

**Fort Worth Independent School District**  
**016 O.D. Wyatt High School**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

## **Mission Statement**

To provide all students with an equitable education and to cultivate students with the academic, social, and personal skills necessary to become productive members of a global society.

## **Vision**

### **Vision Statement - Agreed**

O.D. Wyatt High School will graduate 90% or more of all Chaparrals.

## **Value Statement**

### **Motto**

Students are MORE than a SCORE, they are CHAPS. Students who are  
Challenged Academically

Hardworking

Adaptable

Persistent and ultimately

Successful

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

O. D. Wyatt High School was established in 1968. It educates the southeastern extreme of Fort Worth. Named after Oscar Dean Wyatt, a former administrator in the Fort Worth Independent School District, O. D. Wyatt has enjoyed a high reputation in athletics and the fine arts throughout its history. Wyatt, as it is affectionately known, was expanded in the 1970's and the new wing is now the home of the 9th Grade Academy. Wyatt also is the home of small learning communities where students follow a curriculum and course study that matches their interests. In addition to the 9th Grade Academy, small learning communities are comprised of CAPA, Career and Performing Arts, HSHS, Health Science and Human Services, and BACT, Business and Computer Technologies.

As of March of 2024 we have 1422 students and our school demographics are as follow:

Grade Level	Asian	Black	White	Hispanic	Two or More
09	13	146	27	274	6
10	13	128	9	216	2
11	11	110	8	195	1
12	12	114	4	181	1

### Demographics Strengths

School leadership and staff have years of experience in education.

We are a close-knit community with only one feeder middle school and offer open enrollment to those interested in our programs of choice.

We have one on the strongest Early College HS in the district.

Our new multi-story building and renovations, which houses current and new programs of study, providing our students additional academic options.

Students are being offered college prep classes (Dual Credit, AP, OnRamps)

We are entering our third year of P-TECH.

We have secured a partnership with Junior Achievement that will foster career building.

Our teachers are becoming certified to teach Dual Credit increasing student enrollment in higher level courses.

2 TIA teachers on campus.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Emergent Bilingual students consistently underperform on STAAR EOCs compared to the general population. **Root Cause:** Students demonstrate deficiency in literacy skills.

**Problem Statement 2 (Prioritized):** Student attendance rates have been below 92% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction. **Root Cause:** Students are not connected to the learning environment.

# Student Learning

## Student Learning Summary

Based on the 2022-2023 School Report Card, OD Wyatt High School earned acceptable performance (C). This rating indicates that additional academic support to more students is needed. STAAR data for all

English EOC testers shows a campus passing rate of 42%

Math passing rate 50%

Science passing rate 62%

Social Studies 70%

Students receiving Special Education services make-up 11% of our enrollment. STAAR data shows a substantial gap between Special Education and General Education student groups with Special Education students passing percentages 29% lower than Gen Ed students. This gap indicates a need to provide more support for Special Education students and teachers. Many of our students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning. This is based on data from EOC exams and declining grades. Our campus systemically addresses reteaching for students at-risk of failing through teacher training and collaboration in PLCs by using Studying Student Work protocols, sharing teaching best practices, and analyzing assessment data. We have more student's with psychological, emotional, economic and social needs that impact learning than we have resources to address them.

## Student Learning Strengths

Students in AP courses have increased.

Students enrollment in On-Ramps and Dual Credit Courses has increased.

Students Benchmark Data has been higher than previous 2022-2023 school year in Biology and US History.

English II has seen an increase in scores as well. Increase in STAAR data for English I, English II, US History and Biology from the previous year school year 22-23.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2 (Prioritized):** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

# School Processes & Programs

## School Processes & Programs Summary

- Process for recruiting and hiring high-quality educators
    - Attending all FWISD hiring fairs
    - Conducting panel interviews that include AP and teaching in that content
  - Roles and Responsibilities clear
    - Faculty/staff handbook
    - APs have individual roles/responsibilities
  - Professional Learning opportunities to grow teachers and develop leaders
    - PDs in Department and PLCs
    - FWISD Flex training courses
    - Instructional coaching support
  - New teacher support/struggling teacher support
    - Instructional coaching support
    - AP over content support
  - Do teacher's evaluation results correlate to summative and formative student data
- 
- Level of campus-wide buy-in in regards to continuous improvement process
    - Focus in all core PLCs
    - Focus in all non-core department meetings
  - How are all stakeholders involved in the CNA
    - Developed by campus SBDM Team
    - Instructional Leadership Team reviews progress
    - Progress shared in campus newsletter
  - Systems in place to address needs and track progress towards outcomes or performance objectives
    - ARDs, Freshman Success Teaming, Instructional Leadership Team, PLCs
  - How do we integrate CTE content, college and career guidance counseling, blended learning
    - Go Center Staff, Academic Coach
  - Is Lesson Planning data driven and include formative assessments and interventions
    - Campus-wide lesson plan template
    - PLCs go through lesson plan feedback process
    - System needed to allow same process for non-core departments
  - What ways to we protect and maximize instructional time?
    - Any programs or events that could interrupt the tradition day must go through the approval process of the Campus Leadership Team
  - Equity service for all students?
  - Transition procedures for 8<sup>th</sup> to 9<sup>th</sup> and 12<sup>th</sup>– Post Secondary
    - Freshman Transition Camp
    - Open House
    - Planning/Coaching from Go Center staff and Senior Counselor
  - Classroom management or disciplinary trends/findings
    - Students walking out of class, use of cell phones, language, tardy



- Tardy machine, Parent meetings, OCI/ISS,

- Bullying data/Fighting data
- School Safety Plan
  - Practice Monthly safety drills

### **School Processes & Programs Strengths**

This year we only have five teachers on the transfer list. As of April, we do not know if any other teachers may be thinking about leaving Wyatt. Teachers have expressed to be satisfied with the new administration and may be staying for the upcoming school year to provide continuity to our school.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The seniors have increased their CCMR indicator from 62%(2021) to 64%(2022); while they are overperforming the district's CCMR rating of 59%(2022) by 5%. **Root Cause:** Mapping out a plan with incoming 9th graders to have multiple pathways to earn the CCMR indicator before their senior year.

**Problem Statement 2 (Prioritized):** TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

# Perceptions

## Perceptions Summary

- Retention Rates

Content	2021-2022	2022-2023
Math	57%	55%
English	77%	77%
S. Studies	77%	67%
Science	91%	81%
SPED	100%	100%
Health/P.E.	100%	60%
CTE	69%	60%
Electives	75%	75%
W. Language	67%	17%
Fine Arts	63%	100%

- Student Behavior trends

## Out of School Suspensions

	2019-2020	2020-2021	2021-2022	2022-2023
9 <sup>th</sup> Grade	85	11	77	151
10 <sup>th</sup> Grade	19	8	66	69
11 <sup>th</sup> Grade	31	3	42	30
12 <sup>th</sup> Grade	5	2	10	16
Overall	140	24	195	266

## ISS

	2019-2020	2020-2021	2021-2022	2022-2023
9 <sup>th</sup> Grade	194	2	92	164

	2019-2020	2020-2021	2021-2022	2022-2023
10 <sup>th</sup> Grade	61	2	61	60
11 <sup>th</sup> Grade	35	2	29	40
12 <sup>th</sup> Grade	12	1	24	16
Overall	302	7	206	280

OCI

	2019-2020	2020-2021	2021-2022	2022-2023
9 <sup>th</sup> Grade	46	3	56	99
10 <sup>th</sup> Grade	12	2	27	12
11 <sup>th</sup> Grade	16	0	22	16
12 <sup>th</sup> Grade	1	0	6	6
Overall	75	5	111	133

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The low number of parent participation in campus events **Root Cause:** The need to engage parents through different events and avenues to ensure parent participation.

**Problem Statement 2 (Prioritized):** The low number of students participating in extracurricular activities **Root Cause:** The need for vertical articulation and student and staff involvement within the network structure. (programming, marketing, recruitment)

**Problem Statement 3 (Prioritized):** Our campus retention rate from 2020-2021 to 2021-2022 is an average of 69.2%; this is a decrease of 8.4% from the 2020-2021 school year. **Root Cause:** Need to map out monthly professional learning and coaching opportunities led by our instructional coaches and department chairs.

# Priority Problem Statements

**Problem Statement 1:** Student attendance rates have been below 92% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction.

**Root Cause 1:** Students are not connected to the learning environment.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our campus retention rate from 2020-2021 to 2021-2022 is an average of 69.2%; this is a decrease of 8.4% from the 2020-2021 school year.

**Root Cause 2:** Need to map out monthly professional learning and coaching opportunities led by our instructional coaches and department chairs.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** The seniors have increased their CCMR indicator from 62%(2021) to 64%(2022); while they are overperforming the district's CCMR rating of 59%(2022) by 5%.

**Root Cause 3:** Mapping out a plan with incoming 9th graders to have multiple pathways to earn the CCMR indicator before their senior year.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report.

**Root Cause 4:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Emergent Bilingual students consistently underperform on STAAR EOCs compared to the general population.

**Root Cause 5:** Students demonstrate deficiency in literacy skills.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years.

**Root Cause 6:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math.

**Root Cause 7:** Lack of student preparation in TSIA skills and testing strategies.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** The low number of parent participation in campus events

**Root Cause 8:** The need to engage parents through different events and avenues to ensure parent participation.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** The low number of students participating in extracurricular activities

**Root Cause 9:** The need for vertical articulation and student and staff involvement within the network structure. (programming, marketing, recruitment)

**Problem Statement 9 Areas:** Perceptions

# Goals

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 55% to 70% by May 2025.

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 65% to 70% by May 2025.





**Strategy 1:** The Dean of Instruction will monitor data for English Department and guide teachers in analyzing the data

**Strategy's Expected Result/Impact:** Increase scores in PSAT scores

**Staff Responsible for Monitoring:** Dean of Instruction  
English Teachers

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Analyze student work to identify the conceptual or procedural gap. Then create tier 1 re-teach lessons to increase student achievement.</p> <p><b>Intended Audience:</b> English I and English II Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Dean of Instruction English I, English 2 teachers</p> <p><b>Date(s) / Timeframe:</b> September 2024 - April 2025</p> <p><b>Collaborating Departments:</b> English</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>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

**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 2025.

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 35% to 45% by May 2025.

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 25% to 35% by May 2025.

**Strategy 1:** In order to better serve our students we will adopt Opportunity Culture program. MCLs (Multi Classroom Leaders) will oversee 3-4 teachers each and support them.

**Strategy's Expected Result/Impact:** Increase the number of students who meet and master EOC English I  
Lower number across ELA I classes

**Staff Responsible for Monitoring:** Dean of Instruction  
Master Scheduler

**Title I:**  
2.4, 2.5, 2.6





- **TEA Priorities:**  
Build a foundation of reading and math

- **ESF Levers:**  
Lever 2: Strategic Staffing

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> In order to comply with Opportunity Culture requirements, we will be hiring a Reach Associate (TA) to support MCLs while they support other teachers. <b>Intended Audience:</b> Freshman students <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> ELAR  <b>Funding Sources:</b> Additional teacher - TITLE I (211) - 211-11-6129-04N-016-30-510-000000-25F10 - \$30,000	Formative		Summative	
	Nov	Jan	Mar	June







Action Step 2 Details	Reviews			
<b>Action Step 2:</b> MCLs will receive an annual stipend in order to meet their job description <b>Intended Audience:</b> Algebra 1, English 1 and 2 Students <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction Principal <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Math and ELA  <b>Funding Sources:</b> - TITLE I (211) - 211-11-6119-04N-016-30-510-000000-25F10 - \$36,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, listen, and speak within the 90-minute lesson cycle.

**Strategy's Expected Result/Impact:** Growth in the number of A.A. and Emergent Bilinguals reach "Meets" on common assessments and interim assessments

**Staff Responsible for Monitoring:** Principal  
Dean of Instruction  
Instructional Coach

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Each six-week APs will conduct instructional walkthroughs to monitor the implementation of the new ELPS strategies modeled in the ongoing professional learning sessions. <b>Intended Audience:</b> All core and non-core classrooms <b>Provider / Presenter / Person Responsible:</b> All APs, Dean of Instruction Principal Instructional Coaches <b>Date(s) / Timeframe:</b> Each six-week <b>Collaborating Departments:</b> English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Elective, Special Education	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ongoing professional learning opportunities will be provided each six-week on delivering ELPS strategies within the 90-minute lesson cycle.</p> <p><b>Intended Audience:</b> All core and non-core teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Dean of Instruction Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> Each six-week</p> <p><b>Collaborating Departments:</b> English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Elective, Special Education</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Strategy 3:** We will provide our non core areas with the needed resources in order to provide the best possible education to our students

**Strategy's Expected Result/Impact:** Increase STAAR scores

**Staff Responsible for Monitoring:** Administration

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> All of our non core teachers will be provided with the needed resources to better serve their students</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Aug 2024 - May 2025</p> <p><b>Collaborating Departments:</b> World languages, Fine Arts</p> <p><b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-016-99-243-000000- - \$15,558</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

### Perceptions

**Problem Statement 2:** The low number of students participating in extracurricular activities **Root Cause:** The need for vertical articulation and student and staff involvement within the network structure. (programming, marketing, recruitment)

**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 2025.

**Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 35% to 45% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Strategy 1:** Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, listen, and speak within the 90-minute lesson cycle.

**Strategy's Expected Result/Impact:** Growth in the number of A.A. and Emergent Bilinguals reach "Meets" on common assessments and interim assessments

**Staff Responsible for Monitoring:** Dean of Instruction

Instructional Coaches

All APs

Principal

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Each six-week APs and principal will conduct instructional walkthroughs to monitor the implementation of the new ELPS strategies modeled in the ongoing professional learning sessions.</p> <p><b>Intended Audience:</b> All core and non-core classrooms</p> <p><b>Provider / Presenter / Person Responsible:</b> Dean of Instruction All APs Principal Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> Each six weeks</p> <p><b>Collaborating Departments:</b> English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Electives, Special Education</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ongoing professional learning opportunities will be provided each six-week on delivering ELPS strategies within the 90-minute lesson cycle <b>Intended Audience:</b> All core and non-core <b>Provider / Presenter / Person Responsible:</b> Dean of Instruction Instructional Coach <b>Date(s) / Timeframe:</b> each six-week <b>Collaborating Departments:</b> English, Math, Science, Social Studies, P.E./Health, W. Language, Fine Arts, CTE, Electives, Special Education	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Strategy 2:** In order to better serve students, teachers will offer after school tutoring and Saturday school

**Strategy's Expected Result/Impact:** Improve STAAR scores across all tested areas

**Staff Responsible for Monitoring:** Administration

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> In addition to tutoring, teachers will assist with attendance recovery, credit recovery and Saturday camps <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Administration, counselors and teachers <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> All departments  <b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6116-XXX-016-11-243-000000- - \$85,558	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** Emergent Bilingual students consistently underperform on STAAR EOCs compared to the general population. **Root Cause:** Students demonstrate deficiency in literacy skills.

### Student Learning

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

**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 2025.

**Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 12% to 22% by May 2025.

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 10% to 20% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth

IXL

Interim Assessments

Common Assessments

Walkthrough Observations (Algebra I/Geometry Teachers)

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase in MAP Growth Achievement

Increase in the percentage of students reaching benchmark scores

**Staff Responsible for Monitoring:** Dean of Instruction

Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based on curriculum  <b>Intended Audience:</b> Math Classrooms <b>Provider / Presenter / Person Responsible:</b> Math AP Math Instructional Coach <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Math	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy



**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 2025.

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 15% to 25% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 24% by May 2025.

**High Priority**

- Evaluation Data Sources:** Algebra Passing Rates (By Teacher)
- MAP Growth Data (By Teacher)
- Interim Assessment
- Common Assessment
- Walkthrough Observations (Algebra I Teachers)


**Strategy 1:** Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district-approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.


**Strategy's Expected Result/Impact:** Increase the percentage of students reaching "Meets" on Algebra


**Staff Responsible for Monitoring:** Dean of Instruction  
Instructional Coach

**Title I:**  
2.4, 2.5, 2.6  
**- ESF Levers:**  
Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By August 31, develop a system of observation and feedback of math instruction aligned to FWISD instructional framework and Math Framework. <b>Intended Audience:</b> Algebra I classrooms <b>Provider / Presenter / Person Responsible:</b> Math Instructional Coach All APs Principal <b>Date(s) / Timeframe:</b> August 2024 - May 2025 <b>Collaborating Departments:</b> Math	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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 2025.

**Performance Objective 3:** We will increase the number of graduates from 90% to 95% preventing students from dropping out of school

**High Priority**

**Evaluation Data Sources:** Graduate students

**Strategy 1:** We will offer more opportunities to students to be engaged in school

**Strategy's Expected Result/Impact:** Increase the number of students graduating

**Staff Responsible for Monitoring:** Administration and counselors





**Title I:**

2.4, 2.5

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> We will provide all teachers with the needed resources in order to maintain students engaged in school. <b>Intended Audience:</b> At Risk Students <b>Provider / Presenter / Person Responsible:</b> All teachers <b>Date(s) / Timeframe:</b> Aug 2024 - May 2025 <b>Collaborating Departments:</b> All departments  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-016-24-243-000000- - \$22,542	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

**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 2025.

**Performance Objective 4:** Our Emergent Bilingual students will increase scores in all STAAR tests

**Evaluation Data Sources:** STAAR Tests

**Strategy 1:** Provide our Emergent Bilingual population with the needed resources in order to improve in all areas.





**Strategy's Expected Result/Impact:** Increase the STAAR scores of our EB students

**Staff Responsible for Monitoring:** Administration and teachers

**Title I:**

2.6

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide all teachers with Emergent Bilingual students within their classes with the needed resources in order to serve their students</p> <p><b>Intended Audience:</b> Emergent Bilingual Students  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Date(s) / Timeframe:</b> Aug 2024 - May 2025  <b>Collaborating Departments:</b> All departments</p> <p><b>Funding Sources:</b> - BEA (199 PIC 25) - 199-11-6399-001-016-25-243-000000 - \$6,367</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>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Emergent Bilingual students consistently underperform on STAAR EOCs compared to the general population. <b>Root Cause:</b> Students demonstrate deficiency in literacy skills.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 85% to 95% by May 2025.

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 65% to 72% by May 2025.

**High Priority**

**Evaluation Data Sources:** TSIA

Industry Based Certification Earned

SAT/ACT

Early College High School Students ("On Track" to earn Associate Degree)

Texas College Bridge Passing Rate

On Ramps Passing Rate

**Strategy 1:** Utilize Family Communications and CCR Coach to build partnerships with local businesses aligned with our Programs of Choice/CTE programs.

**Strategy's Expected Result/Impact:** Incoming 9th graders will stay in the chosen POC pathway and have the opportunity to earn industry-based certifications.

**Staff Responsible for Monitoring:** Principal

Administrator over CTE

Post Secondary Specialist

**Title I:**

2.5

- **TEA Priorities:**





Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Connect with local businesses to create partnerships <b>Intended Audience:</b> 9th Graders <b>Provider / Presenter / Person Responsible:</b> CCMR Coach Family & Community Outreach Specialist <b>Date(s) / Timeframe:</b> Year round <b>Collaborating Departments:</b> Freshman Success Team	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create a monthly calendar of invited speakers that align with our programs (Career Fridays). <b>Intended Audience:</b> 9th Graders <b>Provider / Presenter / Person Responsible:</b> Family & Community Outreach Specialist CCMR Coach <b>Date(s) / Timeframe:</b> Career day one Friday per month <b>Collaborating Departments:</b> Freshman Success Teams	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Set up monthly field trips for students to visit local businesses that align with our programs College Tours <b>Intended Audience:</b> 9th Graders <b>Provider / Presenter / Person Responsible:</b> Family Outreach and Communication Specialist CCMR Coach <b>Date(s) / Timeframe:</b> Once per month <b>Collaborating Departments:</b> Freshman Success Teams  <b>Funding Sources:</b> - TITLE I (211) - 211-11-6412-04N-016-30-510-000000-25F10 - \$15,000	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Host a Program of Choice Selection Fair for 9th-grade students to ensure that every 9th-grader will be able to choose a program <b>Intended Audience:</b> 9th Graders <b>Provider / Presenter / Person Responsible:</b> Post Secondary Specialist Dean of Instruction <b>Date(s) / Timeframe:</b> September 2024 <b>Collaborating Departments:</b> Freshman Success Team	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Student attendance rates have been below 92% since 2020 with an increase in chronic absenteeism. This is keeping the campus from reaching a distinction. <b>Root Cause:</b> Students are not connected to the learning environment.

## School Processes & Programs

**Problem Statement 2:** TSIA testing scores are low on campus with only 6% of the overall population receiving qualify scores in reading and writing and 5% receiving qualifying scores in math. **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.



**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 2:** Our Career and Technology departments will properly serve all our students and encourage students to take EOY Industry Based Certifications (IBCs)





**Evaluation Data Sources:** IBCs

**Strategy 1:** Our CTE department will receive needed materials to better prepare students to their Industry Based Certification exams.

**Strategy's Expected Result/Impact:** Increase CCMR and the number of students receiving their IBC

**Staff Responsible for Monitoring:** CTE Teachers  
PSP  
CTE Administrator

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> In order to better prepare students for IBCs, we will provide students with the needed materials in all programs offered</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Aug 2024 - May 2025</p> <p><b>Collaborating Departments:</b> CTE</p> <p><b>Funding Sources:</b> - CTE (199 PIC 22) - \$25,611</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>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The seniors have increased their CCMR indicator from 62%(2021) to 64%(2022); while they are overperforming the district's CCMR rating of 59%(2022) by 5%. <b>Root Cause:</b> Mapping out a plan with incoming 9th graders to have multiple pathways to earn the CCMR indicator before their senior year.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 3:** Increase the percentage of Grade 9 students "On Track" from 66% to 75% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61% to 70% by May 2025.

**Evaluation Data Sources:** 9th Grade ADA

- 9th Grade Referral Rate
- 9th Grade Referral Rate by teacher
- 9th Grade Passing Rate
- Teacher Achievement Rate (Grades)

**Strategy 1:** Build teacher instruction capacity to plan and implement Tier 1 instructions in all core classrooms with differentiated and scaffolded supports, particularly for African American students.

**Strategy's Expected Result/Impact:** Increase the percentage of students "On Track"

**Staff Responsible for Monitoring:** Freshman Success Team


- AP over 9th Grade
- Freshman Success Coach

**ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLC calendar will be created and updated each week to ensure that the communities are regularly focusing on incorporating common activities including, but not limited to; planning/practice, studying student work, using student data, and professional learning. Each month the campus administration will analyze the minutes from the meetings using a campus-created PLC Agenda/Minutes Google form.</p> <p><b>Intended Audience:</b> All PLCs</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coaches APs Principal</p> <p><b>Date(s) / Timeframe:</b> Each six-week</p> <p><b>Collaborating Departments:</b> All PLCs</p> <p><b>Funding Sources:</b> Departmental Instructional Supplies - TITLE I (211) - 211-11-6399-04N-016-30-510-000000-25F10 - \$35,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 4:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 54% to 75% by May 2025.

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 70% by May 2025.

**Evaluation Data Sources:** Algebra I Passing Rates (Cycle reports-ADQ)  
Algebra I Achievement Rate (By Teacher-Focus Report)  
Walkthrough Observations (Algebra I Teachers)  
Algebra I Teachers observing one-another

**Strategy 1:** Math lesson plans and observations will be monitored by institutional coaches and assistant principals for systematic Tier 1 instruction and alignment of the curriculum framework.

**Strategy's Expected Result/Impact:** Increase Algebra I Success Rate

**Staff Responsible for Monitoring:** Math Instructional Coach  
AP over Math

**Title I:**  
2.4, 2.5, 2.6  
**- ESF Levers:**  
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Each math teacher will observe selected teachers each month beginning in September, focusing on the instruct portion of the FWISD CF: Aligned instruction, engagement, and student voice. Observation data will be captured using a google form. <b>Intended Audience:</b> Math Teachers <b>Provider / Presenter / Person Responsible:</b> AP over Math Math Instructional Coach <b>Date(s) / Timeframe:</b> September 2024 - April 2025 <b>Collaborating Departments:</b> Math	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:**

**Student Learning**

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 5:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 4% to 15% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 1% to 10% by May 2025.

**Evaluation Data Sources:** TSIA Math/Reading

MAP Growth

Walkthrough Observations (English III, IV, Algebra II, Pre-Cal, Cal)

**Strategy 1:** Math and English Teachers will conduct multiple activities to educate students on the importance and value of the SAT & ACT assessments

**Strategy's Expected Result/Impact:** Increased SAT/ACT results

**Staff Responsible for Monitoring:** Dean of Instruction

**TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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

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

**Performance Objective 1:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 71 % to 90% by May 2025. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 75% by May 2025.

**High Priority**

**Evaluation Data Sources:** Parent Surveys

**Strategy 1:** Monthly coffee and evening with the principal will be held in order to provide parents with important information and to listen to their concerns

**Strategy's Expected Result/Impact:** Improve positive school perception

**Staff Responsible for Monitoring:** Principal and parent liaison





**Title I:**

4.1, 4.2

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Parent liaison will acquire supplies and materials for parental involvement. <b>Intended Audience:</b> OD Wyatt Families <b>Provider / Presenter / Person Responsible:</b> Parent Liaison <b>Date(s) / Timeframe:</b> August 2024 - May 2025  <b>Funding Sources:</b> - TITLE I (211) - 211-61-6399-04L-016-30-510-000000-25F10 - \$8,922	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>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** The low number of parent participation in campus events **Root Cause:** The need to engage parents through different events and avenues to ensure parent participation.



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

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





**Performance Objective 2:** Our Gifted and Talented population will receive services accordingly

**Evaluation Data Sources:** GT Students STAAR scores

**Strategy 1:** All Gifted and Talented students will be properly served

**Strategy's Expected Result/Impact:** Better STAAR scores

**Staff Responsible for Monitoring:** Teachers

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers who serve GT students will receive the proper materials to better serve this population</p> <p><b>Intended Audience:</b> GT Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Aug 2024 - May 2025</p> <p><b>Funding Sources:</b> - GT (199 PIC 21) - \$2,856</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress       Accomplished       Continue/Modify       Discontinue</p>				

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

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

**Performance Objective 3: Our SPED population will receive proper services and have access to needed materials**

**High Priority**

**Evaluation Data Sources:** SPED STAAR Scores

**Strategy 1: Provide SPED teachers with the necessary materials in order to better serve their students**

**Strategy's Expected Result/Impact:** Improvement in STAAR Scores

**Staff Responsible for Monitoring:** SPED Administrator

**Title I:**

2.6





**- TEA Priorities:**

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

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> We will provide our SPED teachers with the needed resources to better serve their students</p> <p><b>Intended Audience:</b> SPED Students</p> <p><b>Provider / Presenter / Person Responsible:</b> SPED Teachers</p> <p><b>Date(s) / Timeframe:</b> Aug 2024 - May 2025</p> <p><b>Collaborating Departments:</b> SPED</p> <p><b>Funding Sources:</b> - SPED (199 PIC 23) - \$16,087</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> No Progress       Accomplished       Continue/Modify       Discontinue</p>				

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** STAAR Data for English EOC testers shows a campus passing rate of 42% as per the TAPR report for the past two years. **Root Cause:** The root cause is the need for professional development for teachers in order to improve Tier 1 Instruction.

**Problem Statement 2:** STAAR Data for Algebra I EOC testers show a campus passing rate of 50% as per the TAPR report. **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction and develop a deeper understanding of Content Pedagogy

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

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

**Performance Objective 4:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 42% to 30% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 30% by May 2025.

**Evaluation Data Sources:** Weekly ADA

Tracking Parent Contacts

# of students on attendance trackers

# of Warning Letters issued

# of SART meetings held

# of students completing attendance recovery

**Strategy 1:** Family and Community Outreach Specialists will make weekly parent contacts, and enroll and train parents on the parent portal app.

**Strategy's Expected Result/Impact:** Reduction in the number of students with excessive absences

**Staff Responsible for Monitoring:** Family and Community Outreach Specialists (3)





AP over attendance

Attendance Clerk

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Parent newsletter will be created and distributed each month to ensure that families are connected to the school community (registration, parent portal, and parent engagement events).</p> <p><b>Intended Audience:</b> Students with excessive absences</p> <p><b>Provider / Presenter / Person Responsible:</b> Family and Community Outreach Specialists Principal</p> <p><b>Date(s) / Timeframe:</b> Monthly</p> <p><b>Collaborating Departments:</b> Freshman Success Teams</p> <p><b>Funding Sources:</b> Family Community Outreach Specialist - TITLE I (211) - 211-61-6119-04L-016-30-510-000000-25F10 - \$66,037.63, Fam Engagement Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-016-30-510-000000-25F10 - \$8,922</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> At each 3-week progress report, the Stay in School Coordinator will identify and create a recovery plan for students that are off track with their attendance (warning letter, SART meeting, attendance tracker).</p> <p><b>Intended Audience:</b> Students with excessive absences</p> <p><b>Provider / Presenter / Person Responsible:</b> Stay in School Coordinator Family &amp; Community Outreach Specialists AP over Attendance</p> <p><b>Date(s) / Timeframe:</b> Each 3-Week Progress Report</p> <p><b>Collaborating Departments:</b> Freshman Success Teams Grade Level SST</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Every six weeks, there will be a check to monitor the percentage of students that completed the required attendance recovery sessions.</p> <p><b>Intended Audience:</b> Students with excessive absences</p> <p><b>Provider / Presenter / Person Responsible:</b> AP over Attendance Attendance Clerk Family &amp; Community Outreach Specialists</p> <p><b>Date(s) / Timeframe:</b> End of every six-week</p> <p><b>Collaborating Departments:</b> Grade Level SST Freshman Success Team</p> <p><b>Funding Sources:</b> Attendance Recovery - TITLE I (211) - 211-61-6121-04L-016-30-510-000000-25F10 - \$8,000, Attendance Recovery - TITLE I (211) - 211-61-6116-04L-016-30-510-000000-25F10 - \$5,000, Title 1 Supplies &amp; Materials - TITLE I (211) - 211-11-6399-04N-016-30-510-000000-25F10 - \$124,369.97</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

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

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

**Performance Objective 5:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2025.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Additional teacher	Title I Teacher Assistant	211-11-6129-04N-016-30-510-000000-25F10	\$30,000.00
1	2	1	2		Title I Reading/ Mathematics Teacher	211-11-6119-04N-016-30-510-000000-25F10	\$36,000.00
3	1	1	3		Transportation costs for students	211-11-6412-04N-016-30-510-000000-25F10	\$15,000.00
3	3	1	1	Departmental Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-25F10	\$35,000.00
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-016-30-510-000000-25F10	\$8,922.00
4	4	1	1	Family Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-016-30-510-000000-25F10	\$66,037.63
4	4	1	3	Attendance Recovery	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-016-30-510-000000-25F10	\$8,000.00
4	4	1	3	Title 1 Supplies & Materials	Supplies and materials for instructional use	211-11-6399-04N-016-30-510-000000-25F10	\$124,369.97
4	4	1	3	Attendance Recovery	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-016-30-510-000000-25F10	\$5,000.00
<b>Sub-Total</b>							\$328,329.60
<b>Budgeted Fund Source Amount</b>							\$328,329.60
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Fam Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-016-30-510-000000-25F10	\$8,922.00
<b>Sub-Total</b>							\$8,922.00
<b>Budgeted Fund Source Amount</b>							\$8,922.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-016-11-243-000000-	\$85,558.00
<b>Sub-Total</b>							\$85,558.00
<b>Budgeted Fund Source Amount</b>							\$85,558.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		GENERAL SUPPLIES		\$2,856.00
<b>Sub-Total</b>							\$2,856.00
<b>Budgeted Fund Source Amount</b>							\$2,856.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		GENERAL SUPPLIES		\$25,611.00
<b>Sub-Total</b>							\$25,611.00
<b>Budgeted Fund Source Amount</b>							\$25,611.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1		GENERAL SUPPLIES		\$16,087.00
<b>Sub-Total</b>							\$16,087.00
<b>Budgeted Fund Source Amount</b>							\$16,087.00
<b>+/- Difference</b>							\$0.00



SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		Supplies and materials for instructional use	199-11-6399-001-016-24-243-000000-	\$22,542.00
<b>Sub-Total</b>							\$22,542.00
<b>Budgeted Fund Source Amount</b>							\$22,542.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	4	1	1		Supplies and materials - instruction	199-11-6399-001-016-25-243-000000	\$6,367.00
<b>Sub-Total</b>							\$6,367.00
<b>Budgeted Fund Source Amount</b>							\$6,367.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	3	1		INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-016-99-243-000000-	\$15,558.00
<b>Sub-Total</b>							\$15,558.00
<b>Budgeted Fund Source Amount</b>							\$15,558.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$511,830.60
<b>Grand Total Spent</b>							\$511,830.60
<b>+/- Difference</b>							\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024