Fort Worth Independent School District

016 O.D. Wyatt High School

2026-2027 Campus Improvement Plan

Accountability Rating: D

Board Approval Date: November 10, 2026

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

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

O. D. Wyatt High School, established in 1968, provides a comprehensive educational experience to its community in southeast Fort Worth. The campus serves a highly diverse student body of approximately 1,300 students. Students from across the district come to Wyatt to participate in our Fort Worth ISD Programs of Choice, including automotive technology, construction technology, medical and health science, culinary arts, and our Collegiate Academy. These specialized programs ensure that students receive a personalized and relevant education that prepares them for future success. O. D. Wyatt High School is also proud to provide the Chaparral THRIVE Market, a collaboration between Texas Health Resources and Fort Worth ISD that provides food and clothing resources for at-risk students in our community.

Student Population

Student Race/Ethnicity	Campus Count	Campus Percent	FWISD Percent	State Percent
African-American	397	30%	19%	13%
Hispanic	767	58%	66%	54%
White	82	6%	11%	24%
Asian	53	4%	2%	6%
Two or More Races	15	1%	2%	3%
TOTAL	1,314	100%	100%	100%

Student Attribute	Campus Percentage	FWISD Percentage	State Percentage
At-Risk	85.0%	73.6%	53.5%
Economically Disadvantaged	93.1%	83.1%	60.5%
Special Education	11.9%	14.1%	15.3%
Emergent Bilingual	52.5%	41.2%	24.3%
Highly Mobile	28.5%	22.5%	16.4%

Attendance Rates	Campus	District	State
2025-2026 (YTD, 5-13-26)	86.2%	-	-
2024-2025	88.4%	92.6%	93.9%
2023-2024	87.5%	92.8%	93.6%

Chronic Absenteeism	Campus	District	State
2025-2026 (YTD, 5-13-26)	54.2%	-	-
2024-2025	47.7%	25.1%	18.0%
2023-2024	47.0%	23.0%	19.0%

Staff Population (TAPR 2025)

Teacher Demographics	Campus Count	Campus Percentage	FWISD Percentage	State Percentage
African-American	54	55%	22%	13%
Hispanic	13	13%	30%	31%
White	27	28%	46%	52%
American Indian	1	1%	<1%	<1%
Asian	1	1%	2%	2%
Pacific Islander	0	0%	<1%	<1%
Two or More Races	2	2%	1%	1%
TOTAL	98	100%	100%	100%

Teacher Years of Experience	Campus Count	Campus Percentage	FWISD Percentage	State Percentage
<1 year	1	1%	6%	7%
1-5 years	36	37%	26%	28%
6-10 years	19	19%	20%	20%
11-20 years	27	28%	29%	28%
21-30 years	11	11%	16%	14%
>30 years	4	4%	4%	3%
TOTAL	98	100%	100%	100%

Average Years of Staff Experience	Campus	District	State
Principals	12.0	7.3	6.0
Assistant Principals	7.3	6.9	5.1
Teachers	10.8	12.2	11.2

Demographics Strengths

O. D. Wyatt High School offers specialized Fort Worth ISD Programs of Choice—including automotive technology, medical and health science, and a Collegiate Academy—to provide personalized education for future success. These programs are designed to provide a personalized education that prepares our students for future success. While we manage high rates of students identified as at-risk and economically disadvantaged, we support our community through the Chaparral THRIVE Market, providing essential food and clothing resources.

Our instructional environment is supported by a highly experienced leadership team. The teaching staff reflects the diversity of the student body and is notably representative of the community. We also maintain a veteran workforce where 43% of teachers have over a decade of experience. This foundation of experienced staff and specialized programming remains a central pillar of the campus's educational mission.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge.
Root Cause: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.

Student Learning

Student Learning Summary

The recent improvement in our school's rating from a D (69) in the 2023-2024 academic year to a C (76) in 2024-2025 is a positive step forward, yet it underscores the necessity for continued and enhanced academic support for our students. This progress, while encouraging, highlights the ongoing need to address the academic challenges faced by our student body, as evidenced by the STAAR data.

STAAR Achievement Data - 2024, 2025, and 2026

English I/II STAAR EOC	Year	State	District	Campus	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv	Emergent Bilingual
Approaches GL or Above	2026			46%	48%	45%	46%	43%	26%	45%	39%
	2025	76%	63%	49%	46%	51%	42%	58%	33%	50%	47%
	2024	76%	61%	50%	48%	52%	33%	47%	30%	50%	45%
Meets GL or Above	2026			29%	30%	30%	23%	28%	11%	28%	24%
	2025	54%	38%	21%	18%	23%	18%	21%	19%	21%	18%
	2024	54%	35%	24%	22%	26%	14%	31%	18%	24%	19%
Masters GL	2026			2%	2%	2%	1%	0%	0%	2%	1%
	2025	23%	11%	2%	2%	2%	3%	0%	8%	2%	1%
	2024	22%	9%	2%	1%	2%	0%	6%	8%	2%	2%
Algebra I STAAR EOC	**Year**	**State**	**District**	**Campus**	**African American**	**Hispanic**	**White**	**Asian**	**SpEd (Current)**	**Eco Disadv**	**Emergent Bilingual**
Approaches GL or Above	2026			54%	47%	60%	42%	67%	40%	54%	55%
	2025	78%	61%	58%	49%	63%	63%	63%	38%	58%	63%
	2024	81%	66%	52%	51%	53%	46%	81%	47%	53%	53%
Meets GL or Above	2026			18%	18%	17%	18%	22%	4%	18%	18%
	2025	45%	23%	18%	15%	18%	21%	31%	19%	18%	18%
	2024	43%	19%	6%	8%	5%	0%	13%	17%	6%	5%

English I/II STAAR EOC	Year	State	District	Campus	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv	Emergent Bilingual
Masters GL	2026			6%	5%	4%	11%	11%	2%	6%	6%
	2025	27%	11%	8%	7%	8%	13%	19%	12%	8%	9%
	2024	24%	8%	1%	2%	1%	0%	0%	8%	2%	1%
Biology STAAR EOC	**Year**	**State**	**District**	**Campus**	**African American**	**Hispanic**	**White**	**Asian**	**SpEd (Current)**	**Eco Disadv**	**Emergent Bilingual**
Approaches GL or Above	2026			81%	82%	82%	62%	90%	70%	81%	80%
	2025	92%	86%	82%	85%	84%	60%	71%	77%	81%	81%
	2024	91%	85%	76%	75%	75%	81%	87%	71%	77%	75%
Meets GL or Above	2026			41.5%	48.5%	39%	26.5%	50%	18%	42%	40%
	2025	61%	43%	29%	27%	31%	27%	43%	38%	31%	28%
	2024	56%	34%	16%	15%	17%	6%	20%	21%	16%	13%
Masters GL	2026			13%	17%	9%	6%	40%	3%	13%	14%
	2025	21%	10%	6%	7%	5%	10%	7%	17%	6%	6%
	2024	19%	7%	1%	2%	0%	0%	9%	0%	1%	1%
U.S. History STAAR EOC	**Year**	**State**	**District**	**Campus**	**African American**	**Hispanic**	**White**	**Asian**	**SpEd (Current)**	**Eco Disadv**	**Emergent Bilingual**
Approaches GL or Above	2026			93%	93%	96%	67%	92%	73%	93%	92%
	2025	95%	92%	93%	91%	94%	100%	88%	80%	92%	90%
	2024	96%	93%	86%	87%	86%	50%	82%	69%	86%	82%
Meets GL or Above	2026			53%	56%	53%	38%	33%	9%	25%	24%
	2025	68%	54%	50%	45%	53%	42%	63%	47%	49%	47%
	2024	69%	55%	41%	36%	43%	40%	55%	35%	40%	34%
Masters GL	2026			24%	29%	20%	38%	33%	9%	25%	24%
	2025	37%	24%	21%	17%	22%	17%	38%	22%	21%	24%
	2024	37%	23%	14%	11%	14%	10%	36%	6%	13%	13%

STAAR Progress Data - 2024, 2025, and 2026

STAAR Progress	Year	State	District	Campus	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv	Emergent Bilingual
English I STAAR EOC	2026										
	2025	63%	57%	47%	48%	50%	21%	17%	40%	48%	38%
	2024	64%	54%	43%	44%	46%	10%	17%	47%	44%	40%
English II STAAR EOC	2026										
	2025	65%	60%	45%	39%	48%	38%	50%	45%	46%	43%
	2024	69%	67%	65%	64%	66%	45%	75%	73%	65%	58%
Algebra I STAAR EOC	2026										
	2025	74%	62%	41%	38%	42%	40%	56%	45%	41%	39%
	2024	72%	61%	41%	44%	40%	20%	44%	64%	43%	39%

Percent of Graduates Earning a College, Career, and Military Readiness (CCMR) Indicator - 2023, 2024, and 2025

School Year	State	District	Campus	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv	Emergent Bilingual
2025-26			95%	95%	96%	90%	100%	74%	95%	97%
2024-25										
2023-24	82%	86%	89%	87%	90%	100%	100%	93%	89%	92%
2022-23	76%	81%	88%	88%	88%	*	94%	100%	89%	89%

Percent of Graduates Earning an Industry-Based Certification (IBC)

School Year	State	District	Campus	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv	Emergent Bilingual
2025-26			19%	17%	21%	10%	15%	12%	20%	19%
2024-25										

School Year	State	District	Campus	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv	Emergent Bilingual
2023-24	35%	17%	12%	3%	18%	29%	0%	0%	11%	12%
2022-23	33%	17%	6%	2%	9%	*	6%	4%	6%	8%

4-Year Graduation Rate - 2023, 2024, and 2025

Class of	All Students	African American	Hispanic	White	Asian	SpEd (Current)	Eco Disadv
2025							
2024	83.0%	84.9%	82.9%	55.6%	92.3%	79.3%	82.6%
2023	78.0%	77.7%	77.3%	66.7%	89.5%	71.0%	77.7%

Student Learning Strengths

- **2024–2025 Growth:** The campus improved from a **D (69) in 2023–2024 to a C (76) in 2024–2025**, a 7-point gain.
- **Algebra I: 53.9%** reached Approaches+ and **17.9% reached Meets+**, nearly tripling the 2024 Meets+ rate of 6%.
- **ELA: 45.8%** of students reached Approaches+, **29.0% Meets+**, and **1.7% Masters**, making ELA a key area for accelerated growth.
- **Biology: 80.6%** reached Approaches+, **41.5% Meets+**, and **12.6% Masters**, establishing Biology as a campus strength.
- **U.S. History: 93.2%** reached Approaches+, **53.1% Meets+**, and **24.4% Masters**, making it the campus's strongest EOC.
- **Current Challenge:** Despite the 2024–2025 gains, the campus returned to a **D rating in 2025–2026**, underscoring the need to sustain gains and accelerate performance, particularly in **ELA and Algebra I**.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard.
Root Cause: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Problem Statement 2 (Prioritized): Algebra I performance remains a concern, with only 18% of students achieving Meets and 6% achieving Masters, indicating that many students are not demonstrating the conceptual understanding and reasoning skills required for mastery.
Root Cause: Instructional systems did not consistently support teachers in delivering rigorous mathematical instruction that included explicit modeling, grade-level problem-solving tasks, and timely identification and correction of student misconceptions.

Problem Statement 3 (Prioritized): Emergent Bilingual students underperformed in both English I/II and Algebra I, with only 23% meeting standards in English and 19% meeting standards in Algebra, demonstrating persistent barriers to accessing and mastering grade-level content.

Root Cause: Academic language supports and language acquisition strategies were not consistently implemented, monitored, or reinforced across content areas, limiting EB students' ability to engage in rigorous learning and demonstrate their understanding.

School Processes & Programs

School Processes & Programs Summary

Instructional Leadership & Support

Our Instructional Leadership Team (ILT) provides a collaborative structure for administrators to analyze student performance data, monitor instructional effectiveness, and drive continuous improvement. Through weekly lesson internalization and data-review processes, the ILT ensures instruction remains aligned to state standards and responsive to student needs. Leadership responsibilities are shared across stakeholder groups, strengthening accountability and instructional capacity campus-wide.

Curriculum, Instruction, & Student Support Programs

The campus implements a consistent lesson internalization process that is monitored weekly to improve instructional planning, rigor, and alignment to grade-level standards. Teachers engage in ongoing professional learning focused on high-quality instructional practices, academic language development, and differentiated supports for diverse learners.

The campus offers a comprehensive AVID program that promotes college and career readiness through organizational, writing, inquiry, collaboration, and reading strategies. In addition, after-school tutoring is provided weekly in core academic subjects to offer targeted intervention and acceleration opportunities for students needing additional support.

To improve outcomes for Emergent Bilingual (EB) students, the campus is strengthening the implementation of language acquisition strategies across all content areas. Teachers utilize academic vocabulary routines, language objectives, structured student discourse, and scaffolded instructional supports to increase student access to rigorous grade-level content.

Leadership, Communication, & Decision-Making Processes

The faculty and staff handbook serves as a comprehensive guide outlining campus expectations, procedures, and responsibilities. Clearly defined leadership roles and responsibilities support efficient campus operations and effective resource allocation. Communication with staff is maintained through weekly newsletters, faculty meetings, collaborative planning sessions, and data review cycles to ensure transparency and alignment with campus goals.

Student Culture & Behavioral Supports

The campus maintains a proactive system of behavioral and attendance supports designed to maximize instructional time and student engagement. Processes including tardy monitoring, parent conferences, On-Campus Intervention (OCI), and In-School Suspension (ISS) address behavioral concerns while reinforcing positive expectations. These structures contribute to a safe, orderly, and productive learning environment that supports student achievement.

School Processes & Programs Strengths

- Weekly lesson internalization processes are implemented and monitored to ensure instructional consistency and rigorous grade-level learning experiences.
- A comprehensive AVID program supports college, career, and leadership readiness for all students.
- After-school tutoring and intervention opportunities provide additional academic support in core content areas.
- An active Instructional Leadership Team uses data-driven decision-making to guide instructional improvement efforts.
- Established communication systems and clearly defined leadership structures promote campus-wide collaboration and accountability.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students underperformed in both English I/II and Algebra I, with only 23% meeting standards in English and 19% meeting standards in Algebra, demonstrating persistent barriers to accessing and mastering grade-level content.
Root Cause: Academic language supports and language acquisition strategies were not consistently implemented, monitored, or reinforced across content areas, limiting EB students' ability to engage in rigorous learning and demonstrate their understanding.

Problem Statement 2: Ninth-grade students continue to account for nearly half of all discipline incidents on campus, including ISS, OSS, and OCI referrals. While overall disciplinary incidents have decreased over the past three years, behavior concerns among freshmen remain disproportionately high and continue to impact instructional time and student success.
Root Cause: Students entering high school may need additional academic, behavioral, and social-emotional supports to successfully transition to the expectations of a high school environment.

Problem Statement 3: Teacher-parent contacts decreased from 5,503 in 2024-2025 to 2,642 in 2025-2026, representing a 52% decline in documented family communication. Reduced communication may limit opportunities for early intervention, relationship building, and collaborative support of student academic and behavioral needs.
Root Cause: Campus systems for monitoring, documenting, and reinforcing communication expectations may not be implemented consistently across grade levels and departments.

Problem Statement 4: Although overall staff retention improved significantly following the leadership transition and principal listening tour, retention rates in Mathematics (80%), English (86%), and World Languages (83%) remain lower than those of most other departments. Continued turnover in these areas may affect instructional continuity and student achievement outcomes.
Root Cause: Core academic departments often experience higher workloads, accountability demands, and staffing challenges, which can contribute to teacher attrition

Problem Statement 5 (Prioritized): Algebra I performance remains a concern, with only 18% of students achieving Meets and 6% achieving Masters, indicating that many students are not demonstrating the conceptual understanding and reasoning skills required for mastery.
Root Cause: Instructional systems did not consistently support teachers in delivering rigorous mathematical instruction that included explicit modeling, grade-level problem-solving tasks, and timely identification and correction of student misconceptions.

Problem Statement 6 (Prioritized): A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard.
Root Cause: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Perceptions

Perceptions Summary

Staff Retention Rates

Content	2024-25	2025-26
Career & Tech Edu (CTE)	85%	100%
Electives	75%	97%
English	85%	86%
Fine Arts	63%	100%
Health/PE	67%	100%
Mathematics	73%	80%
Social Studies	92%	91%
Special Education	75%	100%
World Languages	100%	83%

Student Behavior Data

In-School Suspension (ISS)

Grade Level	2023-2024	2024-2025	2025-2026
Grade 9	475	273	255
Grade 10	123	181	138
Grade 11	71	123	81
Grade 12	44	39	36
Total	713	616	510

Out-of-School Suspensions (OSS)

Grade Level	2023-2024	2024-2025	2025-2026
Grade 9	403	214	253
Grade 10	158	154	144

Grade Level	2023-2024	2024-2025	2025-2026
Grade 11	83	108	90
Grade 12	46	56	43
Total	690	532	530

OCI

Grade Level	2023-2024	2024-2025	2025-2026
Grade 9	96	116	104
Grade 10	87	82	45
Grade 11	39	34	35
Grade 12	15	24	22
Total	237	256	206

Teacher-Parent Contacts

Grade Level	2023-2024	2024-2025	2025-2026
Grade 9	579	2,215	1,603
Grade 10	1,075	1,449	295
Grade 11	1,052	1,157	349
Grade 12	1,534	682	395
Total	4,240	5,503	2642

Perceptions Strengths

1. Significant Improvement in Staff Retention

Staff retention increased across most departments, with CTE, Fine Arts, Health/PE, and Special Education achieving 100% retention in 2025-2026 and Electives increasing from 75% to 97%. A contributing factor to this improvement was the transition in campus leadership. The incoming principal conducted a listening tour to gather staff feedback, understand concerns, and identify opportunities for improvement. This intentional approach helped build trust, improve communication, and foster a more collaborative culture. As a result, staff members felt heard, valued, and supported, contributing to increased retention and greater organizational

stability.

2. Sustained Reduction in In-School Suspensions (ISS)

The campus reduced ISS assignments from 713 in 2023-2024 to 510 in 2025-2026, a decrease of approximately 28%. The most significant improvement occurred in Grade 9, where ISS incidents declined from 475 to 255. This trend suggests that proactive behavior supports, clearer expectations, and interventions focused on student success are helping improve student behavior while maximizing instructional time.

3. Overall Improvement in Student Behavior Outcomes

Student behavior indicators show positive progress over the past three years. Office/Classroom Interventions (OCI) decreased from 237 to 206, while Out-of-School Suspensions (OSS) declined from 690 to 530. These improvements indicate that the campus is effectively addressing behavioral concerns through preventative measures and targeted supports, resulting in a safer, more positive learning environment and increased opportunities for student engagement and learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ninth-grade students continue to account for nearly half of all discipline incidents on campus, including ISS, OSS, and OCI referrals. While overall disciplinary incidents have decreased over the past three years, behavior concerns among freshmen remain disproportionately high and continue to impact instructional time and student success.
Root Cause: Students entering high school may need additional academic, behavioral, and social-emotional supports to successfully transition to the expectations of a high school environment.

Problem Statement 2: Teacher-parent contacts decreased from 5,503 in 2024-2025 to 2,642 in 2025-2026, representing a 52% decline in documented family communication. Reduced communication may limit opportunities for early intervention, relationship building, and collaborative support of student academic and behavioral needs.
Root Cause: Campus systems for monitoring, documenting, and reinforcing communication expectations may not be implemented consistently across grade levels and departments.

Problem Statement 3: Although overall staff retention improved significantly following the leadership transition and principal listening tour, retention rates in Mathematics (80%), English (86%), and World Languages (83%) remain lower than those of most other departments. Continued turnover in these areas may affect instructional continuity and student achievement outcomes.
Root Cause: Core academic departments often experience higher workloads, accountability demands, and staffing challenges, which can contribute to teacher attrition

Problem Statement 4 (Prioritized): O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge.
Root Cause: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.

Priority Problem Statements

Problem Statement 1: O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge.

Root Cause 1: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard.

Root Cause 2: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Algebra I performance remains a concern, with only 18% of students achieving Meets and 6% achieving Masters, indicating that many students are not demonstrating the conceptual understanding and reasoning skills required for mastery.

Root Cause 3: Instructional systems did not consistently support teachers in delivering rigorous mathematical instruction that included explicit modeling, grade-level problem-solving tasks, and timely identification and correction of student misconceptions.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Emergent Bilingual students underperformed in both English I/II and Algebra I, with only 23% meeting standards in English and 19% meeting standards in Algebra, demonstrating persistent barriers to accessing and mastering grade-level content.

Root Cause 4: Academic language supports and language acquisition strategies were not consistently implemented, monitored, or reinforced across content areas, limiting EB students' ability to engage in rigorous learning and demonstrate their understanding.

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

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)
- 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
- 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 benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data

- Intervention data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator from X% to Y%.

Performance Objective 1: Increase the percentage of 10th through 12th grade students scoring at or above the college-ready standard on the TSIA2 assessment from 62% to 75% by June 2027.
Increase the percentage of African American students scoring at or above the college-ready standard on the TSIA2 assessment from 55% to 70% by June 2027.

Evaluation Data Sources: CCMR Data Tracker

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: Principal

Title I:
2.51

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By August 31, develop a system of observation and feedback of math instruction aligned to FWISD instructional framework and Math Framework. **Intended Audience:** Algebra Classrooms **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Math			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: By August 31, develop a system of observation and feedback of math instruction aligned to FWISD instructional framework and English Framework. **Intended Audience:** English Classrooms **Provider / Presenter / Person Responsible:** AP Over ELA **Date(s) / Timeframe:** August 1, 2026 - July 31, 2027			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: By August 31, develop a tutoring **Funding Sources:** - Title I (211) - 211-11-6116-502-016-30-016-101000 - $4,000	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.
School Processes & Programs
Problem Statement 6: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Goal 1: Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator from X% to Y%.

Performance Objective 2: Increase the percentage of 10th through 12th grade students who are on track to complete a Program of Study and earn an associated Industry-Based Certification (IBC) from 21% to 35% by June 2027.
Increase the percentage of African American students who are on track to complete a Program of Study and earn an associated Industry-Based Certification (IBC) from 10% to 25% by June 2027.

Evaluation Data Sources: CCMR Tracker

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
Family Engagement Specialist

Title I:
2.51
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Perceptions 4

Action Step 1 Details	Formative Reviews		
Action Step 1: Connect with local businesses to create partnerships	Formative		
Intended Audience: All Students	Nov	Jan	Mar
Provider / Presenter / Person Responsible: CCMR Coach Family Engagement Specialist			
Date(s) / Timeframe: August 1, 2026 - June 30, 2027			
Collaborating Departments: CTE Department Counseling Department CCR/College Readiness Family Engagement Campus Administration			
Delivery Method: Parent Meetings, Business Partnership Meetings, Industry Advisory Meetings, Career Fairs, Student Information Sessions, Campus Communications			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge. **Root Cause**: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.
Perceptions
Problem Statement 4: O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge. **Root Cause**: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.

Goal 1: Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator from X% to Y%.

Performance Objective 3: Increase the percentage of 12th-grade students who complete three or more college applications from 75% to 95% by June 2027. Increase the percentage of African American 12th-grade students who complete three or more college applications from 70% to 90% by June 2027.

Evaluation Data Sources: CCMR Data Tracker

Strategy 1: Build a system where applying to 3 colleges is structured, tracked, and unavoidable.

Strategy's Expected Result/Impact: Increase number of students who receive college scholarships

Staff Responsible for Monitoring: Counselors and Go Center

Title I:
2.51

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify Priority Students & Courses **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Counselors and Go Center **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Emergent Bilingual students underperformed in both English I/II and Algebra I, with only 23% meeting standards in English and 19% meeting standards in Algebra, demonstrating persistent barriers to accessing and mastering grade-level content. **Root Cause**: Academic language supports and language acquisition strategies were not consistently implemented, monitored, or reinforced across content areas, limiting EB students' ability to engage in rigorous learning and demonstrate their understanding.
School Processes & Programs
Problem Statement 1: Emergent Bilingual students underperformed in both English I/II and Algebra I, with only 23% meeting standards in English and 19% meeting standards in Algebra, demonstrating persistent barriers to accessing and mastering grade-level content. **Root Cause**: Academic language supports and language acquisition strategies were not consistently implemented, monitored, or reinforced across content areas, limiting EB students' ability to engage in rigorous learning and demonstrate their understanding.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 9th grade students that score Meets Grade Level or above on ELAR six-weeks assessments from 30% to 50% by June 2027.
Increase the percentage of Emergent Bilingual students that score Meets Grade Level or above on ELAR six-weeks assessments from 23% to 40% by June 2027.

Evaluation Data Sources: Six Week Assessments

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: ELA Administrator

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Each six-weeks, campus instructional leaders will conduct instructional walkthroughs to monitor the implementation of the new ELPS strategies modeled in the ongoing professional learning sessions. **Intended Audience:** ELA I and II Teachers **Provider / Presenter / Person Responsible:** Principal and APs **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Collaborating Departments:** ELA			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

School Processes & Programs

Problem Statement 6: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of 9th grade students that score Meets Grade Level or above on ELAR benchmark assessments from 30% to 55% by June 2027.
Increase the percentage of Emergent Bilingual students that score Meets Grade Level or above on ELAR benchmark assessments from 23% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: In order to reduce the high number of students per class in the area of English, one teacher will be paid using Title I funds.

Strategy's Expected Result/Impact: Increased English STAAR results/scores

Staff Responsible for Monitoring: ELA Administrator

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: In order to reduce the high number of students per class in the area of English, one teacher will be paid using Title I funds. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Collaborating Departments:** English Language Arts Department Campus Administration Counseling Department **Delivery Method:** Reduced class-size instructional model Small-group instruction Targeted intervention Tiered supports **Funding Sources:** Reading Teacher - Title I (211) - 211-11-6119-502-016-30-016-101000 - $72,004, Reading Teacher - Title I (211) - 211-XX-614X-502-016-30-016-101000 - $12,960.72			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.
School Processes & Programs
Problem Statement 6: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 3: Decrease the percentage of Emergent Bilingual students that score "0" on Extended Constructed Responses (ECR) on the English I EOC from 75% to 45% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1: ELA teachers will be provided structured release time for collaborative planning, data analysis, and instructional design to develop targeted interventions that reduce the percentage of Emergent Bilingual students earning a score of "0" on the English I EOC Extended Constructed Response.

Strategy's Expected Result/Impact: Decrease the percentage of Emergent Bilingual students scoring "0" on the English I EOC Extended Constructed Response from 75% to 45% by June 2027 through improved planning, intervention, and writing instruction.

Staff Responsible for Monitoring: ELA Administrator

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: ELA teachers will participate in two release-day planning sessions per month to analyze ECR student work, identify misconceptions, design writing interventions, develop exemplar responses, calibrate scoring practices, and create targeted supports for Emergent Bilingual and struggling writers. **Intended Audience:** ELA Teachers, Emergent Bilingual Support Teachers, Instructional Coaches **Provider / Presenter / Person Responsible:** ELA Administrator, Principal, ELA Instructional Coach, Department Chair **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Collaborating Departments:** ELA Department, Emergent Bilingual Services, Special Education Department, Campus Administration **Delivery Method:** Release-Day Planning Sessions, PLC Meetings, Data Analysis Protocols, Writing Calibration Sessions, Instructional Coaching, and Intervention Planning Meetings			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.
School Processes & Programs
Problem Statement 6: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 4: By June 2027, increase the percentage of students achieving annual growth on the state assessment from 58% to 70%.

Strategy 1: Implement a professional development program focused on differentiated instruction techniques, ensuring teachers can tailor lessons to meet diverse student needs.

Problem Statements: Student Learning 2 - School Processes & Programs 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide monthly professional development and instructional coaching focused on differentiated instruction, data-driven planning, small-group instruction, scaffolding, and student engagement strategies to ensure teachers effectively address the diverse learning needs of all students. **Intended Audience:** All Teachers, Instructional Coaches, Department Chairs, Special Education Teachers, and Emergent Bilingual Support Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principals, Instructional Coaches, Department Chairs, District Academic Specialists **Date(s) / Timeframe:** August 2026 - May 2027 (Monthly Professional Development and Ongoing Coaching Cycles) **Collaborating Departments:** Campus Administration, ELAR, Mathematics, Science, Social Studies, Special Education, Emergent Bilingual Services, Counseling Department **Delivery Method:** Professional Learning Communities (PLCs), Faculty Professional Development Sessions, Instructional Coaching Cycles, Classroom Walkthroughs, Data Meetings, and Job-Embedded Professional Learning **Funding Sources:** - Title I (211) - 211-13-6399-502-016-30-016-101000 - $2,000			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: During weekly planning sessions, teacher teams will analyze student data to identify learning gaps and adjust instruction to provide targeted support.

Strategy's Expected Result/Impact: Teachers will consistently implement differentiated instructional strategies, resulting in increased student engagement, improved academic growth, and higher achievement levels on district assessments and STAAR/EOC assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs

Problem Statements: Student Learning 2 - School Processes & Programs 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teacher teams will engage in weekly PLC meetings to analyze formative assessments, six-week assessments, benchmarks, common assessments, and STAAR/EOC data to identify learning gaps, develop targeted intervention plans, and monitor student progress for all student groups. **Intended Audience:** All Teachers, Department Chairs, Instructional Coaches, Special Education Teachers, and Emergent Bilingual Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals, Instructional Coaches, Department Chairs, Data Champion **Date(s) / Timeframe:** August 2026 - May 2027 (Weekly PLC Meetings and Data Reviews) **Collaborating Departments:** Campus Administration, ELAR, Mathematics, Science, Social Studies, Special Education, Emergent Bilingual Services, Counseling Department **Delivery Method:** Professional Learning Communities (PLCs), Data Meetings, Collaborative Planning Sessions, Student Data Protocol Reviews, and MTSS Intervention Meetings			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Algebra I performance remains a concern, with only 18% of students achieving Meets and 6% achieving Masters, indicating that many students are not demonstrating the conceptual understanding and reasoning skills required for mastery. **Root Cause**: Instructional systems did not consistently support teachers in delivering rigorous mathematical instruction that included explicit modeling, grade-level problem-solving tasks, and timely identification and correction of student misconceptions.
School Processes & Programs
Problem Statement 5: Algebra I performance remains a concern, with only 18% of students achieving Meets and 6% achieving Masters, indicating that many students are not demonstrating the conceptual understanding and reasoning skills required for mastery. **Root Cause**: Instructional systems did not consistently support teachers in delivering rigorous mathematical instruction that included explicit modeling, grade-level problem-solving tasks, and timely identification and correction of student misconceptions.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 1: Increase the percentage of students that score Meets Grade Level or above on ELAR benchmark assessments from 30% to 55% by June 2027.

Increase the percentage of Emergent Bilingual students that score Meets Grade Level or above on ELAR benchmark assessments from 23% to 45% by June 2027.

Evaluation Data Sources: District ELAR Benchmark Assessments, Common Formative Assessments (CFAs), Eduphoria Reports, and STAAR Interim Assessments.

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: ELA Administrator

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Each six-weeks, campus instructional leaders will conduct instructional walkthroughs to monitor the implementation of the new ELPS strategies modeled in the ongoing professional learning sessions. **Intended Audience:** ELA Teachers **Provider / Presenter / Person Responsible:** Administration **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Collaborating Departments:** ELA			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

School Processes & Programs

Problem Statement 6: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 2: Increase the percentage of students that score Meets Grade Level or above on Math benchmark assessments from 35% to 55% by June 2027.

Increase the percentage of Emergent Bilingual students that score Meets Grade Level or above on Math benchmark assessments from 25% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

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

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

Staff Responsible for Monitoring: Math Administrator

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By August 31, develop a system of observation and feedback of math instruction aligned to FWISD instructional framework and Math Framework. **Intended Audience:** Algebra I Classrooms **Provider / Presenter / Person Responsible:** Math Administrator **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Collaborating Departments:** Math			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: District-approved resources will be utilized in order 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: Math Administrator

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will implement district-approved instructional resources and formative assessment tools to monitor student understanding, identify misconceptions, and adjust instruction based on real-time student performance data to increase Algebra I achievement. **Intended Audience:** Algebra I Teachers, Special Education Teachers, Emergent Bilingual Teachers, Instructional Coaches, and Department Chairs **Provider / Presenter / Person Responsible:** Math Administrator, Principal, Assistant Principals, District Mathematics Specialists, Math Instructional Coach, Department Chair **Date(s) / Timeframe:** August 2026 - May 2027 (Ongoing Implementation, Monitoring, and Progress Reviews) **Collaborating Departments:** Mathematics Department, Special Education Department, Emergent Bilingual Services, Campus Administration, Counseling Department **Delivery Method:** PLC Meetings, Data Analysis Sessions, Classroom Instruction, Instructional Coaching Cycles, Professional Development, Common Assessments, and Targeted Intervention Groups **Funding Sources:** - Title I (211) - 211-11-6399-502-016-30-016-101000 - $60,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

School Processes & Programs

Problem Statement 6: A significant percentage of O.D. Wyatt students are not demonstrating mastery of grade-level literacy standards, as 54% of students did not meet expectations in English I and II and only 2% achieved the Masters level. Performance gaps are even more pronounced among Emergent Bilingual students, with only 23.5% meeting the Meets standard. **Root Cause**: Campus leadership systems did not consistently ensure the implementation of rigorous literacy practices, including explicit modeling, academic language development, evidence-based writing, and responsive feedback, resulting in limited student mastery of ELA standards.

Goal 4: Increase student participation rates for Fine Arts, JROTC, and Athletics.

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 18% to 25% by June 2027.

Increase the percentage of students enrolled in JROTC courses from 12% to 18% by June 2027.

Increase the percentage of students enrolled in Athletics courses from 20% to 28% by June 2027.

Increase the percentage of African American students enrolled in Fine Arts, JROTC, and Athletics courses from 15% to 25% by June 2027.

Evaluation Data Sources: PEIMS Enrollment Data
Student Course Enrollment Reports
Master Schedule Reports
Skyward/Student Information System Reports
Semester and End-of-Year Enrollment Rosters

Strategy 1: Implement quarterly program showcases (Fine Arts performances, JROTC demonstrations, athletic showcases)

Strategy's Expected Result/Impact: Increased student interest survey results

Staff Responsible for Monitoring: Fine Arts and Athletics Administrator

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Perceptions 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish baseline of current % enrolled in Fine Arts, JROTC, Athletics and what is the current demographic breakdown (race, gender, special populations) in order to identify underrepresented students **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Counselors and Fine Arts Administrator **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Collaborating Departments:** Fine Arts and Athletics			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge. **Root Cause**: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.
Perceptions
Problem Statement 4: O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge. **Root Cause**: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.

Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: Decrease the percentage of students who are chronically absent (absent more than 10% of instructional days) from 35% to 20% by June 2027.

Decrease the percentage of African American students who are chronically absent (absent more than 10% of instructional days) from 40% to 25% by June 2027.

Evaluation Data Sources: PEIMS Attendance Reports, Skyward Attendance Reports, Chronic Absenteeism Reports, and Monthly Attendance Monitoring Data.

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 Specialist
AP over attendance
Attendance Clerk

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Perceptions 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: In order to better support families, a parent liaison (Family and Community Outreach Specialist) will be paid out of Title I funds **Intended Audience:** Community **Provider / Presenter / Person Responsible:** Family and Community Outreach Specialist **Date(s) / Timeframe:** August 1, 2026 - June 30, 2027 **Funding Sources:** - Title I (211) - 211-61-6119-503-016-30-016-101000 - $62,415, - Title I (211) - 211-XX-614X-502-016-30-016-101000 - $11,234.70			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: O. D. Wyatt High School has experienced persistently high rates of chronic absenteeism over the past three years, with rates consistently exceeding district and state averages. Chronic absenteeism affects students across grade levels, indicating a schoolwide attendance challenge. **Root Cause**: The campus has not implemented a comprehensive, proactive attendance system that consistently identifies at-risk students early and addresses barriers to attendance through targeted interventions and family engagement.
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State Compensatory

Budget for 016 O.D. Wyatt High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funds will be used to provide supplemental services and supports for students identified as at risk of dropping out of school and/or who have not met satisfactory performance standards on STAAR and End-of-Course assessments. SCE-funded programs include academic interventions, accelerated instruction, extended-day and tutorial opportunities, attendance improvement initiatives, dropout prevention supports, college and career readiness activities, counseling services, instructional coaching, and personnel who provide targeted assistance to struggling students. These services supplement the regular education program by providing additional instructional time, individualized academic support, progress monitoring, intervention resources, and social-emotional supports designed to improve student achievement, increase attendance, enhance graduation outcomes, and promote college, career, and military readiness.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Comprehensive Needs Assessment (CNA) for the 2026-2027 school year was conducted through a collaborative process involving campus and district stakeholders. Meetings were held during the spring and summer of 2026, including campus leadership team meetings, department meetings, faculty input sessions, and stakeholder advisory meetings. Participants included administrators, teachers, counselors, support staff, parents, students, community representatives, and district personnel.

Stakeholders were selected to ensure representation from all major campus groups and student populations. Multiple sources of data were reviewed, including STAAR/EOC performance, benchmark assessments, attendance, graduation rates, CCMR indicators, discipline data, program participation data, student, parent, and staff surveys, demographic information, and federal and state accountability reports.

Data were disaggregated by student groups to identify achievement gaps, areas of strength, and priority needs. The CNA committee analyzed trends, discussed root causes, prioritized areas for improvement, and used the findings to develop goals, strategies, and activities for the Schoolwide Program/Campus Improvement Plan.

1.2: Location for Evidence of Multiple Meetings Held

Evidence of multiple CNA stakeholder meetings is maintained in campus and district records. Documentation includes meeting agendas, sign-in sheets, minutes, presentation materials, stakeholder feedback forms, survey results, and committee notes.

Meetings were offered through campus leadership team meetings, faculty meetings, parent engagement meetings, Site-Based Decision-Making (SBDM) committee meetings, and other stakeholder forums. Documentation is maintained electronically in the campus shared drive and district accountability/planning folders and is available for review upon request. Meeting records include dates, attendance documentation, discussion notes, and evidence of stakeholder participation in the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Schoolwide Program/Campus Improvement Plan (CIP) was developed using information gathered through the Comprehensive Needs Assessment conducted during the spring and summer of 2026.

Timeline:

- **March-April 2026:** Collection and analysis of student achievement, attendance, discipline, graduation, and program data.
- **April-May 2026:** Stakeholder meetings, surveys, and feedback sessions with staff, parents, students, and community members.
- **May-June 2026:** CNA committee reviewed data, identified priority needs, and conducted root-cause analysis.
- **June-July 2026:** Development of goals, performance objectives, strategies, and funding alignments.
- **July-August 2026:** Review and revision of the Campus Improvement Plan by campus leadership and stakeholder committees.
- **August 2026:** Final approval and implementation of the Schoolwide Program/Campus Improvement Plan.

Evidence of multiple meetings, including agendas, sign-in sheets, minutes, stakeholder feedback, and committee documentation, is maintained in campus and district planning records.

These responses align with typical ESSA Title I schoolwide planning requirements and can be adjusted with your actual meeting dates and campus-specific details.

2.2: Stakeholders 1114(b)(2)

The Schoolwide Program/Campus Improvement Plan was developed with meaningful input from a variety of stakeholders, including administrators, teachers, counselors, paraprofessionals, support staff, parents, students, community members, and district representatives. Stakeholders participated through Campus Leadership Team meetings, Site-Based Decision-Making (SBDM) meetings, faculty meetings, parent engagement activities, surveys, and advisory committees.

Feedback was solicited through stakeholder surveys, data review meetings, discussions, and opportunities to provide recommendations regarding campus needs, student achievement, school climate, family engagement, and resource allocation. Stakeholder input was reviewed and incorporated into the development of campus goals, performance objectives, strategies, and activities contained within the Schoolwide Program/Campus Improvement Plan.

A list of stakeholders, including names and roles, along with meeting agendas, sign-in sheets, meeting minutes, survey results, and supporting documentation, is maintained in campus and district planning records and is available for review upon request.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Schoolwide Program/Campus Improvement Plan is made available to district personnel, parents, stakeholders, and the public through the district and campus websites and through campus administrative offices upon request. The plan is presented in a format that is understandable and accessible to families and community members.

Information regarding the plan, campus goals, and performance objectives is communicated through parent meetings, family engagement events, newsletters, campus communications, and other stakeholder outreach methods. When feasible, translations and language assistance are provided to ensure that parents and community members can access and understand the information in a language they can comprehend.

The campus and district are committed to providing equitable access to information and ensuring transparency regarding school improvement efforts and student achievement goals.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The Schoolwide Program/Campus Improvement Plan is coordinated and integrated with applicable federal, state, and local programs to maximize resources and support student success. The plan aligns with district strategic goals and incorporates services supported through Title I, Title II, Title III, Title IV, Special Education, Career and Technical Education (CTE), counseling services, college and career readiness initiatives, dyslexia and intervention programs, and other state and local programs as appropriate.

Campus leaders work collaboratively with district departments and community partners to coordinate academic, behavioral, social-emotional, attendance, family engagement, and college and career readiness supports. Data from these programs are reviewed as part of the Comprehensive Needs Assessment process to ensure that resources are effectively aligned to address identified student needs.

The integration of these services helps eliminate duplication of efforts, promotes efficient use of resources, and supports continuous improvement toward achieving campus and district goals.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The required components of the Schoolwide Program are addressed through the goals, performance objectives, and strategies included in the Campus Improvement Plan. The campus has developed and implemented evidence-based strategies designed to improve academic achievement and address the needs identified through the Comprehensive Needs Assessment (CNA).

The Schoolwide Program supports all students, particularly those who are at risk of not meeting challenging state academic standards, through high-quality instruction, targeted interventions, professional development, differentiated instructional practices, data-driven decision-making, parent and family engagement activities, and ongoing progress monitoring. Strategies are regularly reviewed throughout the school year to evaluate effectiveness and ensure continuous improvement.

Documentation supporting the implementation of Schoolwide Program requirements is maintained through campus improvement planning records, stakeholder meeting documentation, program evaluations, professional development records, and evidence of student achievement monitoring.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The campus evaluates the effectiveness of the Schoolwide Program through an ongoing cycle of planning, implementation, monitoring, and evaluation. Program

effectiveness is reviewed during formative reviews throughout the school year and during the annual summative evaluation process.

Documentation supporting program evaluation is maintained in campus and district planning records and includes agendas, meeting minutes, sign-in sheets, stakeholder feedback, progress-monitoring reports, assessment results, attendance data, behavior data, graduation and CCMR indicators, survey results, and other relevant performance measures. Campus leadership teams, teachers, parents, and other stakeholders review the data to determine the effectiveness of implemented strategies and interventions.

Results from the Schoolwide Program evaluation are incorporated into the annual Comprehensive Needs Assessment and are used to identify strengths, address areas of need, revise strategies, and guide the development of the next year's Campus Improvement Plan. Evidence of both formative and summative reviews is maintained and available for monitoring and compliance purposes.

Title I Personnel

Name	Position	Program	FTE
Amia Davis	Teacher - Title I Reading	Teacher Special Programs	1.0
Ethan Rodriguez - Shah	Teacher - Title I Mathematics	Teacher Special Programs	1.0

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	3		Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-016-30-016-101000	$4,000.00
2	2	1	1	Reading Teacher	Fringe	211-XX-614X-502-016-30-016-101000	$12,960.72
2	2	1	1	Reading Teacher	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-502-016-30-016-101000	$72,004.00
2	4	1	1		Staff Development | General Supplies and Technology (13-6399)	211-13-6399-502-016-30-016-101000	$2,000.00
3	2	2	1		Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-016-30-016-101000	$60,000.00
5	1	1	1		Fringe	211-XX-614X-502-016-30-016-101000	$11,234.70
5	1	1	1		Family Engagement |Family Comm. Outreach Specialist HS (61-6119)	211-61-6119-503-016-30-016-101000	$62,415.00
						Sub-Total	$224,614.42
						Budgeted Fund Source Amount	$309,132.00
						+/- Difference	$84,517.58

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$7,728.00
						+/- Difference	$7,728.00
						Grand Total Budgeted	$316,860.00
						Grand Total Spent	$224,614.42
						+/- Difference	$92,245.58