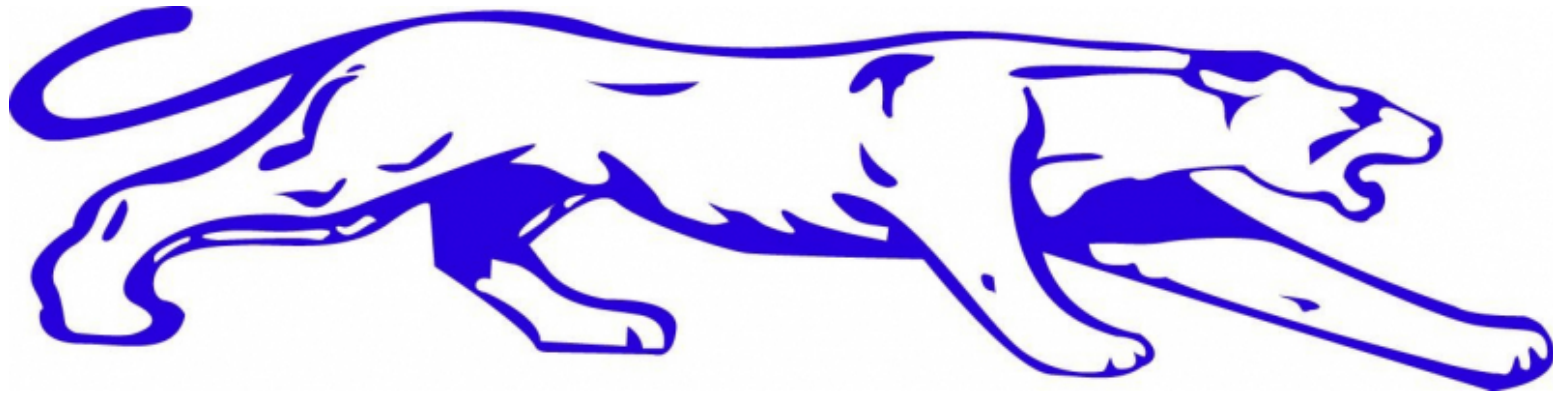


# **Fort Worth Independent School District**

## **010 Paschal High School**

### **2023-2024 Improvement Plan**



# Mission Statement

## Mission

Paschal exists to provide our students with a rigorous curriculum, developing growth mindsets, and supporting our students to be ready for college, career, military, and community leadership.

## Vision

### Vision

There is One Paschal, where everyone is valued, challenged to work hard, grow, and to be active participants in building a positive community.

# Value Statement

1. Paschal Faculty and Staff value diversity among ourselves and our students. This includes racial, ethnic, gender, religious, social economic, and other beliefs.
2. Paschal Faculty and Staff value education as vital to all students and essential to our democratic society.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
District Goals	10
District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	11
District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.	17
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	22
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	27
Campus Funding Summary	33
Addendums	36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

PHS is the original Fort Worth High School, established in the 1880s. We serve students in the neighborhood just South of downtown and west through the Tanglewood and Overton neighborhoods. Over that past 40 years we have established a strong tradition of academic excellence. Today Paschal's student population includes over 65% students who identify as Latinx, and over 60% of our students qualify our school as a title 1 school. Approximately 22% of our students identify as white, and 6% identify as African American. About 16% of our students are Emergent bilingual, mostly long term EBs. Our extensive history in the city, along with our close proximity and strong relationship with TCU create a unique opportunity for our students.

### Demographics Strengths

Diversity in successes academically, and through CTE, arts, and athletics. This year our baseball team, male basketball team, and both our male and female soccer teams made the playoffs, our UIL Science and math teams and others scored high and made it to regionals. Our cheer team won the state championship. We had two wrestlers make it to regionals. PHS also won district in both male and female swim, and had an 11th grade swimmer make the state meet. Our girls' golf team went to the regional tournament again this year. Our Varsity and non varsity bands both won sweepstakes. We had 4 FBLA students qualify for national competition this year. Our soccer teams, band, orchestra, and other groups on campus reflect the diversity on our campus.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Long term emergent bilingual students are not consistently successful in passing classes and benchmarks at the rates of all student group **Root Cause:** Many EBs are not as connected with the educational system as they can be to maximize their experiences of success, systems not being utilized to maximize our support of EB students

**Problem Statement 2 (Prioritized):** African American students not passing classes at the same rate as all students group **Root Cause:** systems have not been put into place to prevent this from occurring

# Student Learning

## Student Learning Summary

More than 15% of our students in 9th grade were off track to matriculate at fall semester based on credits earned. Our English 1 students did gain between the fall benchmark and spring benchmark, but not to the levels of success we need. Our Algebra students scored very low on the fall benchmark. They gained considerably in the spring benchmark, but still fewer than half scored high enough to approach meet standards in the spring benchmark. Our Spring EOC scores reflected little growth between 2021 and 2022 (especially among our 9th grade testers). Less than half of our total testers scored acceptably in Algebra and English 1.

## Student Learning Strengths

Half of our current seniors have met CCMR, and almost a third of our juniors have met CCMR. Most of our US History testers passed the spring benchmark. Our SAT benchmark scoring is generally equal to or higher than the state average, with some populations scoring higher than the national average. We have more students enrolled in AP, Dual Credit, and expanded OnRamps program. We are now enrolling more seniors in Texas Success Bridge course to support their math TSI preparations.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** English STAAR scores continue to linger below 70% success **Root Cause:** systems have not been put into place, including teacher training, culture, and expectations, to produce the needed scores among our English 1 students

**Problem Statement 2 (Prioritized):** Algebra STAAR scores continue to linger below 70% success **Root Cause:** systems have not been put into place to ensure needed test scores among our Alg 1 students

# School Processes & Programs

## School Processes & Programs Summary

Communication to families include: emails from staff, blackboard messaging from teachers, administrators, counselors, and other staff, weekly PTA blast newsletters, various social media posts, campus webpage, and phone calls from staff.

Calendars are quite diverse and at times not connected through a single contact with various outlets to communicate.

Programs include: AVID, JROTC, Band, Orchestra, Theater, Chior, Varsity Football, Volleyball, Cross Country, Swim, Golf, Tennis, Basketball, Baseball, Softball, Track, Cheer, and Soccer. We also have non varsity programs such as flag football for girls. UIL Academics programs who consistently have students make it to regionals and often to state competition. We have a strong FBLA program, Whiz Quiz team, and computer science/robotics/drone program. We also have a strong program of choice in Advanced Placement Capstone program of choice and over 20 AP course offerings. Our Students consistently score over the state average on SAT, and either approach or surpass the national average on SAT annually.

Students and parents work on progression plans and course selections with counselors in personal meetings.

We have begun a series of annual meetings with feeder middle schools to work on making connections to support incoming 9th graders. These are evolving to include discipline, attendance, and grades.

Our campus leadership and staff meet regularly, administrators meet with some others weekly, department chairs meet with administrators, lead counselor, and others monthly.

Enrollment processes include online registration by families and followup by staff. We have found that this system sometimes allows students to enter contact information for parents that goes directly to them instead of their parents.

Our school enculturation programs include Freshman transition programming before the school year and first week of school, pep rallies, PASS week for all student before school, freshman success practices, and a stronger Link Crew of upper classment dedicated to helping 9th graders.

## School Processes & Programs Strengths

Teachers are hired with the understanding that they need to support the whole school, so we have some wonderful new helpers as we hire teachers. Academics is a strength with over 30 AP courses, and many students passing annually. We are also increasing OnRamps course offerings and Dual Credit courses. We doubled our OnRamps numbers for the 2021-22 school year. As mentioned previously, our AVID program, which is where the majority of our students are categorized (middle-of-the-road, first-generation-college, lower-income-bracket learners), is losing steam due to lack of equity from our feeder schools. McLean does not have a program and Daggett recently cut theirs. Without support, it will be hard for us to continue a program that doesn't have a solid foundation. We have had a strong AVID program in the

past, and we want to be a National Demonstration school in the future. There is a need for this program to be successful at PHS. We are adding more emphasis on the senior college readiness math course for seniors who have not met CCMR.

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

**Problem Statement 1 (Prioritized):** Student tardiness is still not back to levels we experience before COVID **Root Cause:** systems have not been put in place that prevent tardies

**Problem Statement 2 (Prioritized):** student attendance is still not back to levels we experienced before COVID **Root Cause:** systems have not been put in place that prevent excessive absences

# Perceptions

## Perceptions Summary

Students have varying levels of disengagement, we need to help them process and learn soft skills, 21st century skills, and provide effort that is valued by adults. Various levels of connection with parents (wide range of parental involvement) this includes communication through various systems to various stakeholder groups.

This year we revised the advisory program with weekly sessions that include: adulting skills, grade and attendance checks, video announcements, special topics, test prep sessions, and a few others. The level of effectiveness is somewhat related to the teachers' compliance with the program.

## Perceptions Strengths

A caring environment is still the norm.

High academic standards and achievement by our students.

Students were generally peaceful throughout most of the first semester.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Student voice is not as evident as we would like to see throughout every classroom **Root Cause:** the school hasn't developed the systems needed to ensure student voice is evident in every class after the COVID epidemic

**Problem Statement 2 (Prioritized):** Students in our regular education classes who receive special education supports are not passing classes at the rate of all student group **Root Cause:** systems have not been put into place to prevent this

# Priority Problem Statements

**Problem Statement 1:** Student tardiness is still not back to levels we experience before COVID

**Root Cause 1:** systems have not been put in place that prevent tardies

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** student attendance is still not back to levels we experienced before COVID

**Root Cause 2:** systems have not been put in place that prevent excessive absences

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Algebra STAAR scores continue to linger below 70% success

**Root Cause 3:** systems have not been put into place to ensure needed test scores among our Alg 1 students

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** English STAAR scores continue to linger below 70% success

**Root Cause 4:** systems have not been put into place, including teacher training, culture, and expectations, to produce the needed scores among our English 1 students

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Long term emergent bilingual students are not consistently successful in passing classes and benchmarks at the rates of all student group

**Root Cause 5:** Many EBs are not as connected with the educational system as they can be to maximize their experiences of success, systems not being utilized to maximize our support of EB students

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Students in our regular education classes who receive special education supports are not passing classes at the rate of all student group

**Root Cause 6:** systems have not been put into place to prevent this

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** African American students not passing classes at the same rate as all students group

**Root Cause 7:** systems have not been put into place to prevent this from occurring

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Student voice is not as evident as we would like to see throughout every classroom

**Root Cause 8:** the school hasn't developed the systems needed to ensure student voice is evident in every class after the COVID epidemic

**Problem Statement 8 Areas: Perceptions**

# District Goals

Revised/Approved: May 15, 2023

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** Increase the percentage of 9th students who meet the grade level benchmark in reading on PSAT from 49% to 70% by May 2024.





Increase the percentage of African American students from 33% to 60% by May 2024. Increase percentage of 10th grade students who met grade level benchmark in reading on PSAT from 55% to 70%. Increase percentage of African American students from 27% to 60% by May 2024.

**Evaluation Data Sources:** FWISD CIP companion guide, PSAT reports

**Strategy 1:** Communicate to parents and students about tutoring for PSAT readiness camps.

**Staff Responsible for Monitoring:** PSS, Leavitt

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hold informative meetings with 9th grade parents. Explaining the importance and relevance of PSAT readiness camps and how it benefits the students who participate. <b>Intended Audience:</b> Parents of 9th grade students <b>Provider / Presenter / Person Responsible:</b> Reimann <b>Collaborating Departments:</b> PSS, CCMR, Counseling, ELA, math <b>Delivery Method:</b> phone, website, social media, PTA blast	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Begin conferences with students about test scores and reading level. Explain to students what the scores mean and how to read them. Give more relevant comparisons to cohort and strategies on comprehension. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Counselors, Pate <b>Delivery Method:</b> 1 on 1 meetings	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> African American students not passing classes at the same rate as all students group <b>Root Cause:</b> systems have not been put into place to prevent this from occurring

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 38% to 60% by May 2024.

Increase the percentage of African American students from 22% to 50% by May 2024.

**Evaluation Data Sources:** ADQ companion guide

**Strategy 1:** Provide high quality professional development for all RLA teachers.

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

**Staff Responsible for Monitoring:** Young, Yanagida-Blow, RLA Department Chairs

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide Lead4Ward data/STAAR 2.0 to all RLA teacher in early fall <b>Intended Audience:</b> ELA Teachers <b>Provider / Presenter / Person Responsible:</b> Young <b>Date(s) / Timeframe:</b> Early Fall  <b>Funding Sources:</b> money to contract with Lead Forward - Title I (211) - 211-13-6299-04N-010-30-510-000000-24F10 - \$4,499.98	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Follow-up in PLC weekly to reinforce and extend training throughout school year	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> ThinkCerca training for reading teachers <b>Intended Audience:</b> reading teachers <b>Provider / Presenter / Person Responsible:</b> Young	Formative			Summative
	Nov	Jan	Mar	June

<b>Date(s) / Timeframe:</b> August-Sept 2023 <b>Collaborating Departments:</b> ELA and Reading, Curreathers <b>Delivery Method:</b> in person				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** targeted support for students not successful on STAAR grade 8 Reading/English 1 EOC

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Those students scheduled into both Reading and English 1 or 2	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> 30 hours for each student in HIT tutoring after school <b>Intended Audience:</b> students who failed STAAR <b>Provider / Presenter / Person Responsible:</b> Young	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> 3 and 6 week CFAs analyzed in PLC for spiraling and reteach/reinforce purposes <b>Provider / Presenter / Person Responsible:</b> Young <b>Date(s) / Timeframe:</b> each 3 week interval <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Purchase Sirius software access for students in need of additional support <b>Intended Audience:</b> students in Eng 1 and 2 <b>Provider / Presenter / Person Responsible:</b> Young, Pate <b>Date(s) / Timeframe:</b> August-December <b>Collaborating Departments:</b> RLA, Science <b>Delivery Method:</b> online students support  <b>Funding Sources:</b> funding - SCE (199 PIC 24) - 199-11-6396-001-010-24-243-000000- - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> English STAAR scores continue to linger below 70% success <b>Root Cause:</b> systems have not been put into place, including teacher training, culture, and expectations, to produce the needed scores among our English 1 students

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 54% to 75% by May 2024.

Increase the percentage of SpEd students who score at approaches or above from 13% to 50% by May 2024.

**High Priority**

**Evaluation Data Sources:** ADQ companion guide and EOC scores





**Strategy 1:** Teachers will be fully informed and aware of individual student data and IEPs

**Strategy's Expected Result/Impact:** teachers will be more responsive to individual student needs, will be more informed from student handbook

**Staff Responsible for Monitoring:** Admin team, SpEd department

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide time during professional development week in August to build a binder of all data and information necessary to support SpEd students. <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> Garcia <b>Date(s) / Timeframe:</b> first week back in August <b>Collaborating Departments:</b> all <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide training on Branching Minds <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> District presenter <b>Date(s) / Timeframe:</b> August first week back <b>Collaborating Departments:</b> all <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Update binder throughout the school year as IEPs are developed. Monitor and provide feedback in order to hold teachers accountable. <b>Intended Audience:</b> teachers, counselors <b>Provider / Presenter / Person Responsible:</b> Garcia and SpEd leadership <b>Date(s) / Timeframe:</b> every six weeks <b>Collaborating Departments:</b> all <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> English STAAR scores continue to linger below 70% success <b>Root Cause:</b> systems have not been put into place, including teacher training, culture, and expectations, to produce the needed scores among our English 1 students
Perceptions
<b>Problem Statement 2:</b> Students in our regular education classes who receive special education supports are not passing classes at the rate of all student group <b>Root Cause:</b> systems have not been put into place to prevent this

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of 9th students who meet the grade level benchmark in mathematics on PSAT from 37% to 60% by May 2024.





Increase the passing percentage of African American 9th grade students from 9% to 50% by May 2024. Increase the percentage of 10th students who meet the grade level benchmark in mathematics on PSAT from 31% to 60% by May 2024. Increase the passing percentage of African American 10th grade students from 10% to 50% by May 2024.

**Evaluation Data Sources:** ADQ companion guide

**Strategy 1:** Math teachers will include warm ups and other PSAT related activities within classes

**Strategy's Expected Result/Impact:** increased PSAT/SAT readiness

**Staff Responsible for Monitoring:** Leavitt

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> train math teachers at beginning of the year to use these warmups <b>Intended Audience:</b> math teachers <b>Provider / Presenter / Person Responsible:</b> Math Dept Chairs <b>Date(s) / Timeframe:</b> August <b>Collaborating Departments:</b> math <b>Delivery Method:</b> in person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.





**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 27% to 50% by May 2024. And the percentage of African American students from 23% to 50% by May 2024.

**Evaluation Data Sources:** ADQ companion guide

**Strategy 1:** We will use district BOY,MOY, and EOY MAP scores to gather data on student predictors and growth indications

**Strategy's Expected Result/Impact:** increase both teacher and student awareness of and capability to pass STAAR and beyond.

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





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Train math and biology teachers in MAP proctoring and data usage <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Steelman <b>Date(s) / Timeframe:</b> August, January, May <b>Collaborating Departments:</b> Math and science <b>Delivery Method:</b> in person training	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Hold data meetings after each MAP testing to help teachers interpret scores, utilize norm reference charts to predict STAAR scores <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Steelman <b>Date(s) / Timeframe:</b> Sept, Feb, May <b>Collaborating Departments:</b> math and biology <b>Delivery Method:</b> in person meetings	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 2:** Employ two title 1 teachers to help maintain low class numbers to help with instruction, support TR classes

**Strategy's Expected Result/Impact:** increased test scores

**Staff Responsible for Monitoring:** Langston

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





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> create TR sections to support EB students <b>Intended Audience:</b> EB students <b>Provider / Presenter / Person Responsible:</b> NA <b>Date(s) / Timeframe:</b> all year <b>Collaborating Departments:</b> math <b>Delivery Method:</b> NA  <b>Funding Sources:</b> pay - Title I (211) - 211-11-6119-04N-010-30-510-000000-24F10 - \$126,061	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 3:** Employ a second freshman success coach to concentrate on Algebra and Biology support

**Strategy's Expected Result/Impact:** increased Alg and Bio scores

**Staff Responsible for Monitoring:** Langston

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





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> fund a second success coach to support teachers <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> NA <b>Date(s) / Timeframe:</b> all year <b>Collaborating Departments:</b> NA <b>Delivery Method:</b> NA  <b>Funding Sources:</b> pay - Title I (211) - 211-13-6119-04N-010-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 4:** decrease student tardiness

**Strategy's Expected Result/Impact:** increased passing rates and test scores

**Staff Responsible for Monitoring:** Admin team

**Problem Statements:** School Processes & Programs 1, 2





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> develop teacher capacity to work on tardiness as part of welcome back week training <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> Pate <b>Date(s) / Timeframe:</b> August <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> add minute bell to passing period <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> admin will discuss in first week class meetings <b>Date(s) / Timeframe:</b> all year <b>Collaborating Departments:</b> all <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 5:** training teachers and admin

**Strategy's Expected Result/Impact:** increased classroom success and test scores

**Staff Responsible for Monitoring:** Admin team

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> train math and science teachers in Lead4ward <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> contracted presenter(s) <b>Date(s) / Timeframe:</b> Fall 2023 <b>Collaborating Departments:</b> math and science <b>Delivery Method:</b> in person  <b>Funding Sources:</b> contract fee - Title I (211) - 211-13-6299-04N-010-30-510-000000-24F10 - \$9,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> train admin to support <b>Intended Audience:</b> admin team <b>Provider / Presenter / Person Responsible:</b> Langston <b>Date(s) / Timeframe:</b> all year <b>Collaborating Departments:</b> admin team  <b>Funding Sources:</b> travel and registration - Title I (211) - 211-23-6411-04N-010-30-510-000000-24F10 - \$2,776	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Long term emergent bilingual students are not consistently successful in passing classes and benchmarks at the rates of all student group <b>Root Cause:</b> Many EBs are not as connected with the educational system as they can be to maximize their experiences of success, systems not being utilized to maximize our support of EB students
Student Learning
<b>Problem Statement 2:</b> Algebra STAAR scores continue to linger below 70% success <b>Root Cause:</b> systems have not been put into place to ensure needed test scores among our Alg 1 students
School Processes & Programs
<b>Problem Statement 1:</b> Student tardiness is still not back to levels we experience before COVID <b>Root Cause:</b> systems have not been put in place that prevent tardies <b>Problem Statement 2:</b> student attendance is still not back to levels we experienced before COVID <b>Root Cause:</b> systems have not been put in place that prevent excessive absences

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 57% to 75% by May 2024.  
Increase the percentage of Hispanic students from 43% to 70% by May 2024.

**Strategy 1:** PSS will work with counselors, go center, and dept chairs on plan for increasing CCMR

**Strategy's Expected Result/Impact:** more CCMR

**Staff Responsible for Monitoring:** Admin team, PSS

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> increase student attendance to maximize learning time and increase CCMR results <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> Leavitt <b>Date(s) / Timeframe:</b> all year <b>Collaborating Departments:</b> all admin, PSS	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> PSS will work with AP and other teachers to purchase items needed for test prep and testing  <b>Funding Sources:</b> - Gifted & Talented (199 PIC 21) - - \$8,731, - Gifted & Talented (199 PIC 21) - - \$800	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> student attendance is still not back to levels we experienced before COVID <b>Root Cause:</b> systems have not been put in place that prevent excessive absences

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 84% to 90% by May 2024. A  
Increase the percentage of Hispanic students from 79% to 85% by May 2024.

**Evaluation Data Sources:** companion report, on track checking system from FSC

**Strategy 1:** employee an additional FRC who will act as our data analyst for the 23-24 school year

**Strategy's Expected Result/Impact:** this person will support both data needs on campus and freshman success initiatives

**Staff Responsible for Monitoring:** Garcia, Young, Leavitt, Langston

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> FRC team will review incoming 9th grade data and support teachers in preparing and supporting learner centered focus this year, beginning with staff welcome back week and continuing in FST meetings <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> YB and Steelman <b>Date(s) / Timeframe:</b> August 7-10, weekly <b>Collaborating Departments:</b> math, ELA, SS, Science <b>Delivery Method:</b> in person and via email	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 31% to 80% by May 2024.

Increase the percentage of African American students from 16% to 75% by May 2024.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase the percentage of Grade 12 students who meet SAT criteria for CCMR from 31% to 40% by May 2024.  
Increase the percentage of African American students from 5% to 35% by May 2024.

**Strategy 1:** Hold meetings that explain what CCMR means and how it affects them for college readiness.

Action Step 1 Details		Reviews			
Action Step 1: Identify students in the cohort that have not met criteria for completing CCMR. Intended Audience: Students		Formative			Summative
		Nov	Jan	Mar	June
Action Step 2 Details		Reviews			
Action Step 2: Have students visit the Go Center and apply for scholarships and FASFA earlier in fall semester. Intended Audience: Go Center		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 5:** Increase number of students successful in CTE programs so that more will get industry certifications

**Strategy 1:** purchase materials needed for CTE courses

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> purchase classrooms items and travel costs as needed throughout the school year <b>Intended Audience:</b> CTE classes  <b>Funding Sources:</b> - CTE (199 PIC 22) - - \$25,000, - CTE (199 PIC 22) - - \$5,000, - CTE (199 PIC 22) - - \$10,395		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 20% to 10% by May 2024.

**Evaluation Data Sources:** companion report, attendance data

**Strategy 1:** Decrease tardies that will help decrease absences during the school day and teacher errors due to students being excessively tardy to a class

**Strategy's Expected Result/Impact:** Increased attendance rate

**Staff Responsible for Monitoring:** departmental administrators

**Problem Statements:** School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Common tardy logs by appearance and location used for each teacher <b>Intended Audience:</b> teachers, students <b>Provider / Presenter / Person Responsible:</b> Pate <b>Date(s) / Timeframe:</b> all year <b>Collaborating Departments:</b> all <b>Delivery Method:</b> in person	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 2:** Employ an parent engage specialist to support school in communication with parents

**Strategy's Expected Result/Impact:** decreased students absences and tardiness

**Staff Responsible for Monitoring:** Admin team

**Problem Statements:** School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> hire and train family engagement specialist <b>Intended Audience:</b> specialist <b>Provider / Presenter / Person Responsible:</b> Langston <b>Date(s) / Timeframe:</b> summer <b>Collaborating Departments:</b> NA <b>Delivery Method:</b> NA  <b>Funding Sources:</b> pay - Title I (211) - 211-61-6129-04L-010-30-510-000000-24F10 - \$26,290	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Strategy 3: Employ an outreach specialist to help students/families in need

**Strategy's Expected Result/Impact:** less student absenteeism

**Staff Responsible for Monitoring:** Langston





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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> find the right person to hire for this position <b>Intended Audience:</b> specialist <b>Provider / Presenter / Person Responsible:</b> Langston <b>Date(s) / Timeframe:</b> summer <b>Collaborating Departments:</b> NA <b>Delivery Method:</b> NA  <b>Funding Sources:</b> pay - Title I (211) - 211-61-6119-04L-010-30-510-000000-24F10 - \$54,361	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





### Strategy 4: provide teacher pay for tutoring and AR for at risk students

**Strategy's Expected Result/Impact:** support for students

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> allocate funds for tutoring and AR <b>Intended Audience:</b> at risk students <b>Provider / Presenter / Person Responsible:</b> Alma Reyes <b>Date(s) / Timeframe:</b> summer <b>Delivery Method:</b> NA  <b>Funding Sources:</b> funding - SCE (199 PIC 24) - 199-13-6117-001-010-24-243-000000- - \$8,842	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 5:** provide supplies for tutorials and attendance recovery activities

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> purchase items needed for AR and tutoring  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-010-24-243-000000- - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Student tardiness is still not back to levels we experience before COVID <b>Root Cause:</b> systems have not been put in place that prevent tardies <b>Problem Statement 2:</b> student attendance is still not back to levels we experienced before COVID <b>Root Cause:</b> systems have not been put in place that prevent excessive absences

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the number of out-of-school suspensions for African American students from 5% to 2% by May 2024.

**Evaluation Data Sources:** ADQ companion report

**Strategy 1:** Create opportunities for discussion about grades and expectations to parents more frequently.

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide students with opportunities to express their thoughts and feelings to leadership and teachers. Create actionable steps that will decrease incidents prior to them happening. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Swanson <b>Collaborating Departments:</b> all	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 2:** Create Focus groups for African American students using teachers on campus.





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create after school and during school safe places where students can talk to trusted adults <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Swanson <b>Collaborating Departments:</b> all	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 8 to 16 by May 2023.

**Evaluation Data Sources:** parent surveys and other communication





**Strategy 1:** hold GT and high academics meetings, hold meetings for Spanish speakers, hold other specialty needs meetings

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> hold planning meeting to set dates, intended audiences, and then review those meetings for effectiveness <b>Intended Audience:</b> staff  <b>Funding Sources:</b> parent engagement funds for speakers and other needed items - Parent Engagement - 211-61-6299-04L-010-30-510-000000-24F10 - \$4,636	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> stacks and other items needed for meetings <b>Intended Audience:</b> parents <b>Provider / Presenter / Person Responsible:</b> Rivera <b>Date(s) / Timeframe:</b> monthly  <b>Funding Sources:</b> snacks and other items - Parent Engagement - 211-61-6499-04L-010-30-510-000000-24F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Students who receive special education services will be supported with appropriate funding

**Strategy 1:** provide RISE students with appropriate environmental conditions to support growth and school achievement

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> provide snacks for students receiving SpEd <b>Intended Audience:</b> RISE and Resource classes <b>Provider / Presenter / Person Responsible:</b> SpEd teachers <b>Date(s) / Timeframe:</b> all year  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$5,050	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> purchase supplies needed for SpEd classes <b>Intended Audience:</b> Students receiving Special services  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$5,000, - SPED (199 PIC 23) - - \$1,000, - SPED (199 PIC 23) - - \$4,623	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	money to contract with Lead Forward	Contracted professional development	211-13-6299-04N-010-30-510-000000-24F10	\$4,499.98
2	2	2	1	pay	Title I Teacher	211-11-6119-04N-010-30-510-000000-24F10	\$126,061.00
2	2	3	1	pay	Freshman Success Coach	211-13-6119-04N-010-30-510-000000-24F10	\$86,946.00
2	2	5	1	contract fee	Contracted professional development	211-13-6299-04N-010-30-510-000000-24F10	\$9,000.00
2	2	5	2	travel and registration	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-010-30-510-000000-24F10	\$2,776.00
4	1	2	1	pay	Family Engagement Specialist	211-61-6129-04L-010-30-510-000000-24F10	\$26,290.00
4	1	3	1	pay	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-010-30-510-000000-24F10	\$54,361.00
<b>Sub-Total</b>							\$309,933.98
<b>Budgeted Fund Source Amount</b>							\$309,933.98
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	4	funding	Technology for instructional use	199-11-6396-001-010-24-243-000000-	\$7,000.00
4	1	4	1	funding	Tutors with degree or certified	199-13-6117-001-010-24-243-000000-	\$8,842.00
4	1	5	1		Supplies and materials for instructional use	199-11-6399-001-010-24-243-000000-	\$5,000.00
<b>Sub-Total</b>							\$20,842.00
<b>Budgeted Fund Source Amount</b>							\$20,842.00
<b>+/- Difference</b>							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	parent engagement funds for speakers and other needed items	Misc Contracted Services for parental involvement	211-61-6299-04L-010-30-510-000000-24F10	\$4,636.00
4	3	1	2	snacks and other items	Snacks for Parents to promote participation	211-61-6499-04L-010-30-510-000000-24F10	\$4,000.00
Sub-Total							\$8,636.00
Budgeted Fund Source Amount							\$8,636.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		GENERAL SUPPLIES		\$8,731.00
3	1	1	2		TECHNOLOGY < \$5000		\$800.00
Sub-Total							\$9,531.00
Budgeted Fund Source Amount							\$9,531.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	5	1	1		INSTRUCTIONAL MATERIALS		\$10,395.00
3	5	1	1		GENERAL SUPPLIES		\$25,000.00
3	5	1	1		TRAVEL - STUDENT		\$5,000.00
Sub-Total							\$40,395.00
Budgeted Fund Source Amount							\$40,395.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		MISC OPERATING COSTS		\$5,050.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		GENERAL SUPPLIES		\$4,623.00
4	4	1	2		OTHER READING MATERIALS		\$1,000.00
4	4	1	2		INSTRUCTIONAL MATERIALS		\$5,000.00
Sub-Total							\$15,673.00
Budgeted Fund Source Amount							\$15,673.00
+/- Difference							\$0.00
Grand Total Budgeted							\$405,010.98
Grand Total Spent							\$405,010.98
+/- Difference							\$0.00

# Addendums

# Memorandum

**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgitt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

- ☐ Tutoring for students at-risk of failing to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Attendance Recovery
- ☐ Professional Development attendance or planning

As a work agreement extension with Fort Worth ISD, each employee is expected to follow all rules and regulations that are part of their regular duties. A timesheet and other documentation materials must be provided as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Both employee and supervisor must certify the Employment Agreement. The signed form should be uploaded to the 2023-2024 Campus Improvement Plan as an addendum by September 29, 2023, or as services are needed.



Carmen Arrieta-Candelaria, Chief Financial Officer

100 N. University Dr., Ste. SW 205  
Fort Worth, Texas 76107  
OFFICE 817.814.2282

# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☒ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

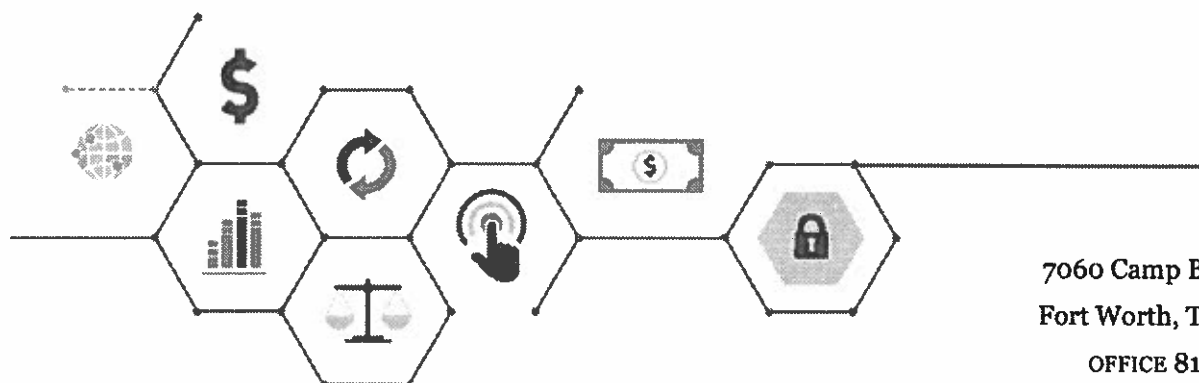
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Michelle Walker

Employee Signature: M Walker Date: 9/16/23

Supervisor Signature: [Signature] Date: 9/18/23



# Memorandum

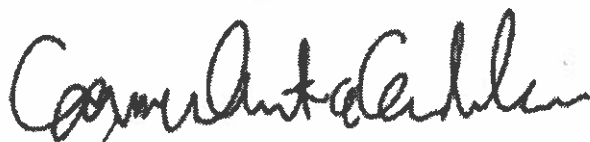
**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgitt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

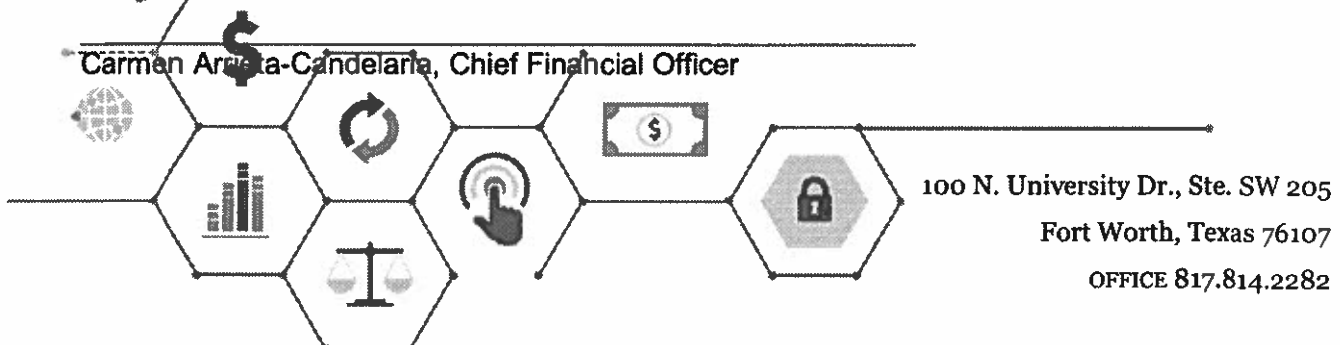
- ☐ Tutoring for students at-risk of failing to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Attendance Recovery
- ☐ Professional Development attendance or planning

As a work agreement extension with Fort Worth ISD, each employee is expected to follow all rules and regulations that are part of their regular duties. A timesheet and other documentation materials must be provided as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Both employee and supervisor must certify the Employment Agreement. The signed form should be uploaded to the 2023-2024 Campus Improvement Plan as an addendum by September 29, 2023, or as services are needed.



Carmen Arce-Candelaria, Chief Financial Officer



# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☒ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☐ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print):

LACUSIA LINK

Employee Signature:

*[Handwritten Signature]*

Date:

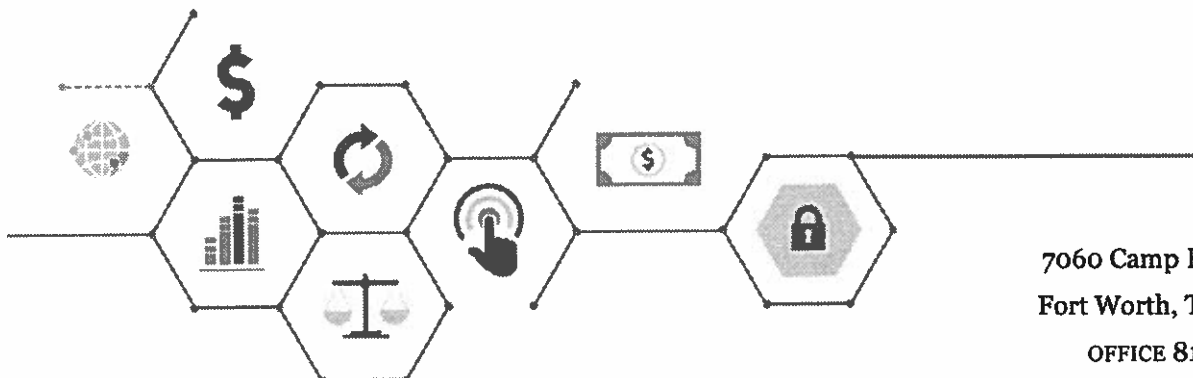
9/16/23

Supervisor Signature:

*[Handwritten Signature]*

Date:

9/18/23



# Memorandum


**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgitt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

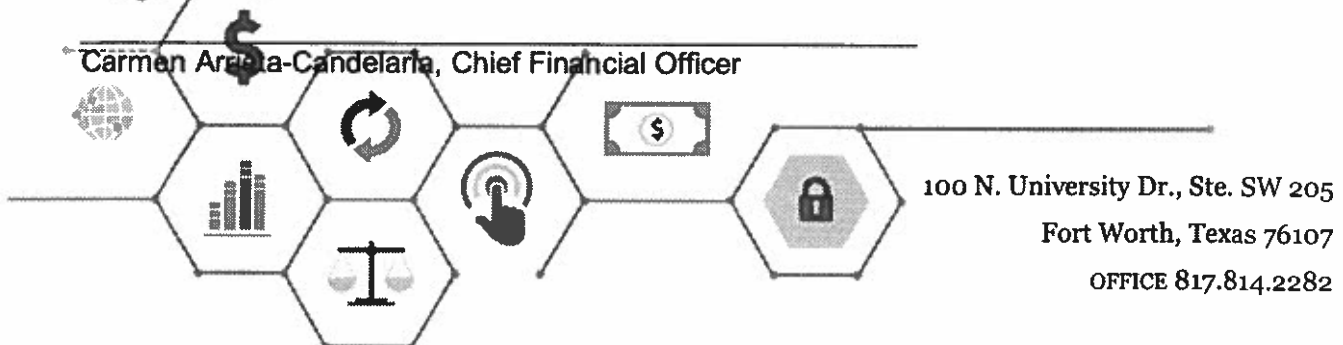
- ☐ Tutoring for students at-risk of failing to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Attendance Recovery
- ☐ Professional Development attendance or planning

As a work agreement extension with Fort Worth ISD, each employee is expected to follow all rules and regulations that are part of their regular duties. A timesheet and other documentation materials must be provided as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Both employee and supervisor must certify the Employment Agreement. The signed form should be uploaded to the 2023-2024 Campus Improvement Plan as an addendum by September 29, 2023, or as services are needed.



Carmen Arreola-Candelaria, Chief Financial Officer



# Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☒ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print):

Chad Keeney

Employee Signature:

Chad Keeney

Date:

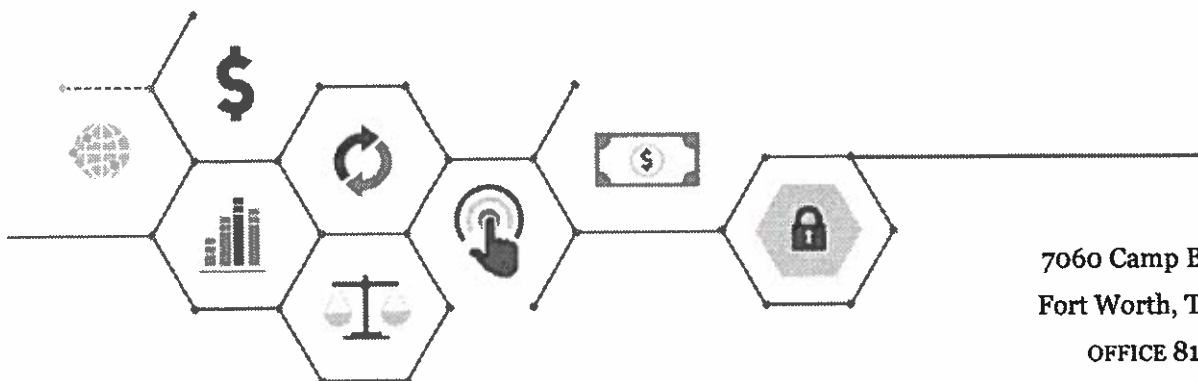
9/16/23

Supervisor Signature:

[Signature]

Date:

9/18/23



7060 Camp Bowie Blvd.

Fort Worth, Texas 76116

OFFICE 817.814.2291

# Memorandum

**DATE:** September 15, 2023  
**TO:** Campus Principals  
**FROM:** Mirgitt Crespo, Senior Officer Grants and Development  
**SUBJECT:** Title I, Part A Funded Extra-Duty – Employment Agreement

The purpose of this memo is to remind all Title I campus leaders of the required certification of Title I, Part A funded Extra Duty services for the 2023-2023 school year. Allowable Extra Duty Services outside of contract hours (i.e., before or after regular work hours or on Saturdays) include:

- ☒ Tutoring for students at-risk of failing to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Attendance Recovery
- ☒ Professional Development attendance or planning

As a work agreement extension with Fort Worth ISD, each employee is expected to follow all rules and regulations that are part of their regular duties. A timesheet and other documentation materials must be provided as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Both employee and supervisor must certify the Employment Agreement. The signed form should be uploaded to the 2023-2024 Campus Improvement Plan as an addendum by September 29, 2023, or as services are needed.



Carmen Arriola-Candelaria, Chief Financial Officer



100 N. University Dr., Ste. SW 205

Fort Worth, Texas 76107

OFFICE 817.814.2282

## Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☒ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☒ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print):

Celestine Kepnga

Employee Signature:

Celestine Kepnga

Date:

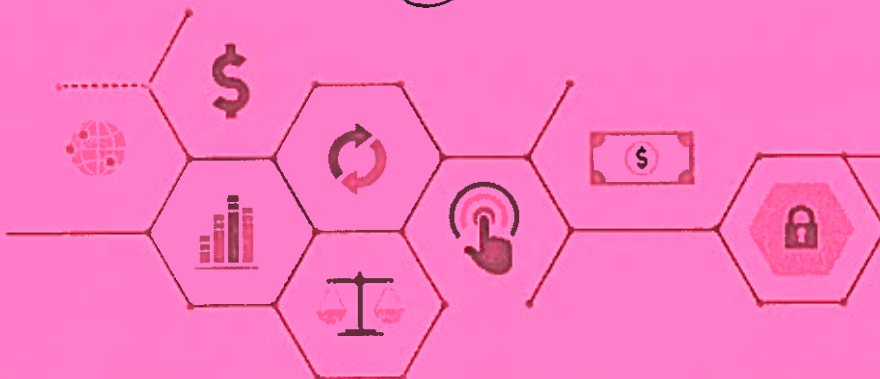
9/19/23

Supervisor Signature:

[Handwritten Signature]

Date:

9/19/23



# Paschal High School                      School-Parent Compact 2023

(as delivered to parents in a meeting on August 30, 2023)

## 2023 Accountability Ratings pending

Paschal was rated a “B” accountability rating in 2022, the previous rating in 2019 was also a “B” (no ratings were given in 2020 and 2021) and our 2023 ratings have not yet been released

Texas recognizes 7 potential distinctions for high schools, and Paschal received 5 last year (2022):

Mathematics, ELA, Science, Social Studies, and postsecondary readiness

We did not receive distinctions in comparative academic growth or closing the gaps

## Title 1 Status

More than 60% of Paschal students qualify for free or reduced lunches. That qualifies us as a school wide Title 1 school, and we receive federal funds to supplement and our local budget in support of our students.

## School Responsibilities

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the state’s student academic achievement standards. Additionally, tutorials will be held throughout the year.
- Staff will be given staff development.
- Hold parent-teacher conferences as needed.
- Provide parents with frequent online reports on their children’s progress. Specifically, the school will provide reports as follows: Progress Reports and Report Cards (and using the Parent Portal, Canvas, & Focus.)
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during their planning period, scheduled parent/teacher conferences, through email or phone during their normal scheduled hours.
- Providing instruction in a way that will motivate and encourage students.
- Providing a safe and positive atmosphere for learning.
- Explaining assignments so that my students have a clear understanding.
- Supplying clear evaluations of student’s progress to students and parents.
- Contacting the parents of the students through notes, conferences, progress reports, or telephone calls to show an active interest in the success of all students.

### Parent Responsibilities

- Monitor attendance. Ensure students are attending school.
- Making sure that homework is completed.
- Promoting positive use of child's extracurricular time.
- Participate, as appropriate, in decisions relating to child's education.
- Staying informed about child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.
- Providing a caring environment, so child is ready to learn.
- Providing a time and place for quiet study and reading at home.
- Helping child daily in any way possible to meet his/her responsibilities, such as completing homework and encouraging appropriate behavior.
- Contacting child's teacher by notes, conferences, or telephone calls to show an active interest in my child's education.
- Attending at least one parent involvement activity or a parent meeting.
- Reviewing the information in newsletters sent home or made available online

### Student Responsibilities

- Show respect and cooperation with all adults at the school.
- Come to class on time and prepared to work.
- Complete all assignments to the best of my ability.
- Respect the rights of others to learn without disruption.
- Show respect for people and property.
- Practice the rules of the Code of Student Conduct.
- Spend time daily at home on studying and reading.
- Give my parent or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### Goals for this year

Raise our accountability rating to an "A"

Earn all 7 distinctions from TEA

Student growth in all areas, including EOCs, AP exams, and all CCMR measures

CCMR is college, career, and military readiness and there are several pathways for students to gain CCMR status (our postsecondary readiness distinction signifies that Paschal is doing a good job at helping our students receive CCMR status, relative to schools in the state that are most similar to us)

346 Total

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Jordan Burton	Jacob Burton	817-721-4441 / jordanb12@hotmail.com
2	Sarah Nader	Alexis Nader	817-480-2356 / Sarah_ejnader@yahoo.com
3	Heather Raiden	Ellis Raiden	214-534-5316 / hraiden@gmail.com
4	Jennifer Litte	Karoline Litte	817-689-6196 / jenniferlitte@bllaw.com
5	Corey & Jennifer Bearden	Nathan & Kate Bearden	817-899-4907 / jenniferm.bearden@gmail.com
6	Walter Virida IV	Henry Virida	817-253-5308 / virida.C@floridastate.edu
7	Jacqueline Williams	Catherine Deletris	817-791-5047 / littladd@gmail.com
8	Carli Sangsraug	Enrique Galindo	(817) 879-4872 / carli.sangsraug@usf.edu
9	Sackye & Sol Austin	Georgina Austin	512-565-7114 / sackye@virex.com
10	Lisa Clark	Jake & Case Wacmint	214-284-5974 / laclark@me.com
11	Benita Davis	Brandon Davis, Jr.	318-299-0605 / benitadavis83@gmail.com
12	Kotten Williams	Kotten Williams Jr	817-938-0784 / kottenwilliams@gmail.com
13	Faviola Djeda	Aiden Djeda	817-710-1855 / faveda29@gmail.com
14	Dr. Christi Cook	Magnolia Woods	817-879-9051 / fannelsaye@yahoo.com
15	Morgan & Bryan Polk	Elizabeth Polk	817-877-9193 / polkymbs@gmail.com
16	YANETH MARIEL RODRIGUEZ	YANETH S. RODRIGUEZ	817-308-7585 / yessyan@aol.com
17	Anna Johnson	Anna Johnson	817-308-3700 / johnson2712@sbcc.edu

Global net

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Latonya Like	TEVEN LIKE	(682) 333-9196
2	Camille Guerrero	Drew Guerrero	682 816-7386
3	Robert Guerrero	Drew Guerrero	682 816 7388
4	WAnn Reyes	Emily Villatoro	817 987-8788
5	Angelica Ramos	Noah Castro	682-472-8740
6	Valene Freeman	Jillian Freeman	817 806-8253
7	THOMAS ORTEZ	THOMAS ORTEZ	817. 689-3757
8	Issis Aleman	Anthony Galvan	817 879-6230
9	Linda Landy	Reagan Landy	<del>817</del> 817-896-2263
10	Stephanie McCarney	Lucas McCarney	817 97-0785
11	Cindy Doreyentt	Nate Horeyentt	817-874-8914
12	Rodney Horeyentt	Nate Horeyentt	817-675-0206
13	Ana Castillo	Ismael Castillo	682 597-0753 / gpchica21@yahoo
14	Maria Sandoval	Ashley Perea	682 561-9280 marsand55@gmail.com
15	Iyra Musoma	Keria Musoma	tyratvuck@gmail.com
16	Rosa Suarez	Alexander S. Wilson	817-368-7229 / 183a-suarez1972@icloud.com
17			

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Jennifer Pate	Seth Pate	817-932-5222
2	Kathy Cuvins-Tull	Boston Dulle	817-475-2949
3	Pilar Aldaco	Kili Recio	817-907-7174
4	Melinda Bloom	Reid Hahn	817-366-3313
5	Julie Lawrence	Rob Lawrence	817-296-4012
6	Reecee Seeds	Negan Seeds	817-726-0051
7	Stacie Rodriguez	Jewell Rodriguez	817-888-1108
8	JK & Jose Penwell	Molly Penwell	512-293-9814
9	Maria Campos	Emily Perez	682-554-0999
10	Carli Rader	Griffin Rader	817-692-9626
11	Elizabeth Solis	Alex & Abby Solis	817-980-7346
12	Sam Solis	Alex & Abby Solis	817-219-6570
13	Marcel Carrillo	Melissa Carrillo	682-234-1465
14	Adam and Beth Loviscek	Luka Loviscek	972-979-7350 blloviscek@gmail.com
15	Laura E. Fierape	Timothy A. Hubbard	682-465-6164 hfarrar25@gmail.com
16	Bridget Rosales	Elijah Rosales	817-262-2566/BridgetRosales44@gmail.com
17	Yanaira Sanchez	Arian Castillo	817-360-8485 y25n1422@gmail.com

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME		PHONE/EMAIL	
1	Jennifer Hollingsworth	Cristina Hollingsworth		817-239-8346	blueberry119@gmail.com
2	Virginia Padilla	Emma Padilla		817-158205	avpadilla08@gmail.com
3	VICTOR TEAN	VERA TEAN		817-269-7553	
4	Liz Gomez	Robert Beyerly		817-809-1813	
5	Brenda Enriquez	Brenda Hernandez Enriquez		682-432-2338	
6	Alma Amaranza-Hernandez	Natalia Damian		214-604-2008	
7	Anne Rooney	Margaret Leaning Rooney		210-422-5162	
8	Kendall Shields	Reed Shields		876-890-9602	
9	Hailey Ping	Felix Ping		314-518-1351	
10	Kitty Simpson	Lucas Simpson		817-653-0550	
11	Diana Lerma	Rafael Solorza Jr.			
12	<del>Diana</del> Patricia Guzmanto	Henckyx Johnston		347-247-4548	guzmantofernanda@gmail.com
13	Kathryn Perry	Madeline Perry		817-731-7302	
14	Victoria Cruz	James Cruz		817-489-0133	
15	Evelyn Mendez	Evelyn Chavez		817-770-9818	
16	Henrietta Powell	Emmatheia Mocias		972-765-4360	
17	Mandy Huie	Lance Aguilar		(817) 675-0906	mandy.huie@wisdom

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Elizabeth Howard	Dominic Henson	817-913-3976
2	Mikha Stenham	Josephine Stenham	469-982-1034
3	Andrea Pardue	Marius Pardue	206-498-3210 amwpardue@gmail.com
4	Dina Loudon	Ryan Marie Loudon	817-559-9316
5	Tracy Segura	Fabian Segura	817-614-4778 / tracy3307@gmail.com
6	Kelli Warner	Rylan Burns	817-846-3634
7	Kathleen Garza	Aydric Lopez	817-980-6109
8	Trey Lopez	Aydric Lopez	817-781-0048
9	Michael Wigley	Jake Wigley	<del>817-512-560</del> 9348
10	Lien Griffin	Isabella Griffin	817-919-9037
11	Yvonia Mungu	Wynona Steyer	817-999-7081
12	Anne Maddox	Penelope Maddox	214-405-8661
13	Victor Ortiz	Alejandra Ortiz	224-629-2740
14	Blanca Saldes	Ashley Saldes	817-924-2252
15	Daniela Saldes	Ashley Saldes	
16	Stephanie Lawrence	Mason Lawrence	817-907-0001
17	Josefina Samano	Jazmin I. Tenorio	817-507-0912 jo.samano@yahoo.com

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME	STUDENT'S NAME	PHONE/EMAIL
1 Raquel Garsia	Robert Garsia	8177975328 rrgarsia@gmail.com
2 Amanda Castro	Aniyah Castro	817851-5337 castroamanda@gmail.com
3 Veronica Lopez	Victor Lopez	8175253419 Veronica.Lopez@ca.com
4 Angela Rangel	Cienna Rangel-Rosales	6825979115 arangroschool@gmail.com
5 Dahn Reyes	Emily Villatoro	817-987-8788 dcomreyes143@gmail.com
6 Mirella Sigala	April Saldivar	817-909-8784 mirella-sigala@yahoo.com
7 Stephanie Torres	Isabella Garcia	469 441-9668 stephanie.torres05@gmail.com
8 Lu Weber	Finlay Wessley	817-733-9157
9 Funi Wuma	Finlay Wuma	682-777-1361
10 Jamie Kerr	Crash + Marley Kerr	817-657-6685
11 Randi Buchanan	Emerson Higgins	817-583-4494 randibrite@yahoo.com
12 Cynthia Guerra	Dominic Garcia	817-209-8468
13 Tina Castillo	NICO CASTILLO	tna.castillo4@chase.net
14 Maria Cortina	Lindsey Cortina	angelica.castillo83@yahoo.com
15 Lori Werth	Anna, Catherine, Nolan Werth	loriwerth@yahoo.com
16 Jennifer Nelson	Jack Nelson	jenn.nelson@yahoo.com
17 David Kelley	Victoria Kelley	817 793-6335 david@dauidakelley.net

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Brouke Mitchell Kaposw	Creek Kaposw	brooke@coyotefw.com (854) 396-4811
2	Jennifer Bourgon	Bee Bourgon	michael.bourgon@yahoo.com 817-729-4261
3	Georgina Marquez	Alexander Marquez	george m4298@yahoo.com 817 875 8148
4	Sabrina Dim	Jade Betts	sedjbe@yahoo.com 817 341 9079
5	Holly Wiley	Hill Wiley	holly_wiley@twisd.org
6	Cody Carter	MATTHEW CARTER	RETRACYDOC@gmail.com (817) 709-5548
7	Manuela Flores	Dayana Trejo	Flores2019manuela@gmail.com
8	Ariel Feldman	Jonathan Feldman	817-808-2942
9	Shannon Mendoza	Aeryn Mendoza	(817) 614-7443 jay44sm@gmail.com
10	Jennifer Pachman	Rush Pachman	817-980-6257 jennibepachman@gmail.com
11	Elizabeth Dwyer	Samuel Dwyer	817-988-6476
12	Ula & Acosta	Angeba V. Acosta	682-556-0226
13	Ashwini Sandpal	Shreyan Sandpal	912-484-2406
14	Rosemary David Lindsey	Edward Riggs	682-56476013 & 682-564-6014 rosemarylindsey@sbcglobal.net
15	Wendy Chapo	Mont Chapo	Wendy.Chapo@acadiahhealthcare.com
16	Diego Galindo	Ofir Galindo	817 986 9313
17	SAMMY	Ryan Parva	682.534.4874



# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023

VISITOR'S NAME	STUDENT'S NAME	PHONE/EMAIL
1 Patrick Killigaworth	Diego Killigaworth	(682) 701-5480 Patricia4192007@gmail.com
2 Elsa Suarez	Ethan Suarez	817 405 4163 elsa-g80@hotmail.com
3 Elsa Suarez	Anthony Suarez	817 405 4163
4 Katie + Bobbie Mullins	Margaret Mullins	maggiekmullins@gmail.com
5 Lisa/Kenir Smart	Kenan Smart	lisa smart@gmail.com
6 Teresa Tysinger	Emma Tysinger	tntysinger@gmail.com
7 Eli & Maria Hill	June Harris	214 662 9425 shanelle.m.hill@gmail.com
8 Adrienne Hammer	Sylvia Schott	817-726-8831 adrienne@gmail.com
9 Albert Schott	Sylvia Schott	817 681 1121 albert90@gmail.com
10 Jessica & Lee Williams	Ella Williams	731-225-7730 jkwillms@gmail.com
11 Emma Angler	Eli Vasquez	817 891 2527 Joaya45@gmail.com
12 Jack /m	Sarang /m	817-609-3728/jkangin@gmail.com
13 Emily McKee	Zack McKee	817 937-6403 emilyemilymckee.com
14 Jessica Zwick	Zayla Vasquez	1082-804-4232
15 Kate Cochran	Pierson Kallane	210-288-7526
16 Melissa Konrr	Oliver Konrr	718-954-4415
17 Casey + Brian Call	Betsy Call	469 360 2666 bcacall@gmail.com

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Aisha Gilson	Ava Zermeno	aishmergilsa@gmail.com
2	MARIA-DAPHNE WOODALL	LUKE + GABRIEL WOODALL	md_shoes@yahoo.com
3	Enrique Aguilar	Ricardo Aguilar	aguilar.enr.gue@yahoo.com
4	Erika Bermudez	<del>Ricardo Aguilar</del> Ma Bermudez	erikobermudez072782@gmail.com
5	Santa Oliver	Ami Oliver	olivermarcela1975@gmail.com
6	Wendy Rico	Matthew Rico	daringu2288@gmail.com
7	Rob Castorena	Rob Castorena	rob@cocastorena.com
8	Maria Zermeno	Alexia Bellis	m.c.zermeno@yahoo.com
9	SCOTT BARN	BEN BARN	SCOTT.DAUM2@GMAIL.COM
10	Nakita Brewer	Nickolas Brewer	nakita.brewer@fwisd.org
11	Christina Franco	Ruben Campos	francochristina@yahoo.com
12	Ellen Valdez	Laila, Marcos Alexander	ellenvaldez89@gmail.com
13	Veronica Cervantes	Yessica Najera	Cervantes1214@yahoo.com
14			
15			
16			
17			

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



	WISHLIST NAME	STUDENT'S NAME	PHONE/EMAIL
1	Hallie Pritchett	John Paul Pritchett	817-733-5246
2	Cristina Ramirez	Alma Rubio: Alana Rubio	817-264-9150
3	Julia Harum	Russell Chieffalo	817-781-6566
4	Rob Gibson	Bobby Gibson	817-925-6570
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Rebecca White	Jade Eleanor White	512-913-6750
2	Jessica Forrestal	Molly Forrestal	817-714-3464 jessicaforrestal@gmail.com
3	Aaron Micahone	Alicia Micahone	817-913-2613
4	Cody Carter	JAXEN CARTER	RETRACHYDOE@gmail.com (817)709-5548
5	Vanessa Rayna	Matthew Hernandez	Vanessa.Rayna(@)twinkl.org
6	Krystal Spaul	Trip Spaul	Krystal.Spaul@gmail.com
7	Dash Spaul	"	dashcham23@yahoo.com
8	Claribel Carranza	Adrian Carranza Jr	(817)907-0853
9	Amanda Chidgey	Tex L. Chidgey	682-597-7111
10	Glennia Lopez	Anthony Lopez	682-554-2541
11	Mark Oaxaca	AnaLoni Oaxaca	682-583-9079
12	Tiffany Eddleman	Brandon Eddleman	(817)894-2093
13	Adriana Galicia	Leah S. Trejo	817-851-6862
14	Ann Draper	Will Draper	214-460-9910
15	Maria Marquez	Bryce Marquez	(817)808-0667
16	Rebekah Pickman	Bella Pickman	(817)879-3983
17	Hugo Perez	Marith Perez	682-208-3978

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Kasey Schrumpp	Hadley Schrumpp	817-932-5581
2	Christi Martinez	Carissa Martinez	817-874-4236
3	Joy Schwartz	Anna Schwartz	817-253-7755
4	Sandra Garua	Samantha Garua	817 863 1544
5	Sara Luna	Danny Luna	680-544-7634
6	Hristin Crawford	Titus Crawford	440-371-2419
7	Shruti Sharma	Mavya Sharma	817-714-2213
8	Angela Rhode	Jay (Julia) Woldvogel	618-901-4334
9	Tab Woldvogel	" "	682-287-0392
10	Meredith Hartung	Hailey Hartung	214-850-8054
11	Tiffany DeFeo	Andre Ortiz	817-983-9930
12	Eniz Rustad	Collan Rustad	evustad928@yahoo.com
13	Ashley Bartlett	John Jack "Bartlett"	9493781900
14	Norma Caballero	Isabella Caballero	(817) 287-8874
15	Juan J Caballero	Isabella Caballero	(817) 999-5007
16	Monique Estrada	Timothy Hubbard	(817) 559-3283
17	Ella Rotenberg	Ludmilla Saba	817-480-1236

# PASCHAL HIGH SCHOOL OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



STUDENT'S NAME		PHONE/EMAIL	
1	Isenia Gilbert	gigi Lanesha Daresha	682-622-1765
2	Maria Gomez	Joselyna & Jose Gomez	817-312-2551
3	Helen Taylor	Christen Smith	817-773-4524
4	Pranda Benitez	Danlia Benitez	817-201-9460
5	Nick Whitten	Scott Whitten	miklwhitten@gmail.com
6	Amanda Serier	Serier	(318) 230-3230 amandatcs@gmail.com
7	Paul Denver	Narah	469-6455802@gmail.com
8	Oristina Toledo	Camila Toledo	817-891-2005/cristinagtoledo@gmail.com
9	Suba Sriram	Gopika Sriram	817-659-7374
10	Glenda Diaz	Sophia & Angula Diaz	817-905-0014 gdia2006@gmail.com
11	Zayda Barrios	Haled Contreras	817-770-2234 817-230-7492
12	Nary Ros	Alanii Leang	(682) 583-6233 naryrosleang@gmail.com
13	Brandon Hudson	Hazel Hudson	817-995-9790 brandanleahudson@gmail.com
14	Christina Frusto	Ruben Cumpas	917 689-9130
15	Maria Castilleja	Andrew Castilleja	817-808-8539 maria.g.castilleja@sbcglobal.net
16	Maricela Guzman	Pedro A. Guzman	817-615-6154 castanguzman@gmail.com
17	Rossy Dominguez	Samuel Ferron D.	817-841-5081

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Heather & Albert Buentello	Nathaniel Kotsenski	850-612-4361 tayoray17@gmail.com
2	Jessal & Roy Dawn Freeman	Annabelle Freeman	817-915-8511 freemeyl@aol.com
3	Manuel & Erika Carrillo	Melissa Carrillo	682-234-1465 rikadllo@gmail.com
4	Carina & Jesus Tovar	Jesus Tovar	817 372 8237 cantovar89@gmail.com
5	Carrie & Shawn Paschall	Emily Paschall	817-715-0886 carrie-paschall@gmail.com
6	Stephanie Beamer	Keaton Kelley	682 444 1602
7	Julie Rhodes	Drew Rhodes	214-207-3779 jilliekrhodes@yahoo.com
8	Diego Pedrosa	Natalia Pedrosa	817-944-1046-texas390@gmail.com
9	Emmalyn Garrett	Jane Garrett	4045785110 megnettt@gmail.com
10	Amanda Vasquez	Eri Vasquez	817-226-6875 ms.vasquez81@yahoo.com
11	Jennifer Zoll	Jesse Vasquez	817-800-5701 jzollznc@gmail.com
12	KASONDE MUSOMA	Danella Zoll	602 465 3463 musom476@gmail.com
13	Ara Sampeck	Kezia Musoma	817-657-2277 sampeck324@gmail.com
14	Luz Suarez de Rojas	Chris & Abigail Sampeck	817 903 4492
15	Eunjeong Lee	Jenny A. Rojas	682-336-4414
16	Dianna Aguilera	Chloe Lee	817-762-0425
17		Ivan A. Aguilera, JR	dianavaguilera4117@hotmail.com

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Michael Sternert	Samantha Sternert	972-342-4022
2	<del>Michael</del> Stacy Boyd	Michaela Boyd	214-697-2777 stacyboydduo.com
3	Amy Russell	Caroline & Collin Russell	817-674-5282 amyru36@gmail.com
4	Lindsey Villa Castro	Erwin Villa	817-491-110 lindseyvilla@fwsd.org
5	Lorena Leyva	Marian Leyva	214-546-3496
6	Kamela Foltz	Oren Avila	817-371-3412 kmfoltz21@gmail.com
7	Chris Kuno	Alyssa Kuno	682-561-9422 chris.kuno@icloud.com
8	Sarah Esquivel	Edward Anguafriel	(817) 757-8775 sarahesqu36@yahoo.com
9	Jose Mendoza	Nathan Mendoza	817-706-6574 woogoojag@gmail.com
10	Sara Rice	Lola Rice	682-229-3498/817-871-7855-
11	Chandra Riccetti	Luca Riccetti	817-913-6972/chandra@
12	Timothy Sandora	Antonis Sandora	773-428-7804 bastionrestaurant.com
13	Paloma Cruz	Valeria Jenejar	817-723-9215
14	Trivina Phillips	Omari Anderson	682-785-9301
15	Maria Gomez	Joselyna el Jose Gomez	817-312-2556
16	Brian Foster	Erace Martinez	214-830-0000
17	Lauren Gomez	Iliana Gomez	817-320-1731 aniva24@yahoo.com
	Ashtley Hall	Charliffe Hall	(361) 637-1335 ashkhal1214@gmail

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023

22



	VISITOR'S NAME	STUDENT'S NAME	PHONE/EMAIL
1	Mary Saffell	Isabelle Saffell	806-786-6261
2	Justin Saffell	"	806-252-2344
3	Nikki Rustad	Cal Rustad	817-657-6742
4	Sally Gulde	George Gulde	773 412-3994 @yahoo.com
5	Keely Marshall	Kingsley Marshall	817 692 0318 / keelymarshall
6	Krystle Jordan	Luis Garcia	682 557-7907 KrystleJordan@gmail.com
7	Sarah Hardy	Georgia & Tessa Hardy	817-602-4027 Srimerhardy@gmail.com
8	Ruby Flores	Noeli Mascencia	817-226-8863 / Floresnuby@gmail.com
9	Andressa Pontton	Calve/Gabby Pontton	682-429-8416
10	Susan Velken	Kate/Mary Nelo	817-923-9664
11	Stephanie Beamer	<del>Kee</del> Nicholas Kelley	682 444 1602 Stephanie Beamer@att.net
12	Amy Tripple	Susan "Annie" Tripple	(630) 642-0202
13	Courtney Kerr	Addison Kerr	817-229-7038 cakerri@me.com
14	John Padon	Marino Padon	817-600-3635
15	Alfredo Cuanta Rivera	Aiden and Evan Cuanta Rivera	682-558-6329
16	Patricia Reyes	Estelle Reyes	682-309-6094
17			

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Erin Robnett	James Robnett	817 253 6924 erinr@hpsd.com
2	Kate Taylor	Kyle & Kade Emory	817-899-6233
3	Erica Sanchez	Megan Alcala	817 350 1519
4	Juan Alvarado	Abraham Barrera	817-448-1924
5	<del>MAFEE</del> J. Maceno	<del>SAN</del> AGO Maceno	817-657-6173
6	Jill Winfrey	William Winfrey	817-846-7640 jmw@wrfrey.org
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023

19



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Misty Stam	Drake Spencer	817-727-7040 / Misty.Stam@cloud.a
2	April Dietrich	Hannah Dietrich	817-825-3462 / april.dietrich78@
3	Melissa Acosta	Fernando Acosta	281-300-0104 / outlook.com
4	"	Antonio Acosta	melissawacosta@gmail.com
5	Allison Krogness	Violet Krogness	817-797-8552 / akrogness15@gmail.com
6	Elvira Camargo	Antonio Camargo	817 680-8313
7	Elvira Camargo	Cesar Camargo	same.
8	Lorena Guerra	Roberto Guerra	817-680-4747 / lore7duwag@mail.com
9	Deena Anderson	Elise Anderson	817-885-9189 / jacendaanderson@outlook.com
10	Rae Solis	Alex Solis & Abigail Solis	817-219-6570 / Rae-and112@chrt.com
11	Davis & Jill Black	Douglas Wynton Black	817-705-4952 / 817-205-5515 / dayblack67@stcglobal.net
12	Angela Almandarez	Sebastian Gomez	817-534-7253 / marie_b_angela@outlook.com
13	Gustavo Montenegro	Gustavo Montenegro	817-718-0005 / 817-851-4938
14			
15			
16			
17			

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Wilmar Ruiz	Allie Hernandez	817-694-0516 yrcitiz16.1@yahoo
2	Esmeralda Campos	Maxwell Lee	682 556 0007 campos_e86@yahoo.com
3	Anna Tinsley Williams	Jack Williams	817-909-2502 annatinsley@bcsglobal.net
4	Betty Vermey	Ram Vermey	817-455-6177 bverma02@yahoo.com
5	Maritza Almanza	Sofia Almanza	682 552 7860 maritza.almanza@bcsglobal.net
6	Brock Whitworth	Skateboard Whitworth	682-929-7311
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023

12



SUGGESTED NAMES		PHONE/EMAIL	
1	Turishes Pledge	Maliek Evans	682-465-3280
2	Tammy Luna	Olivia + Lucia Luna	432-251-9341
3	Victoria Rodolfo	SANANQH GYAJORD	682 7882521
4	Monica Espritt	Aden Espritt	817-762-0478
5	Courtney Perry	Joseph Perry	817-845-1262
6	Tiffany Hartgraves	Harrison Hartgraves	817-771-0053
7	Jill Collard	Lara Collard	682-556-1926
8	Jessica Leavitt	Ethan Leavitt	8179668556
9	Kate Lino	Aha Lino	214.274.4389
10	Alma Ulta	Victor, Brana Adriano	682374 8750
11	Jenny Blackmon	James Blackmon	337-517-9902
12			
13			
14			
15			
16			
17			

PASCHAL HIGH SCHOOL  
OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Christina Ramirez	Fatima Ramirez	682-202-6024
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

# PASCHAL HIGH SCHOOL

18

## OPEN HOUSE/TITLE I SIGN-IN SHEET

AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Ellen Williams	Grant Williams	(817) 271-4972
2	Christe Young	Kaden Harmon	ckhaman@gmail.com
3	Sandy & Sean Griffin	Jesse Durham & Sophia Griffin	903-517-0479
4	Heather & Steven Harris	Parker Harris	817-705-4816
5	Sokhan Solis	Alexei Solis	817-505-3117
6	Esmeralda Martinez	Kristal Martinez	817-797-6797
7	Angelica Lopez	Jesus Sanchez	817-655-0926
8	SARA MIR	Ryan Parva	682.554.4874
9	Sara Rice	Lola Rice	682-229-3498/817-371-7855
10	ERIN MUNOZ	Xela Munoz	espttherapy@gmail.com
11	COYE MORGENSEN	SPENCER MORGENSEN	cmx99@gmail.com
12	Joe Albanan	Mia Cruz	(817) 666 7642
13	Monica Robinson	Emma Cervantes	817-691-8715
14	David Robinson	David Robinson Jr.	682-803-3754
15	Crystal Lopez	Natalia Cardenas	940-642-4863
16	Shanna Ayala	Eli Vasquez	917 691 2527
17	Hyuntrae Lee	Yeon Lee	682-256-3769
	Alma Flores	Raul Flores	817 903-3588



26

PASCHAL HIGH SCHOOL  
OPEN HOUSE/TITLE I SIGN-IN SHEET  
AUGUST 30, 2023

VISITOR'S NAME		SIGNATURE/PHONE		PHONE/EMAIL	
1	HEATHER FISH	PRESTON FISH		917-688-4877	hfishh@gmail.com
2	Armando Escobedo	Santiago Escobedo		817-730-3747	ar2678@gmail.com
3	Wes melton	Maggie Melton		817-676-2546	
4	Holly Melton	Thomas Melton		817-676-6238	
5	Lacey Akers	Zion Akers-Robinson		682-221-4608	
6	Raygen Ratino	Salvador Valtivia		817-240-9536	raygen22@yahoo
7	Kristina Zavala	Yaneli Franco		407-369-0661	
8	Maria Hernandez	Alexander Cadena		817-938-0159	maggie08@hotmail
9	Jessica Colaw	Stella Colaw		214-681-2821	jessicacolaw
10	JNNS Colaw	Stella Colaw		" "	@gmail.com
11	Stephanie Lynch/Kevin Lynch	Brooks Lynch		214-641-8722	jrodesno@gmail.com
12	Joyce Ann Little	Ezra Pike		214-642-8674	annrnbstr@gmail.com
13	Nitara/Fernando Cardoso	Martin Cardoso		(682)269-4233	
14	Jay Phillips	Jaqueline Grezzi		214-704-1449	
15	Jindy Ortiz	Haily Correa		682-999-1250	
16	Molly Price	Fayten Price		817-713-6226	mollyprice36@gmail
17					

# PASCHAL HIGH SCHOOL

## OPEN HOUSE/TITLE I SIGN-IN SHEET

### AUGUST 30, 2023



VISITOR'S NAME		STUDENT'S NAME	PHONE/EMAIL
1	Sandra Hernandez	Emiky Fabila	817-689-8743 sfabila04@gmail.com
2	Kelly Middleton	Bailey Steadman	817-269-0128 kbrookemidd@gmail.com
3	Monica Williams	Krolten Williams	682-552-3405 m.stevens1982@yahoo.com
4	Kristin Barnett	Avery Barnett	817-320-7265/kristinbarnettf@gmail.com
5	Angelica Rodriguez	Arissa M. Moya	817-404-7871/marlyn-arissa@yahoo.com
6	Angy + Jason Brown	Sam Brown Alex Brown	817-231-0738 amy.knightbrown@gmail.com
7	Jim Bezzina & David	Brooke Bezzina	817-727-2343 bezzina@att.net
8	Jennifer Heles	Parker Jones	214-517-0405 luckyc1197@gmail.com
9	Amy Crockett	Connor Smith	817-291-8920 amyjcrockett@gmail.com
10	Amber Rahn	Oliver Rahn	682-777-2573 amberkrahn@gmail.com
11			
12			
13			
14			
15			
16			
17			