

Fort Worth Independent School District

014 Southwest High School

2022-2023 Campus Improvement Plan



Mission Statement

A focus on building strong relationships with stakeholders, providing academic rigorous classroom instruction and ensuring that students understand the relevance of what they are learning.

Vision

We strive to be the best high school in the city of Fort Worth, where students are challenged and supported in a way that produces excellent and equitable outcomes.

Value Statement

Southwest High School is The Place to Be!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Southwest High School serves a student body of approximately 1,300 students. 45% Hispanic and 43% African American. The remaining percent is comprised by White, Asian American, Two or More Races and Indian American students. 78% of our students are Economically Disadvantaged, the school has a 20% mobility rate and 19% of the students are English Learners. Prior to Covid, PTA was established and recognized with the Golden Apple Award. Community sponsors and resource closet available to the community by Neighborhood Needs.

Demographics Strengths

We have very involved community partners that help support the school, students, and staff. We have a very good reciprocal relationship with our partners. Our PTA has rebuilt itself since COVID and has been able to partner with Southwest on many events this school year. PTA just elected a 2022-23 board with many future plans in the making.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 6% of teaching staff is Hispanic compared to 44% of the student population. **Root Cause:** No recruitment strategy in place to create a pipeline of Hispanic teachers.

Student Learning

Student Learning Summary

Student outcomes at Southwest High School indicate a need for improved Literacy for all students. English Language Learners show a significant performance gap when compared to all students, especially in the courses of US History and English II. African American students demonstrate a need for additional supports due to achievement gaps in all areas, also demonstrated in earned CCMR. Students receiving Special Education services are in need of additional supports since achievement data indicates performance gaps as well.

Student Learning Strengths

We have demonstrated a 10% growth in all tested EOC areas from our October benchmark to our March benchmark.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 10% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

Problem Statement 2 (Prioritized): 1,594 credits were denied at the end of the First Semester, 90% of the denied credits were due to attendance. **Root Cause:** Limited focus on connecting taught content to students' life experiences.

Problem Statement 3 (Prioritized): Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. **Root Cause:** Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.

School Processes & Programs

School Processes & Programs Summary

Every department has a designated PLC time on a daily basis. Core teachers have a pull out full PD day four times a year. Freshman success teams have been established and meet weekly to discuss student data, discipline and attendance. Departments are organized by department chairs who oversee individualized department initiatives. We offer several mentoring programs: Just Say Yes, My Brother's Keeper, My Sister's Keeper and Hope Squad. We utilize an Instructional Coach to mentor new teachers.

School Processes & Programs Strengths

Just say yes mentor program has been a strong supporter at providing peer to peer mentorship and addresses the social and emotional learning needs of our students. The just say yes program is a collaborative partnership with the Sid Richardson Foundation. We pay 1/4 of the cost (15K), the Sid Richardson Foundation pays the 3/4 of the cost (45k). The program has been in place for the last 6 years and has served over 200 students in that time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 10% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

Problem Statement 2 (Prioritized): 38% of teachers feel they receive quite a bit of feedback or more regarding instruction according to the SEL Teacher survey in the Fall. **Root Cause:** No system in place for instructional leaders to receive clear deliverables regarding observation and feedback.

Perceptions

Perceptions Summary

Our school is very student centered demonstrated by systems designated to provide positive experiences for our students like Student of the Month displayed in every classroom, Attendance and Credit Recovery interventions plan with individualized student plans. Student SEL survey indicates a need for higher levels of engagement and relevancy of content learned at school. Teachers indicate positive relationships with school leadership along with opportunities for improvement of teacher self-efficacy.

Perceptions Strengths

Students experience positive, motivating relationships with teachers. Our JROTC robotics program won the National Championship in May 2022! The heavy student focus allowed them to achieve many fine arts awards this school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 14% of students do not talk about ideas from your class outside of the school day according to the SEL Fall survey. **Root Cause:** Lesson design does not account for multiple perspectives representative of students' current environment and cultural background.

Problem Statement 2 (Prioritized): 38% of teachers believe they can easily change their teaching style to match the needs of a particular class. **Root Cause:** Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

Priority Problem Statements

Problem Statement 4: 10% of African American students have earned CCMR.

Root Cause 4: African American students have less access to enrollment in advanced courses.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: 14% of students do not talk about ideas from your class outside of the school day according to the SEL Fall survey.

Root Cause 5: Lesson design does not account for multiple perspectives representative of students' current environment and cultural background.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: 1,594 credits were denied at the end of the First Semester, 90% of the denied credits were due to attendance.

Root Cause 3: Limited focus on connecting taught content to students' life experiences.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: 38% of teachers feel they receive quite a bit of feedback or more regarding instruction according to the SEL Teacher survey in the Fall.

Root Cause 1: No system in place for instructional leaders to receive clear deliverables regarding observation and feedback.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 38% of teachers believe they can easily change their teaching style to match the needs of a particular class.

Root Cause 2: Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

Problem Statement 2 Areas: Perceptions

Problem Statement 6: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data.

Root Cause 6: Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

District Goals

District 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.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 28% to 35% by May 2023.

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 19% to 25% by May 2023.

Evaluation Data Sources: CIP companion data

Strategy 1: Continue freshman success team to monitor and target all 9th student success in all content, attendance, and behavior indicators.

Strategy's Expected Result/Impact: MOY checkpoint should be 5% gain on Reading Benchmark for both overall student achievement and AA student achievement.





Staff Responsible for Monitoring: Administrative Team, Freshman Success Team, Data Analysts, 9th and 10th grade Counselors

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Hire a data analyst to help disaggregate data, lead PLC's and help provide data to support targeted student interventions. Funding Sources: - Title I (211) - 211-13-6119-04N-014-30-510-000000-23F10 - \$74,274	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Increase our AVID site team by sending new teachers to AVID summer institute. AVID will focus on writing, reading, critical thinking and organization. Including more teachers in the training will support all students school-wide. Intended Audience: teachers Date(s) / Timeframe: Summer 2022/2023 Provider / Presenter / Person Responsible: AVID/Maggie Hendrix Collaborating Departments: ALL Core Delivery Method: Summer Institute	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Teacher mentors assigned to new staff to provide feedback on instruction and targeted support.

Strategy's Expected Result/Impact: Improve Teacher performance as it relates to TTESS, increase overall student success

Staff Responsible for Monitoring: Cara Shiver, SHS department chairs, administrative team, selected mentors

Title I:





2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: Each new teacher and Tier 3 teacher will have a mentor assigned to them for the 2022-2023 school year. Instructional Coaching and additional PD will be made available to them. Intended Audience: Identified Tier 3 teachers and new teachers Date(s) / Timeframe: August to May Provider / Presenter / Person Responsible: Mentors, Administrative Team Collaborating Departments: ALL Delivery Method: PD	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: 38% of teachers believe they can easily change their teaching style to match the needs of a particular class. **Root Cause:** Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

District 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.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 26% to 31% by May 2023.

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 22% to 27% by May 2023.





Evaluation Data Sources: MOY Benchmark results/Student Success Rate of English Classes

Strategy 1: Improve high quality rigorous Tier one instruction through a focus on student engagement, student voice and classroom culture.

Strategy's Expected Result/Impact: STAAR English 1 EOC scores and English 1 Benchmark scores will improve by at least 20% for AA students.

Staff Responsible for Monitoring: Administrative Team, English 1 teachers, Department Chair

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire an additional English classroom teacher to help provide smaller class sizes and to make additional ELAR and reading classes available to identified students.</p> <p>Intended Audience: Students who fail English 1 or 2.</p> <p>Date(s) / Timeframe: August-May</p> <p>Provider / Presenter / Person Responsible: Title One Teacher</p> <p>Collaborating Departments: ELA</p> <p>Funding Sources: ATF approved to fully fund this position for 2022-23. - Title I (211) - 211-11-6119-04N-014-30-510-000000-23F10 - \$62,127</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Allow for teachers to provide tutoring to small groups of students before, after and during Saturday hours.</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-014-24-243-000000- - \$8,694</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 1,594 credits were denied at the end of the First Semester, 90% of the denied credits were due to attendance. **Root Cause:** Limited focus on connecting taught content to students' life experiences.

Problem Statement 3: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. **Root Cause:** Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.

District 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.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from _45_% to _50_% 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 _38_% to _43_% by May 2023.

Evaluation Data Sources: FWISD companion guide

Strategy 1: Improve high quality rigorous Tier 1 instruction in English 2 through a focus on student engagement, classroom culture, and student voice.

Strategy's Expected Result/Impact: MOY of year benchmark results should show a 5% increase

Staff Responsible for Monitoring: Administrative Team, Freshman Success Team, Data Analysts, English 10th PLC team, 10th grade Counselors

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus wide focus on instructional strategies that check for understanding and address misconceptions. Intentional checks and a variety of instructional strategies will be a consistent focus for walkthroughs and required in all classes.</p> <p>Intended Audience: All Staff Date(s) / Timeframe: August-May Provider / Presenter / Person Responsible: Department Chairs, Administrative Team Collaborating Departments: All Delivery Method: PD</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District 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.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 12 % to 20 % by May 2023.

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 7 % to 12 % by May 2023.

Evaluation Data Sources: FWISD companion guide

Strategy 1: Continue freshman success team to monitor and target all 9th grade student success in all content attendance and behavior indicators to ensure students are on track to graduation.

Strategy's Expected Result/Impact: Increase freshman success on the PSAT math benchmark from 15% to 20%.





African American student PSAT scores will increase from 7-10%.

90% of true freshman will obtain 6 credits by the end of the year.

95% average daily attendance of higher for freshman. There will be a 10%reduction of discipline infractions.

Staff Responsible for Monitoring: Post Secondary Specialist, all 9th and 10th grade teachers, Data Analysts, Freshman Success Coach, Department Chairs

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will meet weekly in Freshman Success Teams to dive into student data surrounding, behavior, attendance and grades. During the Freshman success meetings PSAT strategies will be reviewed to help students become more successful on national tests.</p> <p>Intended Audience: Freshman Students Date(s) / Timeframe: August-May Provider / Presenter / Person Responsible: Kelly Czyzniejewski, Administrative Team, Freshman Teachers Collaborating Departments: All Delivery Method: Freshman Success Meetings</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 1,594 credits were denied at the end of the First Semester, 90% of the denied credits were due to attendance. **Root Cause:** Limited focus on connecting taught content to students' life experiences.

Problem Statement 3: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. **Root Cause:** Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.

District 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.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 16% to 25% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) 17% to 25% by May 2023.

Evaluation Data Sources: FWISD companion guide





Strategy 1: Improve high quality rigorous Tier 1 instruction in Algebra One through a focus on student engagement, classroom culture, and student voice.

Strategy's Expected Result/Impact: MOY of year benchmark should show a 5% increase.

Staff Responsible for Monitoring: Administrative Team, Algebra Team, Freshman Success Coach, 9th grade counselors, Data Analyst, Instructional Coach

Title I:
2.4

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire an additional Math classroom teacher to help provide smaller class sizes and to make additional math courses available to our students.</p> <p>Funding Sources: - Title I (211) - 211-11-6119-04N-014-30-510-000000-23F10 - \$61,057</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Allow for teachers to provide tutoring to small groups of students before, after and during Saturday hours.</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-014-24-243-000000- - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Provide substitutes for teachers to analyze their data, make acceleration plans for instruction, provide professional learning around specific classroom observation data.

Strategy's Expected Result/Impact: Overall increase in student performance from 44 to 50

Staff Responsible for Monitoring: Math Department Chair/Teachers/Mobley

Title I:

2.4





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers of tested subject areas will spend 2 days per semester for pull out PD and targeted school improvement. Department chair and Administrator over the subject will lead the targeted PD and lesson planning days.</p> <p>Intended Audience: Teachers of Tested Subject Areas</p> <p>Date(s) / Timeframe: August-May</p> <p>Provider / Presenter / Person Responsible: Department chair and Administrator over the subject will lead the targeted PD and lesson planning days.</p> <p>Collaborating Departments: Tested Subject Areas</p> <p>Delivery Method: Professional Development Training</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Provide before, after and Saturday school tutorials for identified students as part of HB4545 requirements. Students will receive specific tutoring designed to impact overall student success on STAAR EOC performance.

Strategy's Expected Result/Impact: 5% increase on STAAR EOC results

Staff Responsible for Monitoring: Math Department Chair, Data Analyst, Math Team

Title I:

2.5





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: Tutorials will be offered and documented in Branching Minds for identified struggling students. Each department will offer a minimum of two hours of tutorials each week beginning the week of 9/19/22.</p> <p>Intended Audience: Targeted students who have previously failed STAAR EOC or incoming freshman who 8th grade performance identified them as a student needing assistance</p> <p>Date(s) / Timeframe: September-May</p> <p>Provider / Presenter / Person Responsible: Data Analyst. FSC-Administrative Team-Department Chairs</p> <p>Collaborating Departments: ALL</p> <p>Delivery Method: PD</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Additional instructional planning periods provided to math department chair so that she can co-teach, plan, model teach and mentor new and struggling teachers within the math department. Focus on leading the algebra PLC.

Strategy's Expected Result/Impact: 5% increase on STAAR EOC Algebra performance

Staff Responsible for Monitoring: Lorin Mobley, Marisa Phillips

Title I:





2.4

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
<p>Action Step 1: Mathematics Instructional Coaching Provided by Marisa Phillips and Lorin Mobley</p> <p>Intended Audience: All Math Teachers</p> <p>Date(s) / Timeframe: Twice a Semester</p> <p>Provider / Presenter / Person Responsible: Marisa Phillips/Lorin Mobley</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: PD</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 10% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

Problem Statement 3: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. **Root Cause:** Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.

School Processes & Programs

Problem Statement 1: 10% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

Problem Statement 2: 38% of teachers feel they receive quite a bit of feedback or more regarding instruction according to the SEL Teacher survey in the Fall. **Root Cause:** No system in place for instructional leaders to receive clear deliverables regarding observation and feedback.

District Goal 3: CCMR

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 59% to 70% by May 2023.

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 54% to 65% by May 2023.

Evaluation Data Sources: FWISD companion guide, CCMR tracker.





Strategy 1: Utilize tracking system and develop capacity of staff to monitor and align progression to ensure students have a pathway to attaining CCMR.

Strategy's Expected Result/Impact: Increase Seniors who attain CCMR from 30 to 38.

Increased AA seniors who attain CCMR from 7 to 19.

Staff Responsible for Monitoring: Post Secondary Success Specialist, Counselors, Data Analysts, Department Chairs, Administrative Team

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire a second data analyst to help disaggregate data, lead PLC's and help provide data to support targeted student interventions that will help students be college and career ready.</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04N-014-30-510-000000-23F10 - \$83,403</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Provide professional learning for faculty and staff on the impact of CCMR, how to obtain CCMR, and benefits to students.

Strategy's Expected Result/Impact: Improve students who met CCMR data point from 59-70.

Staff Responsible for Monitoring: Post Secondary Success Specialist, Administrative Team, Data Analyst.

Title I:





2.4, 2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: CCMR Workshop hosted by Post Secondary Success Specialist Sam Moseley Intended Audience: All teachers Date(s) / Timeframe: August and again in January Provider / Presenter / Person Responsible: Samuel Moseley Collaborating Departments: ALL Delivery Method: PD	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: 38% of teachers believe they can easily change their teaching style to match the needs of a particular class. Root Cause: Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.</p>

District Goal 3: CCMR

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





School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from _49_% to _65_% by May 2023. 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 _45_% to _55_% by May 2023.

Strategy 1: Continue freshman success team to monitor and target all 9th grade student success in all content attendance and behavior indicators to ensure students are on track to graduation.

Strategy's Expected Result/Impact: 90% of true freshman will obtain 6 credits by the end of the year. 92% average daily attendance of higher for freshman. There will be a 10%reduction of discipline infractions.

Staff Responsible for Monitoring: Post Secondary Success Specialist, Counselors, Data Analysts, Department Chairs, Administrative Team

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement QUILT strategies to help ensure all freshman students and especially second language learners remain on track with 6 credits by the end of their freshman year.</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6116-001-014-25-243-000000 - \$2,040</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 1,594 credits were denied at the end of the First Semester, 90% of the denied credits were due to attendance. Root Cause: Limited focus on connecting taught content to students' life experiences.</p>
<p>Problem Statement 3: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. Root Cause: Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.</p>

District Goal 3: CCMR

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

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from __58__% to __65__% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __50% to __60__% by May 2023.

Evaluation Data Sources: FWISD companion guide, FOCUS data





Strategy 1: Improve high quality rigorous Tier 1 instruction in Algebra through a focus on student engagement, classroom culture, and student voice.

Strategy's Expected Result/Impact: MOY benchmark will show a 5% increase

Staff Responsible for Monitoring: Post Secondary Success Specialist, Counselors, Data Analysts, Department Chairs, Administrative Team

Problem Statements: Student Learning 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Marisa Phillips math department chair moved into Algebra to lead PLC. Provided her with additional time off in her schedule to work on co-teaching and modeling for all other Algebra teachers. Intended Audience: All Algebra students Date(s) / Timeframe: September-May Provider / Presenter / Person Responsible: Lorin Mobley, Marisa Phillips Collaborating Departments: Math Department Delivery Method: Weekly PLC and observation feedback	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. Root Cause: Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.
Perceptions
Problem Statement 2: 38% of teachers believe they can easily change their teaching style to match the needs of a particular class. Root Cause: Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

District Goal 3: CCMR

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 7% to 10% by May 2023.

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 3% to 10% by May 2023.





Strategy 1: Improved teacher efficacy related to ACT/SAT preparation, testing practice, curriculum alignment, appropriate rigor and focused course sequencing that exposes content prior to scheduled testing dates.

Strategy's Expected Result/Impact: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 7% to 11% 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 2% to 5% by May 2022. 95% or higher participation rate on both SAT and ACT for 2022.

Staff Responsible for Monitoring: Post Secondary Success Specialist, Data Analyst, 11th and 12 grade teachers, Administrative Team

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Increase opportunities for students to practice ACT/SAT skills in Kahn Academy review/Princeton Review. Intended Audience: Juniors and Seniors Date(s) / Timeframe: September-August Provider / Presenter / Person Responsible: Samuel Moseley Collaborating Departments: Post Secondary Delivery Method: PD	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 10% of African American students have earned CCMR. Root Cause: African American students have less access to enrollment in advanced courses.</p> <p>Problem Statement 3: Southwest High School students have shown a decline in STAAR data on four of the five EOC exams (Alg, E1, E2, U.S. History) as seen on the 2021 data. Root Cause: Teachers have not had specific training to focus on instructional practices for supporting EL students. There has not been a specific campus plan for lesson design and student led classroom opportunities.</p>

School Processes & Programs

Problem Statement 1: 10% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

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

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





School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 38% to 50% by May 2023.

Strategy 1: Develop a comprehensive attendance plan that monitors and incentives improvements in students daily attendance.

Strategy's Expected Result/Impact: ADA for 2021-2022 school year will be at 92% or higher

Staff Responsible for Monitoring: Attendance Clerk, Administrative Team, Data Clerk, Data Analysts

Problem Statements: Student Learning 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop an attendance incentive program utilizing ESSER funding. Intended Audience: All Students Date(s) / Timeframe: Each six weeks Provider / Presenter / Person Responsible: Lynda Jo Jackson, Administrative Team Collaborating Departments: School Leadership for funding	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Conduct parent conferences with students who are targeted for excessive absences and develop a comprehensive improvement plan with family and student. Incorporate counseling services and other outside resources when appropriate.

Strategy's Expected Result/Impact: Improve overall ADA from 89 to 92.

Staff Responsible for Monitoring: Michelle Hudson, Mandi Moore, CIS worker, Counselors, Administration Team

Title I:





4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Stay in School Coordinator will conduct SART meetings for all students who develop excessive absences. Teachers will document preventive action steps taken for students who have excessive absences in branching minds.</p> <p>Intended Audience: Students struggling with attendance issues and parents.</p> <p>Date(s) / Timeframe: August-May</p> <p>Provider / Presenter / Person Responsible: Stay in School Coordinator, Administrative Team, Department Chairs</p> <p>Collaborating Departments: Stay in School Coordinator</p> <p>Delivery Method: PD</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 1,594 credits were denied at the end of the First Semester, 90% of the denied credits were due to attendance. Root Cause: Limited focus on connecting taught content to students' life experiences.</p>
Perceptions
<p>Problem Statement 1: 14% of students do not talk about ideas from your class outside of the school day according to the SEL Fall survey. Root Cause: Lesson design does not account for multiple perspectives representative of students' current environment and cultural background.</p>

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

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





School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from ___ to ___ by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2023.

Strategy 1: Develop and fine tune the role of the family and community liaison to include pyramid aligned communication and relationships, engage community support and provide access to family support resources.

Strategy's Expected Result/Impact: Increase the number of PTA memberships by 50% and increase the number of school partners by 10%.

Staff Responsible for Monitoring: School and Community Liaison, Administrative Team, Department Chairs, Counselors, Intervention Specialist

Action Step 1 Details	Reviews			
Action Step 1: Implement Just Say Yes program in partnership with the Sid Richardson Foundation. This partnership will help provide peer to peer mentorship for our freshman students. Funding Sources: ATF approved to pay for this contract for the 2022-23 school year. - Title I (211) - 211-32-6299-04N-014-30-510-000000-23F10 - \$13,828	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

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

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





School 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 8 to 5 by May 2022.

Strategy 1: Utilize student support groups and culturally responsive professional development to create a more inclusive space for all students while specifically targeting marginalized student groups.

Strategy's Expected Result/Impact: Increase positive student response on Panorama Survey

Staff Responsible for Monitoring: Just Say Yes Instructional Support Program, MBK, MSK, Girls INC, Parent and Community Engagement Specialist, Administrative Team, Counselors, Intervention Specialist, Stay in School Coordinator

Action Step 1 Details	Reviews			
Action Step 1: Implement Mentor opportunities for students. Introduce Academy 4 to our students. Continue to utilize Just say yes and MBK and MSK. Intended Audience: Identified students who may act as a mentor or students in need of mentorship Date(s) / Timeframe: September-May Provider / Presenter / Person Responsible: Academy 4, Just Say Yes, MBK, MSK Delivery Method: Once a week	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Develop a comprehensive program that will target student success in the area of emotion regulation and help provide students with specific strategies for de-escalation.

Strategy's Expected Result/Impact: Decrease the number of students who are receiving referrals.

Staff Responsible for Monitoring: Counseling Department, Administrative Team, Department Chairs





Title I:

2.4, 2.5

- **TEA Priorities:**

Improve low-performing schools

-

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize the Rithim APP and self check in for students to begin to monitor and self regulate emotions. Provide staff with PD on how to deescalate students and ways to build effective positive relationships. Creating relational agreements with all students in all classes.</p> <p>Intended Audience: All students Date(s) / Timeframe: September-May Provider / Presenter / Person Responsible: John Engel, Counselors, Mandi Moore, Department Chairs Collaborating Departments: ALL Delivery Method: PD</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 25 to 35 by May 2023.

Strategy 1: Increase the utilization of the family and community liason to align pyramid communication , provides access to family resources and foster positive relationships with all school stakeholders

Strategy's Expected Result/Impact: Increase the number of PTA memberships by 50% and increase the number of school partners by 10%.

Staff Responsible for Monitoring: School and Community Liaison, Administrative Team, Department Chairs, Counselors, Intervention Specialist

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize Title one funds to hire a family and community engagement specialist. Intended Audience: All community stakeholders in the Southwest Pyramid. Date(s) / Timeframe: 2022-2023 school year Provider / Presenter / Person Responsible: Summer Cox</p> <p>Funding Sources: - Title I (211) - 211-61-6119-04L-014-30-510-000000-23F10 - \$39,871, Salary for Family & Community Outreach Specialist - transfer in July w/\$9,000 - Parent Engagement - 211-61-6116-04L-014-30-510-000000-23F10 - \$5,980.50</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Create a Title One Parent Compact that focuses on a collaborative effort between the parents, students and teachers.....The compact will be distributed and posted for all stakeholders to utilize.

Strategy's Expected Result/Impact: Improve Student/Teacher/Parent Relationships





Staff Responsible for Monitoring: Administrative Team, Summer Cox

Title I:

4.1, 4.2

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
Action Step 1: Create and distribute Title One Compact and have SBDM approve Compact in September Intended Audience: All SHS stakeholders Date(s) / Timeframe: September 2022 Provider / Presenter / Person Responsible: John Engel, Summer Cox Collaborating Departments: ALL Delivery Method: PD, Raider Resource Page	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Provide ESL and Personal Finance Literacy adult learning opportunities for pyramid stakeholders.

Strategy's Expected Result/Impact: Increase parent proficiency in English Language and PFL. Increase overall perception of SHS within the community.

Staff Responsible for Monitoring: Parent Engagement Department, Summer Cox

Title I:





4.1, 4.2

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Work with the Parent Engagement Department in FWISD to provide adult education classes at SHS. Intended Audience: Adult Ed Learners Date(s) / Timeframe: Second Semester Provider / Presenter / Person Responsible: Bryan Johnson, Summer Cox/newly hired adult ed teachers Collaborating Departments: Parent Engagement Delivery Method: PD	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Data Analyst	211-13-6119-04N-014-30-510-000000-23F10	\$74,274.00
1	2	1	1	ATF approved to fully fund this position for 2022-23.	Title I Teacher	211-11-6119-04N-014-30-510-000000-23F10	\$62,127.00
2	2	1	1		Title I Teacher	211-11-6119-04N-014-30-510-000000-23F10	\$61,057.00
3	1	1	1		Data Analyst	211-13-6119-04N-014-30-510-000000-23F10	\$83,403.00
4	2	1	1	ATF approved to pay for this contract for the 2022-23 school year.	Contracted student support services	211-32-6299-04N-014-30-510-000000-23F10	\$13,828.00
4	4	1	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-014-30-510-000000-23F10	\$39,871.00
Sub-Total							\$334,560.00
Budgeted Fund Source Amount							\$334,560.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-014-24-243-000000-	\$8,694.00
2	2	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-014-24-243-000000-	\$8,000.00
Sub-Total							\$16,694.00
Budgeted Fund Source Amount							\$16,694.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Salary for Family & Community Outreach Specialist - transfer in July w/\$9,000	Extra Duty for parental involvement	211-61-6116-04L-014-30-510-000000-23F10	\$5,980.50
Sub-Total							\$5,980.50
Budgeted Fund Source Amount							\$5,980.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		Extra duty pay for PD after hours	199-11-6116-001-014-25-243-000000	\$2,040.00
Sub-Total							\$2,040.00
Budgeted Fund Source Amount							\$2,040.00
+/- Difference							\$0.00
Grand Total Budgeted							\$359,274.50
Grand Total Spent							\$359,274.50
+/- Difference							\$0.00

Addendums