

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Engel, John

**Campus Name:** 014 - Southwest HS

**Executive Director:** Eneida Padro

## 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: 57.58

Special Education: 10.9

Dual Language/ESL: 14.5

Gifted and Talented: 11.6

Career and Technology: 72.5

Percentage of at-risk students: 63.1

Percentage of English Language (EL) students: 15.1

Percentage of economically disadvantage students: 80.2

## 2020-2021 Campus Site-Based Committee

Name	Role
John Engel	Principal
Mandi Jarchow	Other
Sam Moseley	Campus Non-Teacher Professional
Emily Reeves	District Level Staff
Brandy Gonzales	Parent
John Gonzales	Parent
Summer Cox	Campus Non-Teacher Professional
Matthew Tanner	Business Representative
Aubrey Kistler	Teacher
Elizabeth Willett	Teacher
Maggie Hendrix	Teacher
Christine Trammell	Campus Non-Teacher Professional
Kyle Borne	District Employee Relations Council Representative
Michelle Hudson	Campus Non-Teacher Professional
Richard Zarza	Teacher
Leah Carreon	Community Representative
Nate Bundy	Community Representative

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Southwest 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: <b>Student Achievement</b> 74	78 - C
Domain 2: <b>School Progress</b> 80	
Domain 3: <b>Closing The Gaps</b> 72	

### 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: 1

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

No 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.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>Teacher Attendance</li> <li>Teachers trained in On-Ramps/Flipped Classroom/Effective Instruction</li> <li>Bilingual staff has increased</li> </ol>	<ol style="list-style-type: none"> <li>Student Attendance</li> <li>Hiring of more diverse teaching staff</li> <li>High mobility rate for students</li> </ol>	<ol style="list-style-type: none"> <li>1 Increase teacher pedagogical strategies</li> <li>2 Increase stakeholder enagement</li> <li>3. Data based decision making</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>Received 4 campus distinctions</li> <li>Student growth in Index 2 was high</li> <li>SPED students showed increase in ELA</li> </ol>	<ol style="list-style-type: none"> <li>Achievement Gap identified in all tested areas</li> <li>English Performance is below district standard</li> <li>Retester performance is below district average</li> </ol>	<ol style="list-style-type: none"> <li>4. Increase and teacher content knowledge</li> <li>5.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Decreased the number of school wide suspensions</li> <li>Increase student attendance</li> <li>Increase mentorship oportunities for students</li> </ol>	<ol style="list-style-type: none"> <li>Decrease the overrepresentation of African American girls receiving discipline measures</li> <li>Improve opportunities to recognize students for their postive contributions to the school</li> <li>Mentorship and leadership oportunities expanded to include more students.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>Elements of Effective Lesson introduced and monitored</li> <li>PLC structure implemented and monitored</li> <li>Implementation of It's learning platform to improve communication</li> </ol>	<ol style="list-style-type: none"> <li>Mentorship needs to be more frequent for both teachers and administrators</li> <li>Data Analysis of current student performance to provide systematic interventions.</li> <li>Increase use of technology to better assist teachers with content delivery and reteach oportunities</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>Implementation of best practices designed to help improve Tier One practices</li> <li>Implementation of PLC structure</li> <li>Train staff On Google Classroom</li> </ol>	<ol style="list-style-type: none"> <li>Implementation of data collection protocol designed to provide daily feedback regarding student performance.</li> <li>Improve cooperative learning oportunities to provide more stucture and focus on student achievement.</li> <li>Improve feedback and coaching during feedback sessions</li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>Increase PTA membership</li> <li>Increased partnerships</li> <li>Increased number of scholarships</li> </ol>	<ol style="list-style-type: none"> <li>Increased communication and engagement of stakeholders</li> <li>Informational oportunites for stakeholders to become better informed</li> <li>Utilization of Social media to better communicate schools points of pride</li> </ol>	
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>Mentorship programs for students</li> <li>Student incentives for attendance and behavior</li> <li>Peer to Peer Mentoring program</li> </ol>	<ol style="list-style-type: none"> <li>Increase oportunities for students to provide Peer to Peer Support</li> <li>Increase graduation rate and attendance rate</li> <li></li> </ol>	

# Academic Excellence Goals

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

Campus Name: 014 - Southwest HS

Principal: Engel, John

Executive Director: Eneida Padro

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.	--	94.00	--	5%	
	Student scores in ELA will increase a minimum of 5 points in each category measured by TEA on the EOC assessments	46	32	6	5%	EOY
	Student performance scores on the Algebra One EOC will improve a minimum of 5 points in each overall area.	74	44	22	5%	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 SPED	All Students who have been identified needing SPED services will be monitored weekly by their assigned case manager to determine weekly progress and content mastery determining if additional resources or support is needed to be implemented.	Individual case managers will track individual student performance on a weekly basis for all benchmarks and classroom grades to monitor progress towards IEP goals and content mastery.	Instructional Leadership	5/29/2020	Local (Basic Allotment)	2,000	On Target	Reduce the performance gap for students receiving special services by 5%.
2 Title I	Implement professional development targeted to improve teacher capacity in content delivery, classroom management, effective lesson cycle, and lesson design.	Build teacher capacity in the areas identified in the comprehensive needs assessment. Utilize the following books to guide the professional learning: The First Days of School (Wong), The Fundamental 5 (Cann, Laird), and This Book is Anti-Racist (Jewell).	Instructional Leadership	10/30/2020	Local (Basic Allotment)	3,912	On Target	As a result teachers will increase their proficiency levels in areas 2 and 4 as measured by TTESS.
3 Title I	Increase student achievement through developing teachers who are more proficient at lesson design and content development.	Teachers will participate in PLC's that are aligned with developing best practices, planning high quality lessons, modeling lessons, data analysis, formative assessments and the development of common assessments.	Instructional Leadership	8/29/2020	Local (Basic Allotment)	4,000	Completed	Improved teacher performance will be measured by 5% increase on all STAAR assessments.
4 Title I	Monitor student data and identify students to be able to increase the number of students considered to be college and career ready.	Supplement classroom content with both teacher training and support software that aligns with virtual needs in Algebra One and is approved and aligns with approved district curriculum.	Instructional Leadership	5/29/2020	Title I	4,500	On Target	Increase the number of students who are score at the meets and master Algebra One STAAR assessment by 5%.
5 Title I	Decrease the class sizes and provide more individualized/targeted strategies for students who are enrolled in mathematics classes by hiring an additional Mathematics Instructor.	Hire Mathematics Title One Teacher / Nick Williams (hired)	Principal	8/9/2020	Title I	56,388	Completed	The expected result is increased math skills and 5% increase in Algebra I EOC scores.
6 Title I	Hire a data analyst to help teach and provide meaningful student data regarding national, state, and local assessments to our teachers through their PLC meetings.	Data Analyst Hired (Nicole Earwood)	Principal	8/9/2020	Title I	57,215	Completed	By hiring a data analyst, the expected result is increased knowledge and awareness of where academic improvements need to be made.

7	Title I	Hire a data analyst to help train teachers on effective strategies designed to help improve student engagement. Specialist will work with teachers to effectively implement Google Classroom, Go Formative software, turn it in/revision assistant and edpuzzles into daily instruction.	Data Anlyst Hired (Sammy Wilson)	Principal	8/9/2020	Title I	67,159	Completed	By hiring an instructional specialist, the expected result is to improve student engagement and help teachers effectively implement instructional technology.
8	Title I	Support learning environment through individualized purchasing of identified materials aimed at supplementing the district curriculum.	Each core department will be allocated 1500. Supplies will be prioritized and ordered no later than 10/30/20 to ensure materials arrive and are utilized with students.		10/30/2020	Title I	19,016	On Target	By allowing each department to order their own supplies, the individual needs of each department will be met.
9	LEP	Approved supplemental classroom supplies will be purchased that align and support the individual needs of students who have been identified as second language learners.	Each department will receive 200 to support ESL students. Supplies will be prioritized and ordered no later than 10/30/2020 to ensure materials arrive and are utilized by students	Principal	10/5/2020	Bilingual	1,009	On Target	Reduce the achievement gap of identified ESL students both local and state assessments by 5%.
10	CTE	We will buy classroom materials designed to supplement FWISD approved dcurriculum for CTE courses in an effort to increase the number of students who qualify as college and career ready as determined by TEA.	Each department will receive funds to support CTE/SPED students. Supplies will be prioritized and ordered no later than 10/30/2020 to ensure materials arrive and are utilized with students.	Principal	10/30/2020	CTE	25,051	On Target	Increase the number of students participating in CTE courses by 5% and increase the number of students by 10% who are considered College and Career Ready as measured by TEA.
11	CTE	We will buy classroom materials designed to supplement FWISD approved dcurriculum for CTE courses in an effort to increase the number of students who qualify as college and career ready as determined by TEA.	Prioritize and order materials.	Principal	10/30/2020	Special Education	16,401	On Target	Increase the number of students participating in CTE courses by 5% and increase the number of students by 10% who are considered College and Career Ready as measured by TEA.
12	CTE	Administrative Team will attend Model School Conference.	Register and attend later in the year.	Principal	10/30/2020	Local (Basic Allotment)	4,000	On Target	By allowing administration to attend the Model School Conference, it will allow them to learn best practices from other school leaders in the nation.
13	CTE	Teachers will participate in PD that is targeted to provide reteach lessons for at risk students. Teachers will provide tutorials for at risk students.	Plan dates, utilize common assessment data in preparing reteach opportunities.	Principal	10/7/2020	SCE	17,372	On Target	By having teachers participate in PD for at-risk students, these students will receive the necessary intervention to succeed.
14	CTE	Classroom materials will be provided to supplement students who have been identified as gifted and talented.	Each department will receive funds to support Gifted students. Supplies will be prioritized and ordered no later than 10/30/2020 to ensure materials arrive and are utilized with students.	Principal	10/4/2020	Gifted & Talented	2,363	On Target	By allowing each department to order their own supplies, the individual needs of each department will be met.
15	Title I	Provide technology tools designed to help improve student engagement and performance.	Assess needs and purchase appropriate technology. Video cameras purchased for teaching virtually from campus. Virtual labs purchased for science classes.	Principal	10/30/2020	Title I	23,500	On Target	Teachers will be able to accommodate the virtual learners by using the video cameras. The virtual labs will allow students learning from home to participate in science labs.

16	Title I	Supplies will be provided that are aligned to the district curriculum that will support student learning and content deepening.	Each core department will be allocated 1500. Supplies will be prioritized and ordered no later than 10/30/20 to ensure materials arrive and are utilized with students.	Instructional Leadership	10/30/2020	Local (Basic Allotment)	43,492	On Target	By allowing each department to order their own supplies, the individual needs of each department will be met.
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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 2020-2021 Mission Goals Action Plan

Campus Name: 014 - Southwest HS

Principal: Engel, John

Executive Director: Eneida Padro

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	44	49	EOY
	English I and English II student scores as assessed through STAAR EOC examinations will show a 5% gain in all measured student groups by the end of 2020	30	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	Implementation of Educational software to help improve daily Tier One instruction by providing students with instant meaningful feedback.	Students will utilize Turn It In/NewsELA Software to help provide daily data on student performance. Student performance and teacher usage will measure the overall impact that each software provides to our students. Go formative training will be provided throughout the year by our campus instructional coach.	Instructional Leadership	8/19/2020	Title I	15,000	On Target	The expected result is improved student performance in the classroom.
2 Title I	Implement district approved curriculum and participate in local assessment opportunities.	Each English one and two teacher along with Algebra teachers will utilize 3 planning days each semester to review and plan lessons that incorporate data gleaned from the common assessments.	Principal	5/29/2021	Title I	2,500	On Target	The expected result is that teachers will be more prepared to teach to meet the students' specific needs.
3 Title I	Students will participate in tutorials that occur both before, during and after school. Subs will be provided to allow teachers to do small group tutoring during the day. Teachers will be paid extra duty pay for work done before and after school.	School has developed a school wide tutorial plan that includes each core content having assigned tutoring at least one time a week.	Principal	5/16/2021	Title I	15,000	On Target	The expected result is that by students receiving individual and small group tutoring, their understanding and performance in class will improve.
4 LEP	Students will participate in tutorials that occur both before, during and after school.	School has developed a school wide tutorial plan that includes each core content having assigned tutoring at least one day a week.	Principal	5/30/2021	Title I	9,000	On Target	The expected result is that by students receiving individual and small group tutoring, their understanding and performance in class will improve.
5 CTE	Implementation of Educational Software to help improve daily instruction by providing teachers and students with instant meaningful feedback.	Go Formative Flocabulary Edpuzzle All In learning IXL	Principal	5/30/2021	Local (Basic Allotment)	10,000	On Target	The expected result is that this educational software will provide instant feedback, making it easier for teachers to assist student performance.

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: 014 - Southwest HS

Principal: Engel, John

Executive Director: Eneida Padro

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	0	8	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	37	30	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	50	75	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	SHS will implement monthly parent nights to increase the knowledge of parents on the use of parent portal. CCMR guidelines, FAFSA, and positive parenting support for teens. Purchase supplies to support these events.	One targeted monthly meeting led by our Parent and Community Specialist targeting an area listed in our Campus Improvement data collected in our campus stakeholder survey.	Instructional Leadership	5/29/2021	Title I	46,272	On Target	The expected impact is increased parental involvement in the students' academic, emotional, mental and social well being.
2 Title I	Help establish a mentor program for students who have been identified as needing extra social, emotional, and academic support will receive targeted intervention through adult-led programs.	Work in collaboration with the Sid Richardson foundation to provide the Just Say Yes Partnership with the school. Other programs to be included are My Brother's Keeper, My Sister's Keeper, PEARLS, and Girls, Inc.	Principal	9/2/2020	Title I	15,000	Completed	By involving students in non-academic mentoring programs, we will be able to support the social, emotional needs of identified students.
3	Improved communication with all stakeholders so that students, parents and community can work together to improve over all academic performance standards.	Create a Raider Resource page as a one-stop communication shop for parents, student and the community.	Principal	8/30/2020	Title I	0	Completed	The expected result is increased communication with parents, making them feel informed and involved in what's going on.

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:



