

Fort Worth Independent School District

016 O.D. Wyatt High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Early Literacy 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.	11
Goal 2: Early Math 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.	16
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	18
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	22
Site-Based Decision Making Committee	26
Campus Funding Summary	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment: 1,541 9th - 440, 10th - 426, 11th - 305, 12th - 357

Economically Disadvantage: 96%

A.A.

Hispanic

Community Parntership: Fort Worth Children Partnership, T3, Worth Baptist Church, Metro Ministries

Demographics Strengths

Building on Community Partnerships - Chosen Vessel Church has agreed to begin a partnership next fall

Description of School Strengths:

- We have a diverse population of race and ethnic groups.
- Increased enrollment overall
- Increased enrollment in ECHS
- Only traditional ECHS in the district

Description of School Needs:

- Increased interventions to address the social and emotional needs of students.
- Increased interventions to address growing numbers of economically disadvantaged and EL students.
- Increase professional development for sub-pops, cultural awareness and diversity training for staff
- Increase employment of bilingual teachers/staff to close the gaps of learning and vocabulary with the EL population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The seniors have decreased in their CCMR rating performance from 47% (2019) to 24% (2021); while they are underperforming the district's CCMR rating of 53% (2019) **Root Cause:** Not having mapped out plan of success for each student upon their entrance to 9th grade.

Student Learning

Student Learning Summary

Benchmark Results

	App.	Meets	Masters
Algebra I	50%	21%	12%
English I	35%	19%	1% (October)
English I	47%	35%	4% (February)
Biology	67%	36%	14%
English II	33%	19%	0%
English II	52%	36%	2%
U.S. History	64%	40%	22%

ELs Benchmark Results

	App.	Meets	Masters
English I	26%	13%	1% (October)
English I	44%	34%	3% (February)
English II	21%	9%	0% (October)
English II	38%	27%	0% (February)

Student Learning Strengths

Improvement in English II and Biology from last year's benchmarks

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects.

Root Cause: Lack of school-wide interventions in all classrooms for ELLs.

School Processes & Programs

School Processes & Programs Summary

- PLCs meet every other day
- Campuswide Lesson Plan Template
- Campus Leadership Team
- Created Departmental Questions for potential candidates (teacher, office staff, counselor, data analyst)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has increased in meeting the TSI criteria from 10% (2018) to 17% (2019); however they are still underperforming the state average of 42% (2019). **Root Cause:** Lack of school-wide plan that aligns each part of the TSI test with the high leverage course.

Perceptions

Perceptions Summary

- Campuswide book study - Move Your Bus

- Monthly #Runner Award Winners (decribed in the Move Your Bus Book)

- Student Panarma Survey Results

Supportive Relationships - 78%

Diversity and Inclusion - 63%

Social Awareness - 55%

Teacher-Student Relationships - 52%

Emotion Regulation - 45%

Sense of Belonging - 38%

Engagement - 26%

- Teacher panaram Survey Results

Educationg All Students - 75%

Inviting Work Environment - 74%

Staff-Leadership Relationships - 60%

Cultural Awareness and Action - 59%

Feedback and Coaching - 56%

Faculty Growth Mindset - 51%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 35% of students required attendance recovery opportunities. **Root Cause:** Students missed the 90% attendance rate due to moving to the new block schedule.

Priority Problem Statements

Problem Statement 1: The seniors have decreased in their CCMR rating performance from 47% (2019) to 24% (2021); while they are underperforming the district's CCMR rating of 53% (2019)

Root Cause 1: Not having mapped out plan of success for each student upon their entrance to 9th grade.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects.

Root Cause 2: Lack of school-wide interventions in all classrooms for ELLs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus has increased in meeting the TSI criteria from 10% (2018) to 17% (2019); however they are still underperforming the state average of 42% (2019).

Root Cause 3: Lack of school-wide plan that aligns each part of the TSI test with the high leverage course.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 35% of students required attendance recovery opportunities.

Root Cause 4: Students missed the 90% attendance rate due to moving to the new block schedule.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Early Literacy

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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 19% to 26% by May 2022.

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 11 % to 25 % by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: English I STAAR/EOC
PSAT Fall 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in all core areas with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in Tier 1 instruction.</p> <p>100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on curriculum framework.</p> <p>90% of lesson planed will identify scaffolded supports for African American students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instruction Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Region XI - ELL Training - SCE (199 PIC 24) - 199-13-6239-001-016-24-243-000000- - \$5,000, - Title I (211) - 211-11-6116-0PD-016-30-510-000000-22F10 - \$15,000, - Title I (211) - 211-13-6119-04N-016-30-510-000000-22F10 - \$70,178.35, 9th Grade Success Institute Training - Title I (211) - 211-13-6499-04N-016-30-510-000000-22F10</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects. Root Cause: Lack of school-wide interventions in all classrooms for ELLs.</p>





Goal 1: Early Literacy

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 34% to 45% by May 2022.

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 31% to 41% by May 2022.

Evaluation Data Sources: English I Benchmarks: Fall 2021/Spring 2022
2022 STAAR/EOC English I

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in all core areas with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in Tier 1 instruction.</p> <p>100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on curriculum framework.</p> <p>90% of lesson planed will identify scaffolded supports for African American students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instruction Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-11-6129-021-016-30-510-000000-22F10 - \$27,686.55, - Title I (211) - 211-11-6399-04N-016-30-510-000000-22F10 - \$20,000, AVID Summer Institute - Title I (211) - 211-13-6499-04N-016-30-510-000000-22F10 - \$4,250, - Title I (211) - 211-11-6112-0PD-016-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects. **Root Cause:** Lack of school-wide interventions in all classrooms for ELLs.

Goal 1: Early Literacy


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.


Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 32.4% to 43% by May 2022.


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 30.2% to 40% by May 2022.


Evaluation Data Sources: English II Benchmarks: Fall 2021/Spring 2022
2022 STAAR/EOC English II

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in all core areas with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in Tier 1 instruction.</p> <p>100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on curriculum framework.</p> <p>90% of lesson planed will identify scaffolded supports for African American students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instruction Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: College Tours - SCE (199 PIC 24) - 199-11-6412-001-016-24-243-000000- - \$7,000, Core Content tutoring - Title I (211) - 211-11-6116-04N-016-30-510-000000-22F10 - \$8,000, Summit K-12 - Title I (211) - 211-11-6396-04N-016-30-510-000000-22F10 - \$13,000, - Title I (211) - 211-11-6399-04N-016-30-510-000000-22F10 - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

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Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects. **Root Cause:** Lack of school-wide interventions in all classrooms for ELLs.





Goal 2: Early Math

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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 4% to 14% by May 2022.

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 2022.

Evaluation Data Sources: 2021 PSAT (October)

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in math classrooms with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in Tier 1 instruction.</p> <p>100% of math lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on curriculum framework.</p> <p>90% of lesson planed will identify scaffolded supports for African American students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Early Math

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 62% to 72% by May 2022. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 58% to 68% by May 2022.

Evaluation Data Sources: 2022 STAAR/EOC Algebra I
District Benchmarks: Fall 2021/Spring 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in math classrooms with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in Tier 1 instruction.</p> <p>100% of math lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on curriculum framework.</p> <p>90% of lesson planed will identify scaffolded supports for African American students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects. Root Cause: Lack of school-wide interventions in all classrooms for ELLs.</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 23% to 35% by May 2022.

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 16% to 26% by May 2022.

Evaluation Data Sources: TSI Math and Reading
 Industry Based Certification
 SAT/ACT
 AP results

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in all core classrooms with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 50% of seniors will earn one of the CCMR indicator by December 2021. 75% of seniors will earn one of the CCMR indicator by June 2022.</p> <p>Staff Responsible for Monitoring: Data analyst Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - Title I (211) - 211-11-6119-04N-016-30-510-000000-22F10 - \$62,973.62</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 3: CCMR





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

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 8% to 20% by May 2022. 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 2% to 15% by May 2022.

Evaluation Data Sources: Attendance Rate
Failure Rate each six-weeks

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in all core classrooms with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 85% of 9th grade students will pass all core classes.</p> <p>85% of 9th grade students will earn six or more credits.</p> <p>Staff Responsible for Monitoring: 9th Grade Success Team 9th Grade Success Coach 9th Grade AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: The campus has increased in meeting the TSI criteria from 10% (2018) to 17% (2019); however they are still underperforming the state average of 42% (2019). Root Cause: Lack of school-wide plan that aligns each part of the TSI test with the high leverage course.</p>

Goal 3: CCMR

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

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from ___% to ___% by May 2022.

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 ___% to ___% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instruction capacity to plan and implement systemic Tier 1 instruction in math classrooms with differentiated and scaffolded supports particularly for African American students.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in Tier 1 instruction.</p> <p>100% of math lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based on curriculum framework.</p> <p>90% of lesson planed will identify scaffolded supports for African American students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Staff Responsible for Monitoring: Instruction Coaches Assistant Principals Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
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Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The campus has increased in meeting the TSI criteria from 10% (2018) to 17% (2019); however they are still underperforming the state average of 42% (2019). Root Cause: Lack of school-wide plan that aligns each part of the TSI test with the high leverage course.</p>

Goal 3: CCMR

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

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 2% to 10% by May 2022. 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 2022.

Evaluation Data Sources: SAT & ACT Results

Goal 4: Learning Environment (based on the BOE constraints)





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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 42% to 30% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 30% by May 2022.

Evaluation Data Sources: Average Daily Attendance
Attendance Recovery

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase stakeholder awareness of the importance of school attendance and prioritize the campus attendance plan with incentives every grading cycle.</p> <p>Strategy's Expected Result/Impact: 100% of student absences will be tracked daily with information being shared with 9th Success Team and all PLCs.</p> <p>100% of absent students will receive phone calls regarding absenteeism.</p> <p>100% of students and parents will receive information regarding attendance policies, goals monitoring and incentives</p> <p>Staff Responsible for Monitoring: ILT Family Communication Specialist SART Committee Attendance Committee Classroom teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 9th Success Team Planning - Title I (211) - 211-13-6116-04N-016-30-510-000000-22F10 - \$3,163.12</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The campus has increased in meeting the TSI criteria from 10% (2018) to 17% (2019); however they are still underperforming the state average of 42% (2019). Root Cause: Lack of school-wide plan that aligns each part of the TSI test with the high leverage course.</p>

Goal 4: Learning Environment (based on the BOE constraints)





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

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 52% to 70% by May 2022.

Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 70% by May 2022.

Evaluation Data Sources: Panorama Survey Fall 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, social and emotional needs.</p> <p>Strategy's Expected Result/Impact: 100% of classroom to receive weekly socio-emotional support lessons.</p> <p>100% of classrooms to receive instructional support grounded in having a growth mindset.</p> <p>100% of students and staff will receive professional development in restorative practices.</p> <p>Staff Responsible for Monitoring: Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Transition Camp supplies - SCE (199 PIC 24) - 199-11-6399-001-016-24-243-000000- - \$5,354, Tutoring/House Events - Title I (211) - 211-11-6499-04N-016-30-510-000000-22F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The seniors have decreased in their CCMR rating performance from 47% (2019) to 24% (2021); while they are underperforming the district's CCMR rating of 53% (2019) Root Cause: Not having mapped out plan of success for each student upon their entrance to 9th grade.</p>





Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 4% to 3% by May 2022.

Evaluation Data Sources: Suspension data

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, social and emotional needs.</p> <p>Strategy's Expected Result/Impact: 50% of teachers will implement will implement restorative practice protocol.</p> <p>By the end of the year there will be 30% reduction in referrals specifically in the 9th and 10th grades.</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-61-6119-04L-016-30-510-000000-22F10 - \$118,292</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus did not reach the TELPAS rating of 42% year's growth and are showing little academic success in all core content subjects. Root Cause: Lack of school-wide interventions in all classrooms for ELLs.</p>





Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 90% by May 2022.

Evaluation Data Sources: District Parent Survey - Fall 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate positive perception of school community through collaboration, communication and workshops. Strategy's Expected Result/Impact: 100% student celebrations every six-weeks by each grade level.</p> <p>End of Year Survey will show a 20% increase in stakeholder satisfaction.</p> <p>PTA will show a 50% increase in stakeholder activities by the end of the year.</p> <p>100% of parents will receive monthly communication from the school</p> <p>30% of parents will participate in school workshops.</p> <p>Staff Responsible for Monitoring: Family Communication Specialist Assistant Principals</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-31-6499-04N-016-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-61-6129-04L-016-30-510-000000-22F10 - \$32,403.36, - Title I (211) - 211-61-6119-04L-016-30-510-000000-22F10 - \$50,373, - Title I (211) - 211-61-6499-04L-016-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The campus has increased in meeting the TSI criteria from 10% (2018) to 17% (2019); however they are still underperforming the state average of 42% (2019). Root Cause: Lack of school-wide plan that aligns each part of the TSI test with the high leverage course.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Njodzi Bwerinofa	Teacher-Science
Classroom Teacher 2	James Esters	Teacher-JROTC
Classroom Teacher 3	Irving Grant	Teacher-JROTC
Classroom Teacher 4		
Professional Non-Teaching Staff	Natasha Gray	Data Analyst
Community Representative 2	Tony Stewart	Worth Baptist
Business Representative 1		
Business Representative 2		
DERC Representative 1		
DERC Representative 2		
Additional Representative (optional)	Tamika Townsend	CCMR Coach
Professional District-Level Staff		
Parent 1		
Parent 2		
Parent 3		
Community Representative 1	Reyunia Holmes	Boys and Grils Club

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-016-30-510-000000-22F10	\$15,000.00
1	1	1		Data Analyst	211-13-6119-04N-016-30-510-000000-22F10	\$70,178.35
1	1	1	9th Grade Success Institute Training	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-016-30-510-000000-22F10	\$0.00
1	2	1		Science Lab Assistant	211-11-6129-021-016-30-510-000000-22F10	\$27,686.55
1	2	1		Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-22F10	\$20,000.00
1	2	1	AVID Summer Institute	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-016-30-510-000000-22F10	\$4,250.00
1	2	1		Subs for professional development	211-11-6112-0PD-016-30-510-000000-22F10	\$3,000.00
1	3	1	Core Content tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-016-30-510-000000-22F10	\$8,000.00
1	3	1	Summit K-12	Technology for instructional use	211-11-6396-04N-016-30-510-000000-22F10	\$13,000.00
1	3	1		Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-22F10	\$25,000.00
3	1	1		Title I Teacher	211-11-6119-04N-016-30-510-000000-22F10	\$62,973.62
4	1	1	9th Success Team Planning	Extra duty for summer planning (off contract days)	211-13-6116-04N-016-30-510-000000-22F10	\$3,163.12
4	2	1	Tutoring/House Events	Snacks or incentives for students	211-11-6499-04N-016-30-510-000000-22F10	\$7,000.00
4	3	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-016-30-510-000000-22F10	\$118,292.00
4	4	1		Virtual registration for Counselor (PD)	211-31-6499-04N-016-30-510-000000-22F10	\$5,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1		Family Engagement Specialist	211-61-6129-04L-016-30-510-000000-22F10	\$32,403.36
4	4	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-016-30-510-000000-22F10	\$50,373.00
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-016-30-510-000000-22F10	\$2,500.00
Sub-Total						\$467,820.00
Budgeted Fund Source Amount						\$467,820.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Region XI - ELL Training	Contracted regional education service center (no PD)	199-13-6239-001-016-24-243-000000-	\$5,000.00
1	3	1	College Tours	Transportation costs for students	199-11-6412-001-016-24-243-000000-	\$7,000.00
4	2	1	Transition Camp supplies	Supplies and materials for instructional use	199-11-6399-001-016-24-243-000000-	\$5,354.00
Sub-Total						\$17,354.00
Budgeted Fund Source Amount						\$17,354.00
+/- Difference						\$0.00
Grand Total						\$485,174.00