Fort Worth Independent School District

014 Southwest High School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

At Southwest High School, learning matches industry standards and college expectations through academically rigorous instruction with a sense of urgency so that students can positively contribute to their community and maximize opportunities for success.

Value Statement

Southwest High School is The Place to Be!

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Demographics

Demographics Summary

Southwest High School serves a student body of approximately 1,200 students. 45% Hispanic and 43% African American. The remaining percent is comprised by White, Asian American, Two or More Races and Indian American students. 85% of our students are Economically Disadvantaged, the school has a 25% 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 a resource closet is available to the community and supported by Neighborhood Needs. Southwest High School has also been awarded a grant partnership with THRIVE. This partnership will help create opportunities for students at risk in our neighborhood to have access to food and clothing resources.

We located in Southwest Fort Worth on AltaMesa Boulevard. Our pyramid feeder pattern includes 5 elementary schools, 1 sixth grade campus and 1 seventh/eighth grade middle school. Starting during the 24-25 school year the 6th grade campus will consolidate with the 7/8th grade campus. The neighborhood is an older neighborhood with an established home owners association. Many of the houses in the neighborhood are being sold and renovated.   We currently serve 5 large apartment complexes and several smaller complexes.

Demographics Strengths

Southwest High School has many programs designed to help students be successful and reach their individual potential. The programs include:

Contemporary Academy of Music Program Gold Seal Program

Unique Fine Arts Experience/High Performing Band/Show Choir/Choir

Broadcast Journalism and Media Production Gold Seal Program

Early College High School Gold Seal Program

JROTC program

Business/Marketing Courses

Education and Training CTE courses

Robotics/STEM education

Variety of Dual Credit, On-Ramps and AP courses where students can earn college credit

Comprehensive Athletic Program for both Boys and Girls

Our Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district personnel, community and business members. We meet as a committee a minimum of six timers per year to create, monitor and adjust our CIP.

Established PTA program

We have very involved community partners that help support the school, students, and staff. We have a very good reciprocal relationship with our partners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%.   **Root Cause:** Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.

Problem Statement 2 (Prioritized): Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371   **Root Cause:** Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

Student Learning

Student Learning Summary

Overall STAAR EOC DATA Below:

Spring STAAR 2024	
Campus	District
English 1 37%	49%
Biology 82%	84%
Algebra 1 62%	60%
English 2 60%	63%
US History 91%	92%

Student Learning Strengths

Student learning strengths identified in 2023/2024 school year include:

Increase academic performance in English 2, Biology and Algebra STAAR EOC assessments.

US History scores remained above the 90%.

The number of students who met CCMR status grew from 83% to 95%

Attendance for all students was above the district average 92%

15 students in the inaugural ECHS class graduated with their associates degree

12.75 million dollars of scholarship monies were awarded during the 23.24 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause:** Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs

School Processes & Programs Summary

Every department has a designated PLC time on designated block schedule. Core tested teachers have a pull out full PD day six times a year. Grade level success teams have been established and meet weekly to discuss student grades, discipline and attendance. Departments are organized by department chairs who oversee individualized department initiatives. We offer several student mentoring programs: Just Say Yes, My Brother's Keeper, My Sister's Keeper, Communities in Schools and Upward Bound. We utilize an Instructional Coach to mentor new teachers.

School Processes & Programs Strengths

PLC implementation as show grown as determined by the district PLC rubric.

Implementation of Consistent Lesson planning has been monitored through weekly checks

Implementation of Lead4ward playlist and IQ resources were established for the 23.24 school year.

Data Driven Instruction focusing on behavior, attendance and grades was establish for freshman cohort. This model will be implemented across grade levels and contents.

Effective questioning strategies were introduced and developed for deeper student learning and engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains. **Root Cause:** Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

Perceptions

Perceptions Summary

The attendance rate for the current school year was 92%. Engagement has increased through all social media platforms. Our GO Center staff helps students explore post secondary pathways through access to scholarships, career drives, college internships and mentorships. The Go center staff also works with families to complete financial aid and match/fit based on student inter

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males. **Root Cause:** Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

Priority Problem Statements

Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%

Root Cause 1: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.

Root Cause 2: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%.

Root Cause 3: Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371

Root Cause 4: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males.

Root Cause 5: Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: May 14, 2024

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 _26__% to _31__% 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 __20_% to __27_% by May 2025.

> **Evaluation Data Sources:** CIP companion data/ADQ

Strategy 1: Provide teachers with data and tested skill alignment from PSAT, STAAR EOC, SAT, and TSI so that teachers can intentionally design lessons that targeted student growth on all assessments.

> **Strategy's Expected Result/Impact:** Increase student performance on PSAT, STAAR EOC, SAT and TSI. Increase CCMR performance to 93%
>
> **Staff Responsible for Monitoring:** Campus Leadership Team
> Dean of Instruction
> Post Secondary Success Specialist
> Department Chairs
> Instructional Coach
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Connect high school to career and college, Improve low-performing schools
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a data protocol to be utilized in campus professional learning communities which will exam alignment between standards, curriculum and teacher developed lesson implementation.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All Teachers/Focus on Core Teacher First **Provider / Presenter / Person Responsible:** Dean of Instruction Post Secondary Success Specialist **Date(s) / Timeframe:** 2024-2025 school year. Will start with PD in August training campus PD days. **Collaborating Departments:** Learning and Leading CCMR **Delivery Method:** In-person **Funding Sources:** - TITLE I (211) - 211-11-6112-0PD-014-30-510-000000-25F10 - $7,500, ** UA - TITLE I (211) - 211-11-6399-04N-014-30-510-000000-25F10 - $10,093				

Action Step 2 Details	Reviews			
Action Step 2: Create a campus CCMR tracker. Train all teachers on CCMR standards and align practices to ensure all students have a pathway to achieve CCMR eligibility. Provide CTE teachers with budget to support and align classroom curriculum to industry standards and training needs. Provide funding for seniors who need to take Texas College Bridge to earn CCMR credit.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers All Students **Provider / Presenter / Person Responsible:** Campus Leadership Team **Date(s) / Timeframe:** 2024/2025 school year **Collaborating Departments:** Learning and Leading **Delivery Method:** In person **Funding Sources:** - CTE (199 PIC 22) - $20,381				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs

Problem Statement 1: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.   **Root Cause**: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

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 _36__% 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.

High Priority

Evaluation Data Sources: Companion Guide, MOY MAP and Interim Assessment data. Campus Academic Progress Summary/ADQ

Strategy 1: Campus priorities for the 2024/2025 school year will be meticulous lesson planning, Structured student discourse through effective questioning, academic vocabulary, implementation of Lead4ward data/activities, Differentiation, and Effective Monitoring. Increase teacher understanding of standards aligned to taught content area and see improved instructional impact as scored through the TTESS Rubric during administrative walkthroughs and observations. Focus will be on TTESS 2.4(differentiation) and 2.5 (Monitoring)-

Strategy's Expected Result/Impact: Improved high-quality tier-1 instruction
Improved overall TTESS teacher performance

Staff Responsible for Monitoring: Campus Leadership Team
Dean of Instruction
Post Secondary Success Specialist
Department Chairs
Instructional Coach

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Campus protocol will be established to provide identified support to teachers that are new to the profession, new to campus or new to the content. This support will include providing a mentor, monthly meetings, feedback and classroom learning walks.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Identified Teachers **Provider / Presenter / Person Responsible:** Campus Leadership Team Dean of Instruction Post Secondary Success Specialist Department Chairs Instructional Coach **Date(s) / Timeframe:** 2024/2025 School Year **Collaborating Departments:** Learning and Leading **Delivery Method:** In person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6321-XXX-014-11-243-000000- - $1,000				

Action Step 2 Details	Reviews			
Action Step 2: In order to increase student proficiency in Academic Vocabulary- campus will purchase vocabulary.com software.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All students **Provider / Presenter / Person Responsible:** All Teachers **Date(s) / Timeframe:** 2024/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** Software **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6321-XXX-014-11-243-000000- - $7,500				

Action Step 3 Details	Reviews			
Action Step 3: Provide Lead4ward training on the Lead4ward playlist, the IQ tool and the data frequency distribution by TEK chart.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All teachers **Provider / Presenter / Person Responsible:** Campus Leadership Team Lead4ward presenter **Date(s) / Timeframe:** 2024/2025 August PD development day **Collaborating Departments:** Learning and Leading **Delivery Method:** In person **Funding Sources:** - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-014-99-243-000000- - $7,000				

Action Step 4 Details	Reviews			
Action Step 4: Hire additional ELAR teacher through Title 1 funds so that identified students can receive additional support. By hiring an additional teacher overall class sizes in ELAR will be decreased.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: English 1/English 2 students **Provider / Presenter / Person Responsible:** Campus Administration Team **Date(s) / Timeframe:** 24-25 School Year **Collaborating Departments:** Leading and Learning **Delivery Method:** In Person/Staffing **Funding Sources:** Title One Teacher - TITLE I (211) - 211-11-6119-04N-014-30-510-000000-25F10 - $62,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%.   **Root Cause**: Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.
Problem Statement 2: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371   **Root Cause**: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs
Problem Statement 1: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.   **Root Cause**: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

Perceptions
Problem Statement 1: 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males.   **Root Cause**: Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

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 _52__% to __60__% 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__48_% to _55__% by May 2025.

High Priority

Strategy 1: Develop and implement two common formative assessments per grading cycle, data gained will allow teachers to appropriately plan, modify and reteach lessons to meet all student needs.

Strategy's Expected Result/Impact: Increase performance on STAAR EOC
Increased classroom rigor
Increase overall student classroom performance.

Staff Responsible for Monitoring: Campus Leadership Team
Dean of Instruction
Post Secondary Success Specialist
Department Chairs
Instructional Coach

Title I:
2.4, 2.6
 - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Each Department will participate in classroom learning walks, where best practices for effective instruction will be observed. Campus leadership team will provide PD for informal and formal check for understanding throughout the lesson cycle.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: All teachers **Provider / Presenter / Person Responsible:** Campus Leadership Team Dean of Instruction Post Secondary Success Specialist Department Chairs Instructional Coach **Date(s) / Timeframe:** 2024/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6112-XXX-014-11-243-000000- - $2,584				

Action Step 2 Details	Reviews			
Action Step 2: Saturday School Tutoring will be provided for identified students. We will offer 12 Saturday School opportunities throughout the year.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Identified at risk students **Provider / Presenter / Person Responsible:** Campus Administration Team Identified Core Teachers **Date(s) / Timeframe:** 24-25 school year. **Collaborating Departments:** Leading and Learning **Delivery Method:** In person Tutorials **Funding Sources:** - SCE (199 PIC 24) - 199-11-6116-001-014-24-243-000000- - $9,467, - TITLE I (211) - 211-11-6116-04N-014-30-510-000000-25F10 - $14,500				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371 **Root Cause**: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

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 _13__% to _21__% 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 __15_% by May 2025.

> **Evaluation Data Sources:** Companion Guide

Strategy 1: Implementation of PLC teaming to monitor and target student performance in all tested subject areas including Algebra 1, English 1, English 2, Biology and US History. During PLC's teachers will identify/analyze TEK standards, plan lessons, practice lesson implementation, review data and evaluate student work samples.

> **Strategy's Expected Result/Impact:** Increase overall student performance on STAAR by 10% as well as ensure 80% of our students demonstrate growth measures
>
> **Staff Responsible for Monitoring:** Campus Leadership Team
> Dean of Instruction
> Post Secondary Success Specialist
> Department Chairs
> Instructional Coach
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative		**Summative**	
Action Step 1: Teachers will meet weekly in PLC's. During PLC's teachers will identify/analyze TEK standards, plan lessons, practice lesson implementation, review data and evaluate student work samples. Teachers will be responsible for uploading both agendas and minutes with action items each week.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: All Students and Core Subject Teachers **Provider / Presenter / Person Responsible:** Campus Leadership Team Dean of Instruction Post Secondary Success Specialist Department Chairs Instructional Coach **Date(s) / Timeframe:** 2024/2025 School Year **Collaborating Departments:** Learning and Leading **Delivery Method:** In-person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6329-XXX-014-11-243-000000- - $500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 2: Provide substitutes each 6 weeks for teachers to analyze their data, data conferences, goal setting, make accelerated plans for instruction, provide professional learning around specific classroom observation data.

Strategy's Expected Result/Impact: Overall increase in student performance by 10%

Staff Responsible for Monitoring: Campus Leadership Team
Dean of Instruction
Post Secondary Success Specialist
Department Chairs
Instructional Coach

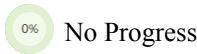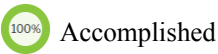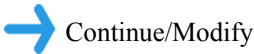**Title I:**
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
	Formative		Summative	
Action Step 1: Teachers of tested areas and special education teachers will spend three days per semester for pull-out planning and PD. Teachers will also be given 1 additional day per semester to do goal setting and data conferencing with students.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: All Students				
Provider / Presenter / Person Responsible: Campus Leadership Team				
Dean of Instruction				
Post Secondary Success Specialist				
Department Chairs				
Instructional Coach				
Date(s) / Timeframe: 2024/2025 School Year				
Collaborating Departments: Learning and Leading				
Delivery Method: In-person				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-014-11-243-000000- - $15,000, - SPED (199 PIC 23) - $6,216				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs
Problem Statement 1: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.   **Root Cause**: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

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 14% to 20% 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 6% to 15% by May 2025.

High Priority

Evaluation Data Sources: Fort Worth ISD Companion Guide

Strategy 1: Improve high quality, rigorous instruction in Algebra I through a focus on campus based instructional priorities. Campus priorities for the 2024/2025 school year will be meticulous lesson planning, Structured student discourse through effective questioning, academic vocabulary, implementation of Lead4ward data/activities, Differentiation, and Effective Monitoring.

Strategy's Expected Result/Impact: Improve Student Performance
Improve Teacher Performance on TTESS

Staff Responsible for Monitoring: Campus leadership Team

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: All Special Education teachers will receive professional development surrounding best practices for implementing support facilitation in the classroom. All general education teachers will be provided training on implementation of students IEP's and classroom supports. **Intended Audience:** SPED Teachers All General Education teachers who support SPED students **Provider / Presenter / Person Responsible:** SPED department chair Campus Leadership Team **Date(s) / Timeframe:** 2024/2025 **Collaborating Departments:** Special Education **Delivery Method:** In-person/Region 11 **Funding Sources:** - SPED (199 PIC 23) - $7,500	**Formative**		**Summative**	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide ALEKS/ IXL software licenses to students to support and enrich classroom instruction in mathematics. **Intended Audience:** Southwest Algebra I Students **Provider / Presenter / Person Responsible:** Campus Leadership Algebra I Teachers **Date(s) / Timeframe:** 2024/2025 School Year **Collaborating Departments:** Learning and Leading **Delivery Method:** In person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6321-XXX-014-11-243-000000- - $10,000	**Formative**		**Summative**	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: In order to lower teacher to student ratio an additional mathematics teacher was hired utilizing title one funding. **Intended Audience:** Mathematic Students at Southwest **Provider / Presenter / Person Responsible:** Nicholas Williams **Date(s) / Timeframe:** 2024/2025 **Collaborating Departments:** Learning and Leading **Delivery Method:** In person **Funding Sources:** Title 1 Mathematics Teacher - TITLE I (211) - 211-11-6119-04N-014-30-510-000000-25F10 - $63,500	**Formative**		**Summative**	
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs
Problem Statement 1: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.   **Root Cause**: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

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 82__% to _93__% 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 __85_% to __90_% by May 2025.

    Evaluation Data Sources: Campus CCMR data Tracker/FWISD CCMR data

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 students who attain CCMR from 90-95%%

    Staff Responsible for Monitoring: Campus leadership Team

    Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

    Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create a CCMR campus tracker and update monthly, sharing with counselors and staff to ensure students are placed in correct courses and are preparing for appropriate CCMR measures (SAT, TSIA.2, Texas College Bridge, etc.)	**Formative**		**Summative**	
Intended Audience: Administration, Counselors, Teachers, Instructional Leaders **Provider / Presenter / Person Responsible:** Post-Secondary Success Specialist **Date(s) / Timeframe:** Monthly for the duration of the 2024-2025 school year **Collaborating Departments:** CCMR, Counseling **Delivery Method:** Digital Spreadsheet	**Nov**	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Increase student performance by hosting test-specific tutoring/boot camps for students prior to their taking of the exam (TSI, SAT, AP) and giving the tests more often by becoming a SAT/ACT testing site and providing TSI testing to students at least twice each semester.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students, Teachers (as tutors and proctors) **Provider / Presenter / Person Responsible:** Post-Secondary Success Specialist **Date(s) / Timeframe:** Throughout the school year, specifically in the weeks leading up to testing days **Collaborating Departments:** CCMR, TCC - South **Delivery Method:** after school/weekend tutoring/boot camps and testing sessions **Funding Sources:** - GT (199 PIC 21) - $1,000, - GT (199 PIC 21) - $2,180				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371   **Root Cause**: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 69% 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 60% to 68% by May 2025.

Evaluation Data Sources: FWISD BAG Report

Strategy 1: Continue the work of the Freshman Success Team through grade-level teams 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 freshmen will obtain 6 credits by the end of the year.

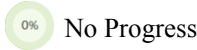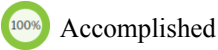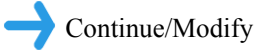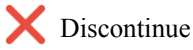94% average daily attendance or higher for freshmen.

Staff Responsible for Monitoring: Campus leadership

Dean of Instruction

Title I:

2.6

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Hold monthly meetings with grade-level teams to review data and create plans that help keep freshmen on track and attending school.	Formative		Summative	
Intended Audience: Teachers - specifically 9th grade teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Dean of Instruction Campus Leadership				
Date(s) / Timeframe: Monthly throughout the school year				
Delivery Method: Face-to-face meetings E-mailed reports				

Action Step 2 Details	Reviews			
Action Step 2: Host freshman orientation (freshman transition camp) and grade-level beginning of the year meetings to introduce/review campus policies, procedures, requirements, expectations and help teachers/students transition between grades.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Students Parents **Provider / Presenter / Person Responsible:** Dean of Instruction Campus Leadership **Date(s) / Timeframe:** August 2024 **Collaborating Departments:** Campus Based **Delivery Method:** In Person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6399-XXX-014-11-243-000000- - $2,000, - BASIC (199 PIC 11) - 199-11-6116-XXX-014-11-243-000000- - $4,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 2: Improve teacher understanding of specific student group needs and aligned expectations.

Strategy's Expected Result/Impact: 90% of true freshman will obtain 6 credits by the end of the year
94% average daily attendance or higher for freshman

Staff Responsible for Monitoring: Dean of Instruction
Campus Leadership

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

Action Step 1 Details	Reviews			
Action Step 1: Teachers will be divided into grade level teams to collaborate and ensure success for students in each grade level. Dean of Instruction will work with teachers to read and interpret data regarding high needs student groups and how to leverage instruction and classroom behavior toward student success. Campus data protocol aligned to district DDI initiative will be implemented.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Dean of Instruction Campus Administration **Date(s) / Timeframe:** Monthly meetings throughout the2024/2025 school year **Collaborating Departments:** Campus Based **Delivery Method:** In Person **Funding Sources:** - BEA (199 PIC 25) - 199-11-6116-001-014-25-243-000000 - $2,584				

Action Step 2 Details	Reviews			
Action Step 2: Dean of Instruction will work collaboratively with teacher teams to establish aligned practices that will be evident in classrooms across the campus. Administration will support teachers and instructional leadership with this goal by providing necessary supplies for classrooms including paper, writing materials, textbooks, computer programs, and other items deemed necessary for student instructional growth and success.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Dean of Instruction Campus Leadership **Date(s) / Timeframe:** 2024-2025 school year **Collaborating Departments:** Campus Based **Delivery Method:** In Person **Funding Sources:** - BASIC (199 PIC 11) - 199-11-6399-XXX-014-11-243-000000- - $26,508				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371   **Root Cause**: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

Student Learning

Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs

Problem Statement 1: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.   **Root Cause**: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

Perceptions

Problem Statement 1: 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males.   **Root Cause**: Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

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 students who have successfully completed Algebra 1 by the end of 9th grade from 75% to 85% 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 70% to 80% by May 2025.

Evaluation Data Sources: FWISD BAG Report
Focus Report
Teacher Grades and Feedback

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

Strategy's Expected Result/Impact: STAAR EOC will show 10% increase in student achievement

Staff Responsible for Monitoring: Campus Leadership
Department Head
Algebra I teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Algebra one team will focus on incorporating a TEKS mastery tracker and continue to develop PLC model practices.	Formative			Summative
Intended Audience: Algebra 1 Teachers **Provider / Presenter / Person Responsible:** Administrator over mathematics **Date(s) / Timeframe:** 2024-2025 school year **Collaborating Departments:** Learning and Leading **Delivery Method:** In-person	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Strategy 2: Provide professional development to Algebra I teachers in targeted areas designed to address individual teacher strengths and opportunities of growth as identified through TTESS evaluations.

Strategy's Expected Result/Impact: Completion rate of first time 9th grade students enrolled in Algebra I will increase by 10%

Staff Responsible for Monitoring: Campus Leadership
Department Head
Algebra I Teachers

Title I:
2.4, 2.6, 4.1
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative		Summative	
Action Step 1: Department head and department administrator will provide targeted support and professional learning based on results from administrative walk throughs and observations.	Nov	Jan	Mar	June
Intended Audience: Southwest Algebra I Teachers **Provider / Presenter / Person Responsible:** Department head Campus Leadership **Date(s) / Timeframe:** 2024/2025 School Year **Collaborating Departments:** Learning and Leading **Delivery Method:** In-person **Funding Sources:** - TITLE I (211) - 211-11-6112-0PD-014-30-510-000000-25F10 - $5,000, - TITLE I (211) - 211-11-6116-04N-014-30-510-000000-25F10 - $5,304.20				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%.   **Root Cause**: Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.

Student Learning
Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63% **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

Perceptions
Problem Statement 1: 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males.   **Root Cause**: Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

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 Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 3% to 10% 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 2% to 5% by May 2025.

> **Evaluation Data Sources:** CCMR Campus Tracker
> FWISD Companion Guide

Strategy 1: Improved teacher efficacy related to PSAT/ACT/SAT preparation, testing practice, curriculum alignment, appropriate rigor, and focused course sequencing that exposes content prior to scheduled testing dates. Also increasing student exposure to rigorous tested skills in earlier grades.

> **Strategy's Expected Result/Impact:** Increase the percentage of Grade 11 and Grade 12 students who meet SAT, ACT criteria for CCMR by 4
> 90% or higher participation rate on SAT and ACT

> **Staff Responsible for Monitoring:** Post Secondary Success Specialist
> Campus Leadership
> Counselors

> **Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Increase opportunities for students to practice PSAT/ACT/SAT skills in Khan Academy and by hosting weekend and/or after school boot camps for students prior to testing. Increase opportunities for students to practice English skills including listening, speaking, reading, and writing necessary for mastering TELPAS and other standardized tests. Hire additional instructional staff/teacher for English/Language Arts. Provide native language - English dictionaries for all Emergent Bilingual students for use throughout the school year.	**Formative**			**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Southwest students specific focus on 11th and 12th grade students **Provider / Presenter / Person Responsible:** Post Secondary Success Specialist Dean of Instruction 11th and 12th grade teachers supporting content teachers in lower grades LPAC **Date(s) / Timeframe:** 2024-2025 school year **Collaborating Departments:** CCMR Gifted Talented Multilingual Programs **Delivery Method:** In Person Materials				

Action Step 2 Details	Reviews			
Action Step 2: Provide CTE teachers with the materials, training, certification preparation and software licenses necessary to ensure that students participating in CTE courses can meet certification standards. Increased participation in CTE courses as well as improved certification results will raise the overall CCMR performance of the campus.	**Formative**			**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ALL CTE teachers and students enrolled in CTE courses **Provider / Presenter / Person Responsible:** SHS Staff Post Secondary Success Specialist Lead CTE teacher Counselors Campus Leadership **Date(s) / Timeframe:** 2024-2025 School Year **Collaborating Departments:** CTE CCMR Early College High School partner - TCC **Delivery Method:** In Person, materials				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Southwest High School students are significantly below the state and district average for English 1 STAAR EOC assessments. English 2, Biology and US History scores fall slightly beneath district average and Algebra slightly exceeds Spring 2024 STAAR Campus/District Approaches Grade Level Algebra - 62% / 60% US History - 92% / 91% Biology - 82% / 84% English 1 - 37% / 49% English 2 - 60% / 63%   **Root Cause**: Teachers struggle to implement consistent effective lesson planning, alignment of classroom rigor to state and local standards, effective questioning strategies, and formal and informal checks for understanding.

School Processes & Programs

Problem Statement 1: Teacher's performance in the areas of 2.1-2.5 on TTESS fall predominantly in the proficient range. Dimension 2.4 and 2.5 surrounding differentiation and monitoring and adjusting instruction continue to be the lowest scoring domains.   **Root Cause**: Professional development regarding data based instruction and Lead4Ward Playlist activities is in the beginning stages. 15 new staff members joined our campus last year. Campus will provide ongoing professional development targeted at improving teacher knowledge surrounding the standards/categories designated in the TTESS rubric.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from _27_% to 15__% 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 __32_% to _18__% by May 2025.

Evaluation Data Sources: FWISD Companion Guide
Attendance Audit Report

Strategy 1: Develop a comprehensive attendance plan that monitors and incentivizes improvements in students daily attendance. Students will track their individualized attendance through updates to their student profile sheet.

Strategy's Expected Result/Impact: Improve campus attendance from 92% to 94%.

Staff Responsible for Monitoring: Campus Leadership Team, Attendance Administrator, Attendance Clerks

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Connect high school to career and college, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2

Action Step 1 Details			Reviews			
Action Step 1: In partnership with our PTA and community partners establish an attendance incentive program.			**Formative**		**Summative**	
Intended Audience: All Students, PTA, Community Partners			**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PTA, Community Partners						
Date(s) / Timeframe: 24-25 school year						
Collaborating Departments: Community Stakeholders						
Delivery Method: In-person						

Action Step 2 Details	Reviews			

Action Step 2: 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. Counselors will also work to develop parental/student support plans to help provide an action plan for improved student attendance.
 	
    Intended Audience: Identified Students with Excessive absences
    Provider / Presenter / Person Responsible: Campus leadership Team
Stay in School Coordinator
SHS Counselors
    Date(s) / Timeframe: 24-25 school year
    Collaborating Departments: FWISD attendance office
    Delivery Method: In-person
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%.   **Root Cause**: Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.
Problem Statement 2: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371   **Root Cause**: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.

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: 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 26% to 15% by May 2025.

Evaluation Data Sources: Focus Reports

Strategy 1: Decrease the number of in and out of school suspensions for African American students and ensure that campus discipline disproportionality is narrowed.

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions.....Increase students participation in school based organizations.

Staff Responsible for Monitoring: Campus Leadership Team, MBK, Academy 4, MSK, Upward Bound student support programs. Department Chairs, Counselors, Intervention Specialist, Stay in School Coordinator

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Implement MBK, MSK, Academy4, and Upward Bound Mentor programs to identified at risk students.		**Formative**		**Summative**	
Intended Audience: Identified at risk students		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Campus Leadership Team					
Date(s) / Timeframe: 2023/2024 School Year					
Collaborating Departments: Implement MBK, MSK, Academy4, and Upward Bound					
Delivery Method: In person					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Strategy 2: The counseling department in collaboration with the campus intervention specialist and communities in school specialist will develop a program to target emotion regulation and de-escalation strategies designed to help resolve conflict.

Strategy's Expected Result/Impact: Decrease the number of referrals

Staff Responsible for Monitoring: Counseling Department
Campus Leadership Team

Title I:
2.4, 2.6
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Counselors, Intervention Specialist and Community Schools specialist will develop a case load of students who they provide both individual and group counseling services. Counselors will also develop counseling lessons that will be delivered to the entire student body.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Identified at Risk Students/All Students through Counseling Lessons **Provider / Presenter / Person Responsible:** Counselors, Intervention Specialist, CIS specialist **Date(s) / Timeframe:** 24-25 school year **Collaborating Departments:** Counseling Department **Delivery Method:** In-person **Funding Sources:** - SCE (199 PIC 24) - 199-11-6399-001-014-24-243-000000- - $5,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%.   **Root Cause**: Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.

Perceptions
Problem Statement 1: 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males.   **Root Cause**: Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

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: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% 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 ___% to ___% by May 2025.

Strategy 1: Utilize the family and community liaison to align pyramid communication, increase school partnerships, engage community support and provide access to school resources.

> **Strategy's Expected Result/Impact:** Increase the number of PTA memberships by 50%
> Increase the number of School partners by 10%
> Align Pyramid School Communication
>
> **Staff Responsible for Monitoring:** Family Community Liaison
> Campus Leadership Team
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
>
> **Problem Statements:** Demographics 1, 2 - Perceptions 1

Action Step 1 Details	Reviews			

Action Step 1: Family and Community outreach specialist will be hired to support campus initiatives to increase parent awareness, stakeholder collaborations, academic engagement events and aligned pyramid collaboration/communication. Campus leadership will work with staff, parents, and students to develop distribute the Title I Parent Compact. SBDM will approve compact in September.
 	
    Intended Audience: All Stakeholders for SHS
    Provider / Presenter / Person Responsible: Campus Leadership Team
Family Engagement Specialist
    Date(s) / Timeframe: 24-25 school year
    Collaborating Departments: Family and Community Engagement Department
    Delivery Method: In person/Parent Engagement Nights
 	
    Funding Sources: - TITLE I (211) - 211-61-6119-04L-014-30-510-000000-25F10 - $52,322, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-014-30-510-000000-25F10 - $3,500, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-014-30-510-000000-25F10 - $2,095
	Formative		Summative	

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus ADA Attendance for the 22/23 school year was 92.76%. Current ADA for 23/24 school year is 92.00%. **Root Cause**: Senior attendance for the 23/24 school year is 1% lower than previous year. Many seniors have already met credit requirements and have poor attendance for elective courses that are not needed for graduation.
Problem Statement 2: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues. Spring Semester 2021/2022 - Lost - 2252 Fall Semester 2022/2023 - Lost - 1522 Fall Semester 2023/2024 - Lost - 1371 **Root Cause**: Poor understanding of attendance rules surrounding credits for both students and parents. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation.
Perceptions
Problem Statement 1: 892 total infractions recorded as of 2/26/2024 for 305 students. 51% of the total infractions were from African American students, and 27% were from African American males. **Root Cause**: Teachers need to improve behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels. Teachers failure to model a strong culture of individual and group accountability for classroom expectations for behavior.

Campus Funding Summary

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for professional development	211-11-6112-0PD-014-30-510-000000-25F10	$7,500.00
1	1	1	1	** UA	Supplies and materials for instructional use	211-11-6399-04N-014-30-510-000000-25F10	$10,093.00
1	2	1	4	Title One Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-014-30-510-000000-25F10	$62,000.00
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-014-30-510-000000-25F10	$14,500.00
2	2	1	3	Title 1 Mathematics Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-014-30-510-000000-25F10	$63,500.00
3	3	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-014-30-510-000000-25F10	$5,304.20
3	3	2	1		Subs for professional development	211-11-6112-0PD-014-30-510-000000-25F10	$5,000.00
4	3	1	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-014-30-510-000000-25F10	$52,322.00
						Sub-Total	$220,219.20
						Budgeted Fund Source Amount	$220,219.20
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1		Snacks for parents to promote participation	211-61-6499-04L-014-30-510-000000-25F10	$3,500.00
4	3	1	1		Supplies and materials for parental involvement	211-61-6399-04L-014-30-510-000000-25F10	$2,095.00
						Sub-Total	$5,595.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Budgeted Fund Source Amount	$5,595.00
						+/- Difference	$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-014-11-243-000000-	$1,000.00
1	2	1	2		INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-014-11-243-000000-	$7,500.00
1	3	1	1		INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-014-11-243-000000-	$2,584.00
2	1	1	1		INSTRUCTION | OTHER READING MATERIALS	199-11-6329-XXX-014-11-243-000000-	$500.00
2	1	2	1		INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-014-11-243-000000-	$15,000.00
2	2	1	2		INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-014-11-243-000000-	$10,000.00
3	2	1	2		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-014-11-243-000000-	$2,000.00
3	2	1	2		INSTRUCTION | EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-014-11-243-000000-	$4,000.00
3	2	2	2		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-014-11-243-000000-	$26,508.00
						Sub-Total	$69,092.00
						Budgeted Fund Source Amount	$69,092.00
						+/- Difference	$0.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		GENERAL SUPPLIES		$2,180.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		TESTING MATERIALS		$1,000.00
						Sub-Total	$3,180.00
						Budgeted Fund Source Amount	$3,180.00
						+/- Difference	$0.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		GENERAL SUPPLIES		$20,381.00
						Sub-Total	$20,381.00
						Budgeted Fund Source Amount	$20,381.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1		SUBS - PROFESSIONAL		$6,216.00
2	2	1	1		INSTRUCTIONAL MATERIALS		$7,500.00
						Sub-Total	$13,716.00
						Budgeted Fund Source Amount	$13,716.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-014-24-243-000000-	$9,467.00
4	2	2	1		Supplies and materials for instructional use	199-11-6399-001-014-24-243-000000-	$5,000.00
						Sub-Total	$14,467.00
						Budgeted Fund Source Amount	$14,467.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1		Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-014-25-243-000000	$2,584.00
						Sub-Total	$2,584.00
						Budgeted Fund Source Amount	$2,584.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3		STAFF DEVELOPMENT | MISC CONTRACTED SERVICES	199-13-6299-XXX-014-99-243-000000-	$7,000.00
						Sub-Total	$7,000.00
						Budgeted Fund Source Amount	$7,000.00
						+/- Difference	$0.00
						Grand Total Budgeted	$356,234.20
						Grand Total Spent	$356,234.20
						+/- Difference	$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