I	(TZ Lever 5) : Need for leadership development programs to build the capacity of campus leadership teams	Action: PD to establish and communicate clear roles and responsibilities from the campus administration to the team Action: PD focuses on building the capacity of the principal, assistant principals, teacher leaders, and instructional coaches through data-driven instruction and coaching and feedback training Action: based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, supplies, extra duty pay and/or contracted services	Instructional Leadership	5/28/2020	School Improvement	5,000	On Target	
3 Title I	(TZ Lever 1): Integration of a cohesive and consistent coaching and feedback model to improve the leadership capacity of all team members	Action: Establishment of and ILT Action: Training regarding the Feedback Loop, Six Steps for Effective Feedback, and Coaching Waterfall Action: Integration of an Action Step Tracker to track each teacher's action step and to align ILT meetings and support Action: based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, supplies, extra duty pay and/or contracted services	Instructional Leadership	5/28/2020	School Improvement	5,000	On Target	

4	Title I	(TZ Lever 2): Integration of a cohesive and consistent Data-Driven Instruction model to improve the leadership capacity of all team members	Action: All team members will receive training and implement the DDI Calendar Map Action: All team members will receive training and implement the Data Analysis Meeting on a weekly basis Action: All team members will receive training and implement an aligned Week-by-Week reteach calendar and six-week IPC Action: based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, supplies, extra duty pay and/or contracted services	Instructional Leadership	5/28/2020	School Improvement	5,000	On Target	
5	Title I	(Title 1 components: 1,2, 8, 10): Increase enrollment in CTE and certifications	Action: Aggressive recruitment (including at our feeder middle schools) through face-to-face visits, social and print media Action: Exposing students to real-world and hands-on experiences	Teacher(s)	5/28/2020	CTE	27,167	On Target	
6	Title I	(Title 1 components: 1,2, 8, 10): Increase enrollment in JROTC	Action: Aggressive recruitment (including at our feeder middle schools) through face-to-face visits, social and print media Action: Exposing students to real-world and hands-on experiences	Teacher(s)	5/28/2020	Local (Basic Allotment)	3,000	On Target	
7	Title I	(Title 1 components: 1, 2, 3, 4, 5, 8, 9, 10): Implementation of PLC's and DDI strategies.	Action: Hire Instructional Specialist to assist with PLC's and implementation of DDI strategies Action: Tiered incentives for EOC teachers based on participation and various student assessment results	Instructional Leadership	5/28/2020	FWCP	269,658	On Target	
8	LEP	(Title one components: 3, 4): Increase enrollment in Advanced Placement, Dual Credit and OnRamps courses	Action: identify students through various assessment data points, and increase performance on TSI	Other	5/28/2020	Gifted & Talented	808	On Target	
9	Title I	(Title one components: 1, 2, 3, 4, 5, 8, 9): Increase student achievement among at risk students	Action: Purchase necessary equipment, supplies and extra duty pay in order to accelerate instruction of students at risk of not graduating on time	Teacher(s)	5/28/2020	SCE	12,879	On Target	
10	Title I	(Title one components: 1, 2, 3, 4, 5, 8, 9): Increase the percentage of students at the Meets level	Maintain a Title one teacher to help improve instruction and reduce class sizes for high needs students	Principal	5/29/2020	Title I	54,000	On Target	
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 009 - Polytechnic HS

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	18%	23%	EOY
	Increase the number of students of students who increase one proficiency level on TELPAS	70	116	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	(TZ Lever 3 and 4): Integration of high quality, consistent lesson plan expectations with accountability measures for staff (e.g. data tracking, reteach tracking, growth targets). Additionally, communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff.	<p>Action: Establish PLC norms, lesson plan review, including formative assessments, model lessons, teachers practice implementation and embedded data monitoring practices for daily PLCs</p> <p>Action: Provide communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff</p> <p>Action: PD for T-TESS support; based on the activity, funding will be used for substitutes, travel, extra duty pay and/or contracted services</p>	Instructional Leadership	5/28/2020	Title I	7,015	On Target	
2 Title I	(TZ Lever 3 and 4): Integration of conceptual math curriculum with a coaching and feedback cycle	<p>Action: Math PD to create IPCs and select high leverage TEKS, and classroom observations following professional development to ensure integration of standards and alignment and formative assessment and feedback (best practices) each six weeks. Funding for supplies, travel, extra duty pay, subs, contracted services</p> <p>Action: Teachers will plan with Carnegie Learning to align instructional activities and assessments to state standards.</p>	Instructional Leadership	5/28/2020	Title I	25,000	On Target	
3 Title I	(TZ Lever 3 and 4) : Integration of comprehensive literacy curriculum and a coaching and feedback cycle	<p>Action: Training to create IPCs and select high leverage TEKS,</p> <p>Action: Classroom observations following PD to ensure integration of best practices.</p> <p>Action: Integrating literacy stations to enhance small group instruction and implementation of a scripted, secondary curriculum</p> <p>Action: Based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, extra duty pay, supplies, and/or contracted services</p>	Instructional Leadership	5/28/2020	School Improvement	10,000	On Target	
4 LEP	(Title one components: 1, 2, 3, 4, 5, 8, 9): Improve instruction for Bilingual students	<p>Action: Headphones and wireless presenters for students in need of testing accommodations</p> <p>Action: Cross-curricular planning with an ELA focus on foundational strategies and incorporate projects utilizing digital cameras and ipads where students incorporate skills and strategies in multiple mediums</p> <p>Action: PD will be provided on teaching strategies for LEP students; funding will cover substitutes, travel, extra duty pay, and/or contracted services</p>	Instructional Leadership	5/28/2020	Bilingual	2,235	On Target	

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 009 - Polytechnic HS

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	328	428	EOY
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	333	222	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	3	6	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	(TZ Lever 5): Students and teachers will implement components of the Staff and Student Culture Rubric	Action: PD prior to the opening of school for application and training on the culture rubric and to practice routines and systems Action: Systems and Routines are aligned to the Vision and Values Action: based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, extra duty pay and/or contracted services	Teacher(s)	5/28/2020	Title I	6,000	On Target	
2 Title I	(TZ Lever 5): Increase positive communication with stakeholders	Action: Provide all parents an opportunity to sign up for Parent Portal Action: Parent/Guardian Open House twice a year (Spring and Fall) and monthly/bi-monthly parent and community outreach meetings; partner with a parent engagement program - with snacks	Instructional Leadership	5/28/2020	Title I	2,000	On Target	
3 Title I	(TZ Lever 5) : Need for leadership development programs to build the capacity of campus leadership teams	Action: PD prior to the opening of school to establish and communicate clear roles and responsibilities from the campus administration to the team Action: PD focuses on building the capacity of the principal, assistant principals, teacher leaders, and instructional coaches through data-driven instruction and coaching and feedback training Action: based on the activity, PD funding will be used to cover expenses incurred due to substitutes, travel, extra duty pay and/or contracted services	Instructional Leadership	5/28/2020	Local (Basic Allotment)	28,000	On Target	

4	Title I	(TZ Lever 5): Improve student leadership opportunities to promote social and emotional connections, academics, and other programs based on student choice and need	Action: Building Assets and Reducing Risks (BARR) / Betty Ford Foundation \$55,000 per year to cover SEL curriculum taught by content teachers on a weekly basis, coaching for SEL teacher leads, programming support, and travel expenses. A BARR coach is assigned to Poly to build the leadership capacity of 11 team members to drive the SEL work for year one and two. The curriculum and coaching is adjusted based on student need. The 2019-2020 school year begins with 9th graders	Student Support Services	5/28/2020	Local (Basic Allotment)	52,547	On Target
5	Title I	(Title 1 component: 1, 2, 3, 4, 5, 6, 8, 9, 10): Increase matriculation rates	Action: conduct regular grade-level SST and BARR team meetings addressing high-risk students in the areas of - attendance, grades, and discipline Action: Increase access for students to participate in off-campus extended learning opportunities including, but not limited to college visits, grade-level camps and real world application of TEKS	Other	5/28/2020	Title I	43,900	On Target
6	Title I	(Title one components: 1, 2, 3, 4, 5, 8, 9): Improve instruction for Special Education and Bilingual students	Action: Maintain Data Analysis position to assist with DDI strategies	Other	5/28/2020	Title I	68,280	On Target
7	Title I	(Title one components: 1, 2, 3, 4, 5, 8, 9): Improve instruction for Special Education and Bilingual students	Action: Purchase general supplies for student instruction and grade-level camps	Instructional Leadership	5/28/2020	Title I	7,810	On Target
8	Title I	(TZ Lever 5): Increase positive communication with stakeholders	Action: Hire a Family Communication and Community Outreach Specialist to assist with engaging our whole school community in an effort to increase involvement and student achievement.	Instructional Leadership	6/5/2020	Title I	54,000	On Target
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

009 - Polytechnic HS

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 83,547.00	\$ 12,879.00	\$ 27,167.00	\$ 2,235.00	\$ 808.00	\$ 9,418.00	\$ 327,205.50	\$ 463,259.50

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Torrez, Nick

Executive Director: Susan Hernandez

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 3,000.00	\$ 12,879.00	\$ 27,167.00	-	\$ 808.00	-	\$ 54,000.00	\$ 97,854.00
Mission	-	-	-	\$ 2,235.00	-	\$ 9,418.00	\$ 91,215.00	\$ 102,868.00
Learning Environment Goals	\$ 80,547.00	-	-	-	-	-	\$ 181,990.00	\$ 262,537.00
Total Allocated	\$ 83,547.00	\$ 12,879.00	\$ 27,167.00	\$ 2,235.00	\$ 808.00	\$ 9,418.00	\$ 327,205.00	\$ 463,259.00
Percent Budgeted	100%	100%	100%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 269,658.00	\$ 60,000.00	-	\$ 329,658.00