

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Torrez, Nick

Campus Name: 009 - Polytechnic HS

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 21.21

Special Education: 8.9

Dual Language/ESL: 28.3

Gifted and Talented: 8

Career and Technology: 88

Percentage of at-risk students: 77

Percentage of English Language (EL) students: 29

Percentage of economically disadvantage students: 93.7

2020-2021 Campus Site-Based Committee

Name	Role
Torrez, Nick	Principal
Byrd, Ronald	Teacher
Mathis, Kennetha	Teacher
Pettigrew, Perry	Teacher
Reimer, Zach	Teacher
Henderson, Tiffany	Parent
Mora, Marlel	Parent
Tasby, Chonqualia	Parent
Baker, Angela	Business Representative
Garcia, Alondra	Business Representative
Simpson, Judith	Community Representative
Toliver, R. A.	Community Representative
Rhoten, Susan	District Level Staff
Olmos, Ruben	Campus Non-Teacher Professional
Catala, Ryan	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Polytechnic HS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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 69	76 - C
Domain 2: School Progress 78	
Domain 3: Closing The Gaps 70	

Campus Distinction Designations

Academic Achievement in Mathematics: 1

Academic Achievement in Science: 1

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 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest 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 PD, resources and support to ensure proper application of the five ESF levers, six-steps of Effective Feedback, and seven levers of Effective Leadership from Paul Bambrick; coaching and feedback; data-driven instruction; curriculum and alignment; professional learning communities and campus culture. Training/Professional Development opportunities occurring on and off campus along with conferences and travel related expenses.
	2. SpEd and LEP students made progress in Algebra 1 and U.S. History	2. Due to District consolidation of Language Centers, there has been an increased number of recently identified LEP students	
	3. Diverse student populations	3. Proper identification of student support and/or placement	
Student Achievement	1. Scores for all students increased in U.S. History	1. Increase student growth in the areas of ELA due to being on of the lowest tested areas; increase student Lexile scores	2. Improve reading, writing, and math proficiency across all grade levels with focuses placed on students classified as English Learners, Special Education, African American, Hispanic, and Economically Disadvantage
	2. On average, all students showed double-digit gains in math	2. Offer programs, activities and enrichments to assist students outside of the regular school day; additional support staff available to students during the school day	
	3.	3. Increase the number of non-teaching staff and utilize them to assist with home-school communication when planning for and implementing extended learning opportunities.	3. Provide resources, instructional and social emotional support for all students and staff during and beyond the school day with applicable faculty/staff extra-duty pay and purchasing of additional technology and application subscriptions.
			4. Provide resources to increase parental and community awareness of strategies and events on campus and increase parental and community involvement to support student academic and social emotional needs.
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 student and teacher attendance rates; improve and increase ways to celebrate student, faculty and staff; gains in various achievement data-point areas like local, district, state and national assessments; hire additional support staff to assist in managing newly created systems - especially systems that have adjusted due to implementation of Covid-19 policies.	5.
	2. Through PLC's and ILT, there is a culture of collaboration where feedback is welcomed and school leadership is responsive to the needs of the campus.	2. Internal conflicts and fighting among high rest students groups resulting in collaborating with community partners to strengthen students social/emotional capacity, Partnerships include, but are not limited to Girls Inc., MBK, MSK, and Helping Hands	
	3. Thorough the Culture Committee, Student Council and Campus Equity Teams, the campus has developed a campus of inclusiveness.	3. Implement SST within each grade level to focus on high risk students in the areas of: attendance, grades and discipline	

Staff Quality/ Professional Development	1. All team members will receive professional development weekly and attend PLC's each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessments and Feedback, and the Seven Levers of Effective Leadership	1. Teachers will implement identified effective evidence of each of the two practices: Standards Alignment and Formative Assessments 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 PLC's to create IPC's, data-tracking systems and to provide targeted feedback to teachers for implantation	2. Establishment of systems for teaching/training students to utilize District provided emails, access to utilized at-home learning platforms
	3. Staff desire to learn and compliment new technology	3. The Instructional Leadership Team will implement data-driven instructional practices and the six-steps of effective feedback. Improve instructional strategies and strengthen the inclusion/co-teacher model. Specifically for new teachers, provide support in understanding concepts/processes for: IEP's, 504's, access data in Eduphoria, Aware, Focus, breaking down TEKS/Student Standards, ELP's, PLD, TELPAS, and other testing components.
Curriculum, Instruction, and Assessment	1. Data analysis by subject area occurs after every benchmark assessment	1. Implementation of DDI (Data Driven Instruction), K-12 Summit TELPAS program; Texas Resource System (TRS) for lesson planning and assessment alignment; five Chromebook carts for implementation the program; five laptop carts for current programs where ChromeBooks are not compatible
	2. The Instructional Leadership Team (ILT) has received training in Data-Driven Instructional practices and the Six Steps of Effective Feedback. The team is empowered to lead content PLC's to create IPC's, data-tracking systems and to provide targeted feedback to teachers for improvement	2. Teacher creation and implementation of an aligned Instructional Planning Calendar (IPC) to EOC expected outcomes and to teach each of the aligned TEKS at the appropriate level of rigor. Create aligned formative assessments and employ all outlined evidence of the campus's two instructional foci within PLC's. These systems monitored electronically and in person by ILT members.
	3. All team members will receive professional development weekly and attend PLC's each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessments and Feedback, and the Seven Levers of Effective Leadership	3. Given challenges associated with implementing COVID-19 polices and its effect on delivering effective instruction through multiple platforms and implementation of multiple school initiatives, purchasing of additional technology and application subscriptions becomes vital.
Family and Community Involvement	1. Based on District parent surveys, a majority feel they are welcomed at school	1. Explore creative ways to increase parental participation, including, but no limited to utilizing apps like Remind
	2. One-third of parents have signed up for the parent portal	2. Increase the number of non-teaching staff and utilize them to assist with home-school and community communication and events and monitor frequent updates of information
	3. Multiple social media platforms were created/utlized to communicate effectively with parents	3. Increase awareness and training of parents to support in at-home learning

School Context and Organization

1.	The campus has 4 AP's, a Data Analyst, and 3 Instructional Specialists to support teaching and learning	1.	There is a need to support new and returning teachers to the campus
2.	All team members will receive professional development weekly and attend PLC's each day. Professional development targets are aligned to Effective Schools Frameworks (ESF) Best Practices: Standards Alignment and Formative Assessment and feedback, and the Seven Levers of Effective Leadership	2.	Implementation and monitoring of programs like DDI, K-12 Summit for TELPAS, Teaching Trust, Building Assets, Reducing Risks (BARR), Carnegie, Scholastics, T3...
3.	SBDM; SST; PLC; Administrative, Leadership, Instructional, Attendance, Counselor, Faculty and Safety Meetings are held on a regular basis	3.	Provide support for teachers navigating challenges as a result of COVID-19 implemented policies, adjustments to instruction, assessments, student engagement and meetings have created communication challenges. We have had a temporary decline in internet connectivity due to construction and end of the year District malware attack. In addition to implementing the following initiatives: TRS (Texas Essential Knowledge and Skills Resource System), Teaching Trust, Carnegie, Scholastics, and BARR (Building Assets and Reducing Risk), we have also added an additional program of P-TECH and partnership with Fort Worth Children Partnership called T3. Inequalities in device availability, access and distribution to students and staff have amplified all challenges.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	75.70	--	47	
	CCMR - Increase the number of students passing recommended professional certifications in CTE			83	120	EOY
	Achievement Gap - Increase the percentage of students at the Meets level		33		35	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback.	PD prior to the start of school and throughout the year to establish planning and PLC routines utilizing planning maps; TEKS are clustered appropriately by six weeks, Lead4Ward, and to STAAR; Teachers follow an aligned six-weeks Instructional Planning Calendar (IPC); Teachers attend applicable PD like Lead4Ward	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder	6/18/2021	Title I	1,000		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined on all EOC exams.
2 Title I	Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback.	Based on the activity, PD and supplies funding will be used to covered expenses incurred due to substitutes, travel, extra duty pay and/or contracted services	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder	6/18/2021	Title I	1,000		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined on all EOC exams.
3 Title I	Leadership development programs to build the capacity of campus leadership teams	PD to establish and communicate clear roles and responsibilities from the campus administration to the team	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	500		[ESF 5.1 and 4.1] By June 2021, teacher leaders will increase in understanding of culturally response practices to improve overall school culture, teacher retention and student achievement resulting in an increase in end of year assessment results by a combined 5% on all exams.

4	Title I	Leadership development programs to build the capacity of campus leadership teams	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	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	500	[ESF 5.1 and 4.1] By June 2021, teacher leaders will increase in understanding of culturally response practices to improve overall school culture, teacher retention and student achievement resulting in an increase in end of year assessment results by a combined 5% on all exams.
5	Title I	Leadership development programs to build the capacity of campus leadership teams	Based on the activity, PD and supplies funding will be used to covered expenses incurred due to substitutes, travel, extra duty pay and/or contracted services	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,000	[ESF 5.1 and 4.1] By June 2021, teacher leaders will increase in understanding of culturally response practices to improve overall school culture, teacher retention and student achievement resulting in an increase in end of year assessment results by a combined 5% on all exams.
6	Title I	Integration of a cohesive and consistent coaching and feedback based on Data-Driven Instruction model model to improve the leadership capacity of all team members	Establishment of and ILT; Training regarding the Feedback Loop, Six Steps for Effective Feedback, and Coaching Waterfall; Integration of an Action Step Tracker to track each teacher's action step and to align ILT meetings and support	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	500	[ESF 5.1 and 4.1] By June 2021, capacity of teacher leaders will be built to improve feedback given to teachers resulting in instruction and assessments aligned to TEKS and an increase in student achievement by a combined 5% on all EOC exams.
7	Title I	Integration of a cohesive and consistent coaching and feedback based on Data-Driven Instruction model model to improve the leadership capacity of all team members	All team members will receive training and implement the DDI Calendar Map; All team members will receive training and implement the Data Analysis Meeting on a weekly basis; All team members will receive training and implement an aligned Week-by-Week reteach calendar and six-week IPC	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	500	[ESF 5.1 and 4.1] By June 2021, capacity of teacher leaders will be built to improve feedback given to teachers resulting in instruction and assessments aligned to TEKS and an increase in student achievement by a combined 5% on all EOC exams.
8	Title I	Integration of a cohesive and consistent coaching and feedback based on Data-Driven Instruction model model to improve the leadership capacity of all team members	Based on the activity, PD and supplies funding will be used to covered expenses incurred due to substitutes, travel, extra duty pay and/or contracted services.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,000	[ESF 5.1 and 4.1] By June 2021, capacity of teacher leaders will be built to improve feedback given to teachers resulting in instruction and assessments aligned to TEKS and an increase in student achievement by a combined 5% on all EOC exams.

9	Title I	Increase the percentage of students at the Meets level	Maintain a Title 1 teacher to help improve instruction and reduce class sizes for high needs students	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	6/18/2021	Title I	58,000	[ESF 5.1 and 4.1] As a result of this strategy, by June 2021 student achievement results on local, district, state and national assessments will improve by a combined 5%.
10	Title I	Increase the percentage of students at the Meets level	Extra-duty pay for teachers to plan and implement extended learning activities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	15,000	[ESF 5.1 and 4.1] As a result of this strategy, by June 2021 student achievement results on local, district, state and national assessments will improve by a combined 5%.
11	Title I	Increase the percentage of students at the Meets level	Extended learning opportunities (including virtual learning), after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	2,000	[ESF 5.1 and 4.1] As a result of this strategy, by June 2021 student achievement results on local, district, state and national assessments will improve by a combined 5%.
12	Title I	Increase the percentage of students at the Meets level	Maintain an Assessment/Data Analysts in order to assist with DDI strategies, faculty and students is obtaining, training for and administering local, District, State and National assessments; Assist with data collection, disaggregation and dissemination	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	68,280	[ESF 5.1 and 4.1] As a result of this strategy, by June 2021 student achievement results on local, district, state and national assessments will improve by a combined 5%.
13	CTE	Increase enrollment in CTE programs and increase the number of industry-based certifications earned	Aggressive recruitment (including at our feeder middle schools) through face-to-face visits, social and print media	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	CTE	1,251	[ESF 5.1 and 4.1] By June 2021, the Career Readiness portion of CCMR rating will improve due to an increase in the number of industry-based certifications earned from 83 to 120.
14	CTE	Increase enrollment in CTE programs and increase the number of industry-based certifications earned	Expose students to real-world and hands-on experiences; increase the number of opportunities students have to take industry-based certification assessments; associated travel, resources, materials and supplies, etc.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	CTE	29,000	[ESF 5.1 and 4.1] By June 2021, the Career Readiness portion of CCMR rating will improve due to an increase in the number of industry-based certifications earned from 83 to 120.

15	Title I	Increase enrollment in JROTC	Aggressive recruitment (including at our feeder middle schools) through face-to-face visits, social and print media; exposing students to real-world and hands-on experiences; associated travel, resources, materials and supplies, etc.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other	6/18/2021	Local (Basic Allotment)	1,000		[ESF 5.1 and 4.1] By June 2021, improve the Military Readiness portion of CCMR rating by 1% as evident by the number of students interested in joining the military through participating in the ASVAB (Armed Services Vocational Aptitude Battery) exam or by joining the military after graduation.
16	Title I	Increase enrollment in Advanced Placement, Dual Credit and OnRamps courses and increase success performance on end of year assessments associated with each	Identify students through various assessment data points; increase performance on TSI through various enrichment activities;	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/18/2021	Gifted & Talented	857		[ESF 5.1 and 4.1] By June 2021, improve the College Readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on/in all exams/courses offered.
17	Title I	Increase enrollment in Advanced Placement, Dual Credit and OnRamps courses and increase success performance on end of year assessments associated with each	Extra-duty pay for teachers to plan and implement extended learning activities (including virtual learning)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	2,000		[ESF 5.1 and 4.1] By June 2021, improve the College Readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on/in all exams/courses offered.
18	Title I	Increase enrollment in Advanced Placement, Dual Credit and OnRamps courses and increase success performance on end of year assessments associated with each	Snacks and other tiered-based incentives for students to attend extended learning (including virtual learning) opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Title I	1,000		[ESF 5.1 and 4.1] By June 2021, improve the College Readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on/in all exams/courses offered.
19	Title I	Implementation of PLC's and DDI strategies.	Maintain an Instructional Specialist to assist with PLC's and implementation of DDI strategies with all faculty	Principal,Assistant Principal,Instructional Leadership,Other	9/4/2020	Title I	69,000	On Target	[ESF 5.1 and 4.1] By 2021, alignment of lessons, activities and assessments to state standards will result in increased student achievement by a combined 5% on all EOC exams.

20	Title I	Implementation of PLC's and DDI strategies.	Tiered incentives for EOC teachers based on participation and various student assessment results	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Local (Basic Allotment)	2,000	[ESF 5.1 and 4.1] By 2021, alignment of lessons, activities and assessments to state standards will result in increased student achievement by a combined 5% on all EOC exams.
21	Title I	Increase student achievement among at risk students	Maintain a Science Lab Assistant to support students and Science Teachers	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Title I	28,000	[ESF 5.1 and 4.1] By June 2021, increase student achievement by a combined 5% on all EOC exams as a result of providing additional support for teachers and students.
22	Title I	Increase student achievement among at risk students	Maintain a Computer Lab Assistant to support students and faculty	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Title I	28,000	[ESF 5.1 and 4.1] By June 2021, increase student achievement by a combined 5% on all EOC exams as a result of providing additional support for teachers and students.

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 2020-2021 Mission Goals Action Plan

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Executive Director: Susan Hernandez

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 Math will increase from	44	50	EOY
	Percent of students at grade level or above in Reading will increase from	18	20	EOY
	Percent of EL students on or above level will increase from	29	31	EOY
	Percent of SpEd students on or above level will increase from	9	11	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Integration of high quality conceptual Math curriculum, consistent lesson plan expectations with accountability measures for staff (e.g. data tracking, reteach tracking, growth targets); communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.); implementation of coaching and feedback cycle.	Based on the activity, funding will be used for substitutes, travel, extra duty pay and/or contracted services for supplies; extended learning opportunities (including virtual learning) after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,000		[ESF 5.1 and 4.1] Alignment of lessons, activities and assessments to state standards will result in an increase of student achievement by 5% on combined local, district, state and national assessments by June 2021.
2 Title I	Integration of high quality ELA-R curriculum, consistent lesson plan expectations with accountability measures for staff (e.g. data tracking, reteach tracking, growth targets); communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.); implementation of coaching and feedback cycle.	Based on the activity, funding will be used for substitutes, travel, extra duty pay and/or contracted services for supplies; extended learning opportunities (including virtual learning) after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,000		[ESF 5.1 and 4.1] By June 2021, alignment of lessons, activities and assessments to state standards will result in an increase in student achievement on local, district, state and national assessments by a combined 5%.
3 LEP	Improve instruction for Bilingual (EL) students	PD on researched-based strategies for LEP students; incorporated into lessons and select high leverage activities; classroom observations following professional development to ensure integration of strategies	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Bilingual	714		[ESF 5.1 and 4.1] By June 2021, alignment of lessons, activities and assessments to state standards will result in an increase in student achievement on local, district, state and national assessments by a combined 5%.
4 LEP	Improve instruction for Bilingual (EL) students	Purchase necessary equipment, supplies and materials (like headphones, wireless presenters for students in need of testing accommodations, incorporate projects utilizing digital cameras and iPads where students incorporate skills and strategies in multiple mediums)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Bilingual	500		[ESF 5.1 and 4.1] By June 2021, alignment of lessons, activities and assessments to state standards will result in an increase in student achievement on local, district, state and national assessments by a combined 5%.

5	LEP	Improve instruction for Bilingual (EL) students	Based on the activity, funding will be used for equipment, supplies, materials, substitutes, travel, extra duty pay and/or contracted services; extended learning opportunities (including virtual learning) after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Bilingual	500		[ESF 5.1 and 4.1] By June 2021, alignment of lessons, activities and assessments to state standards will result in an increase in student achievement on local, district, state and national assessments by a combined 5%.
6	SPED	Improve instruction for Special Education students	PD on researched-based strategies for SpEd students; incorporated into lessons and select high leverage activities; classroom observations following professional development to ensure integration of strategies	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Special Education	1,000		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined.
7	SPED	Improve instruction for Special Education students	Purchase necessary equipment, supplies and materials (like headphones, wireless presenters for students in need of testing accommodations, incorporate projects utilizing digital cameras and iPads where students incorporate skills and strategies in multiple mediums)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Special Education	1,000		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined.
8	SPED	Improve instruction for Special Education students	Based on the activity, funding will be used for equipment, supplies, materials, substitutes, travel, extra duty pay and/or contracted services; extended learning opportunities (including virtual learning) after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Special Education	8,554		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined.
9	Title I	Improve instruction for students at risk	PD on researched-based strategies for at-risk students; incorporated into lessons and select high leverage activities; classroom observations following professional development to ensure integration of strategies	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	SCE	2,648		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined.
10	Title I	Improve instruction for students at risk	Purchase necessary equipment, supplies and materials like (technology to be implemented during pull-out tutoring; ChromeBooks are not always sufficient); and for transportation after extended-learning opportunities in order to accelerate instruction of students at risk of not graduating on time.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	SCE	5,000		[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined.

11	Title I	Improve instruction for students at risk	Based on the activity, funding will be used for equipment, supplies, materials, substitutes, travel, extra duty pay and/or contracted services; extended learning opportunities (including virtual learning) after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	SCE	5,000	[ESF 5.1 and 4.1] By June 2021, all core teachers will have alignment of lessons, activities and assessments to state standards resulting in increased student achievement by 5% combined.
12	Title I	Establish and maintain an incentive program called 'swagBAG' where students will have an opportunity to earn incentive points.	Students will be able to earn points for maintaining their daily in-person and virtual attendance, completing and turning in their assignments on time, refraining from actions that will warrant office referrals, and participating in extended learning opportunities in Math. Weekly earned points could be exchanged for 'swagBAG' items worth \$10 or less.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,500	[ESF 5.1 and 4.1] By June 2021, student performance on end of year state assessments will increase by a combined 5%, attendance rates will increase by an average of 2% and student discipline referrals will decrease an average of 10% .
13	Title I	Establish and maintain an incentive program called 'swagBAG' where students will have an opportunity to earn incentive points.	Students will be able to earn points for maintaining their daily in-person and virtual attendance, completing and turning in their assignments on time, refraining from actions that will warrant office referrals, and participating in extended learning opportunities in ELA/Reading. Weekly earned points could be exchanged for 'swagBAG' items worth \$10 or less.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,500	[ESF 5.1 and 4.1] By June 2021, student performance on end of year state assessments will increase by a combined 5%, attendance rates will increase by an average of 2% and student discipline referrals will decrease an average of 10% .
14	LEP	Establish and maintain an incentive program called 'swagBAG' where students will have an opportunity to earn incentive points.	Students will be able to earn points for maintaining their daily in-person and virtual attendance, completing and turning in their assignments on time, refraining from actions that will warrant office referrals, and participating in extended learning opportunities in Math and ELA/Reading. Weekly earned points could be exchanged for 'swagBAG' items worth \$10 or less.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,500	[ESF 5.1 and 4.1] By June 2021, student performance on end of year state assessments will increase by a combined 5%, attendance rates will increase by an average of 2% and student discipline referrals will decrease an average of 10% .
15	SPED	Establish and maintain an incentive program called 'Swag Bags' where students will have an opportunity to earn incentive points.	Students will be able to earn points for maintaining their daily in-person and virtual attendance, completing and turning in their assignments on time, refraining from actions that will warrant office referrals, and participating in extended learning opportunities in Math/ELA/Reading. Weekly earned points could be exchanged for Swag Bag items worth \$10 or less.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,500	[ESF 5.1 and 4.1] By June 2021, student performance on end of year state assessments will increase by a combined 5%, attendance rates will increase by an average of 2% and student discipline referrals will decrease an average of 10% .

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 2020-2021 Learning Environment Goals Action Plan

Campus Name: 009 - Polytechnic HS

Principal: Torrez, Nick

Executive Director: Susan Hernandez

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	603	703	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	222	172	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	4	6	EOY
	Then number of parent/community engagement events 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	Strategy Expected Result/Impact
1 Title I	Increase family and community engagement activities	Maintain a Family and Community Outreach Specialist to assist in the planning and coordinating of family and community events	Principal,Assistant Principal,Other	10/9/2020	Title I	58,000	On Target	[ESF 5.1 and 4.1] By June 2021, increase parent/guardian outreaches by providing 6 opportunities for parents/guardians to participate in school sponsored activities/events.
2 Title I	Increase family and community engagement activities	Plan for and hold family/community informational meetings to help improve partnerships and student achievement; parent/guardian Open House twice a year (Spring and Fall); monthly/bi-monthly parent and community outreach meetings; provide light snacks for meetings; purchase supplies and materials; provide extra duty pay for teachers to facilitate parent workshops.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	9,000		[ESF 5.1 and 4.1] By June 2021, increase parent/guardian outreaches by providing 6 opportunities for parents/guardians to participate in school sponsored activities/events.
3 Title I	Increase family and community engagement activities	Partner with school student groups to provide child care for after-school/Saturday meetings and provide snacks	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Local (Basic Allotment)	1,000		[ESF 5.1 and 4.1] By June 2021, increase parent/guardian outreaches by providing 6 opportunities for parents/guardians to participate in school sponsored activities/events.
4 Title I	Increase family and community engagement activities	Partner with a parental engagement program	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,000		[ESF 5.1 and 4.1] By June 2021, increase parent/guardian outreaches by providing 6 opportunities for parents/guardians to participate in school sponsored activities/events.

5	Title I	Students and teachers will implement components of the Staff and Student Culture Rubric	PD for application and training on the culture rubric and to practice routines and systems; Systems and Routines are aligned to the Vision and Values; based on the activity, funding will be used for substitutes, travel, extra duty pay and/or contracted services for supplies; extended learning opportunities (including virtual learning) after school and on Saturdays with snacks and other tiered-based incentives for students to attend extended learning opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	1,554		[ESF 5.1 and 4.1] By June 2021, school culture and climate will improve by a reduction in duplicated out of school suspensions from 222 to 172.
6	Title I	Increase positive communication with stakeholders	Provide all parents an opportunity to sign up for Parent Portal;	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	2,500		[ESF 5.1 and 4.1] By June 2021, home-school communication will increase by 15% as a result of engaging parents/guardians through Remind and BlackBoard.
7	Title I	Increase positive communication with stakeholders	Purchase Remind communication program	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Title I	2,500		[ESF 5.1 and 4.1] By June 2021, home-school communication will increase by 15% as a result of engaging parents/guardians through Remind and BlackBoard.
8	Title I	Improve student leadership opportunities to promote social and emotional connections, academics and other programs based on school choice and needs	Building Assets, Reducing Risk (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, program 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.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/18/2021	Local (Basic Allotment)	43,766		[ESF 5.1 and 4.1] By June 2021, improve climate surveys by 3% as a result of improving and building on positive relationships with students and reducing discipline referrals by 10%.

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:

