

Fort Worth Independent School District

014 Southwest High School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



Public Presentation Date: April 18, 2023

Mission Statement

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

Vision

At Southwest High School, learning matches industry standards and college expectations through academically rigorous instruction in order for students to positively contribute to their community and maximize opportunities for success.

Value Statement

Southwest High School is The Place to Be!

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The campus CNA was discussed with the SBDM on 4/18/2023.

Demographics

Demographics Summary

Southwest High School serves a student body of approximately 1,250 students. 45% Hispanic and 43% African American. The remaining perscent is comprised by White, Asian American, Two or More Races and Indian American students. 87% of our students are Economically Disadvantaged, the school has a 20% mobility rate and 19% of the students are English Learners. Prior to Covid, PTA was estblished and recognized with the Golden Apple Award. Community sponsors and a resource closet is available to the community and supported by Neighborhood Needs.

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

Demographics Strengths

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

Contempary Academy of Music Program Gold Seal Program

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

Broadcast Journalism and Media Production Gold Seal Program

Early College High School Gold Seal Program

JROTC program

CTE courses

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

Comprehensive Athletic Program for both Boys and Girls

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

We have very involved community partners that help support the school, students, and staff. We have a very good reciprocal relationship with our partners. Our PTA has rebuilt itself since COVID and has been able to partner with Southwest on many events this school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance

issues.... Spring Semester 2021/2022- Lost- 2252 Fall Semester 2022/2023- Lost- 1522 **Root Cause:** Poor understanding of attendance rules for both students and parents. Lack of incentives for students who are in good attendance standing. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation. Low involvement in extra-curricular activities.

Problem Statement 2: Annual Dropout Rate increase from 2019-2020 from 2.7% to 3.7%. Four year longitudinal Rate (Gr 9-12) is 87.8 which is lower than the state average of 90.0 percent. **Root Cause:** Lack of systems in place to help overaged under credit students regain grade level standards. The need to continue freshman awareness surrounding grades and attendance and how that relates to credit.

Student Learning

Student Learning Summary

Based on the 2021-2022 School Report Card, Southwest High School earned an overall (69). The chart below is the Accountability Rating Summary. CCMR score significantly impacted school rating..... Due to an increase in students identified as economically disadvantaged (83 to 87), SHS will now be in a different school comparison cohort.

	Component Score	Scaled Score	Rating
Overall		69	Not Rated: Senate Bill 1365
Student Achievement		68	Not Rated: Senate Bill 1365
STAAR Performance	29	55	
College, Career and Military Readiness	46	78	
Graduation Rate	93.8	75	
School Progress		72	C
Academic Growth	61	68	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 84.9%)	38	72	C
Closing the Gaps	16	63	Not Rated: Senate Bill 136

Student outcomes at Southwest High School indicate a need for improved literacy for all students. English Language Learners show a significant performance gap when compared to all students, especially in the courses of US History and English I. African American students demonstrate a need for additional supports due to achievement gaps in all areas. CCMR data for the 2020-2021 school year was 45.5% which was below the district average. Only 30.5% of African American Students met CCMR criteria in 2020-2021. . Students receiving Special Education services are in need of additional supports since achievement data indicates performance gaps as well.

Overall STAAR EOC DATA Below:

Spring STAAR	
Campus	District
44%	54%
72%	82%
61%	69%
35%	49%
50%	69%

Student Learning Strengths

Our benchmark data for English 1, English 2, Biology and Algebra were all above the district average....Students Behaviors, grades, and attendance have improved. Attendance has increased by nearly 3%. Freshman success data shows significant increases for students who are on track to graduate. MOY MAP data indicated in Algebra one indicated that 53% of students were on track for a full year growth, additionally another 15% of students demonstrated growth. Biology MOY map data indicated that 47 of students were on track for a full year growth, additionally another 15% of students demonstrated growth.

December STAAR	
Campus	District
17%	19%
26%	26%
20%	19%
14%	13%
20%	20%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 30% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

Problem Statement 2 (Prioritized): Southwest High School students are below the state and district Average for STAAR EOC scores. Spring STAAR Campus District Algebra 44% 54% US History 72% 82% Biology 61% 69% English One 35% 49% English 2 50% 69% **Root Cause:** Lack of Professional Development surrounding lesson design, specifically matching daily rigorous instruction to TEK set standard. There has not been a specific campus plan for improving literacy skills for second language learner.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 30% of African American students have earned CCMR. **Root Cause:** African American students have less access to enrollment in advanced courses.

Problem Statement 2: Students transitioning to high school have trouble understanding the requirements needed for graduation and sometimes put themselves in a position that make meeting graduation requirements difficult. **Root Cause:** Expectations for high school are not fully explained. A strong foundation for the requirements and procedures are not in place. Organizational pyramid alignment from feeder schools as been sporadic.

Problem Statement 3 (Prioritized): 80% of teachers are performing at the proficient level or below according to evaluations aligned to the TTESS Rubric **Root Cause:** TTESS feedback needs to be coorelated to the TTESS Rubric

Perceptions

Perceptions Summary

The attendance rate for the current school year has increased from 89.5 to 92.6 across all student categories. There is less than one percent difference in dropout rates between each student group.....SPED students dropout rate is double (7.3%) to that of the campus (3.7%)-Emerging Bilingual Students also showed an increased drop out rate at 5.3%. Teacher turnover thus far has been low for the 2023-2024 school year with less than 10% of teachers leaving. Our GO Center staff helps students explore post secondary pathways through access to scholarships, career drives, college drives, internships and mentorships. The Go center staff also works with families to complete financial aid and match/fit based on student interest.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 811 total infractions from 293 students submitted for 2022-2023. Of those 811-568 were from African American Students....Of those 568-301 are from African American Males. **Root Cause:** Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

Problem Statement 2: TTESS 2.4 (differentiation) is the lowest scoring TTESS domain for campus teachers..... **Root Cause:** Lesson design does not account for multiple perspectives representative of students' current environment and cultural background. Lack of a comprehensive software tool that allows teacher to quickly view complete student data profile

Problem Statement 3 (Prioritized): Failure Rate for students is at 8% for all courses taken **Root Cause:** Failure to follow all policies as outlined in the guide to grade reporting and to provide appropriate re-teaching strategies designed to improve student performance.

Priority Problem Statements

Problem Statement 1: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues....
Spring Semester 2021/2022- Lost- 2252 Fall Semester 2022/2023- Lost- 1522

Root Cause 1: Poor understanding of attendance rules for both students and parents. Lack of incentives for students who are in good attendance standing. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation. Low involvement in extra-curricular activities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Southwest High School students are below the state and district Average for STAAR EOC scores. Spring STAAR Campus District Algebra 44% 54% US History 72% 82% Biology 61% 69% English One 35% 49% English 2 50% 69%

Root Cause 2: Lack of Professional Development surrounding lesson design, specifically matching daily rigorous instruction to TEK set standard. There has not been a specific campus plan for improving literacy skills for second language learner.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 80% of teachers are performing at the proficient level or below according to evaluations aligned to the TTESS Rubric

Root Cause 3: TTESS feedback needs to be correlated to the TTESS Rubric

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 811 total infractions from 293 students submitted for 2022-2023. Of those 811-568 were from African American Students....Of those 568-301 are from African American Males.

Root Cause 4: Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Failure Rate for students is at 8% for all courses taken

Root Cause 5: Failure to follow all policies as outlined in the guide to grade reporting and to provide appropriate re-teaching strategies designed to improve student performance.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

Revised/Approved: April 18, 2023

District Goal 1: Early Literacy

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from _28_% to _35_% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _19_% to _25_% by May 2024.

Evaluation Data Sources: CIP companion data

Strategy 1: Freshman Success Initiative will be lead by Freshman Success Coach and will work with three teacher teams where each team will target improvement in the areas of grades, attendance, and behavior. Weekly meetings will take place where both student and teacher practices will be reviewed.

Strategy's Expected Result/Impact: Increase freshman attendance from 91.53% to 93%

Reduce freshman discipline referrals by 5%

Increase number of freshman earning 6 credits and remaining on-track by 10%.

Staff Responsible for Monitoring: Campus leadership team

Freshman Success Teams

Data Analyst

Freshman Success Coach

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Hire a data analyst to help disaggregate data, lead PLC's and help provide data to support targeted student interventions. Intended Audience: Incoming freshmen students and freshman teachers Provider / Presenter / Person Responsible: Campus leadership team, Freshmen Success Coach, Data Analyst Date(s) / Timeframe: August 2023-June 2024 Collaborating Departments: ADQ Delivery Method: In Person Funding Sources: Title I - Title I (211) - 211-13-6119-04N-014-30-510-000000-24F10 - \$79,550	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Freshman Success Teams will review data based on behavior, grades, and attendance weekly. All students will have a student profile created at the beginning of the year detailing current performance. Documentation for struggling students will be uploaded to Branching Minds Software. Intended Audience: Incoming freshmen students and freshman teachers Provider / Presenter / Person Responsible: Freshman Success Teams Campus Leadership Freshman Success Coach Date(s) / Timeframe: 23/24 School Year Collaborating Departments: Leadership and Learning Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Increase teacher understanding of standards aligned to taught content area and see improved instructional impact as scored through the TTESS Rubric during administrative walkthroughs and observations.

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

Staff Responsible for Monitoring: Campus Leadership Team
Instructional Coach

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Core Content/tested subject teachers will be given six pull-out days for instructional planning and lesson implementation throughout the school year. Additionally identified teachers who need support with lesson planning will receive targeted pull out training. Intended Audience: Southwest High School Teachers Provider / Presenter / Person Responsible: Campus Leadership Department Chairs Date(s) / Timeframe: 2023/2024 school year Collaborating Departments: Leadership and Learning Delivery Method: In-Person Funding Sources: Funding for substitutes - SCE (199 PIC 24) - 199-11-6112-001-014-24-243-000000- - \$11,500, - Title I (211) - 211-11-6112-0PD-014-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: New teachers to Southwest will be assigned a mentor. The mentor and mentee will do a book study on Effective First Year Teaching. Intended Audience: New teachers and Identified Tier 3 Teachers Provider / Presenter / Person Responsible: Mentors Campus Leadership Team Instructional Coach Department Chairs Date(s) / Timeframe: 2023/3024 School Year Collaborating Departments: Leadership and Learning Delivery Method: In-Person Funding Sources: Lead4Ward Book - SCE (199 PIC 24) - 199-11-6399-001-014-24-243-000000- - \$4,463	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students continue to lose credit due to not meeting state attendance requirements. Data below shows the number of credits lost due to attendance issues.... Spring Semester 2021/2022- Lost- 2252 Fall Semester 2022/2023- Lost- 1522 Root Cause: Poor understanding of attendance rules for both students and parents. Lack of incentives for students who are in good attendance standing. Improved PD for teachers to ensure daily lessons are engaging and relevant to industry standards and college skill preparation. Low involvement in extra-curricular activities.

Perceptions

Problem Statement 1: 811 total infractions from 293 students submitted for 2022-2023. Of those 811-568 were from African American Students....Of those 568-301 are from African American Males. **Root Cause:** Mindset of learning being a student's responsibility versus the teacher's ability to reach diverse learners with multiple levels of performance during Tier 1 instruction.

District Goal 1: Early Literacy

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

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from _35_ % to _40_ % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __22_ % to _27_ % by May 2024.

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

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

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

Staff Responsible for Monitoring: Leadership team, English 1 teachers, Department chair, Instructional coach

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Strategy

Action Step 1 Details		Reviews			
Action Step 1: Schedule additional Reading 1 classes to help provide additional support for identified students. Intended Audience: Students taking English 1 EOC for first time Provider / Presenter / Person Responsible: Reading teacher Campus administration Department chair Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: ELA Leading and Learning Delivery Method: In-Person Funding Sources: Title I Teacher - Title I (211) - 211-11-6119-04N-014-30-510-000000-24F10 - \$62,278		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize High Impact Tutoring to allow for teachers to provide tutoring to small groups of students before and after school and during Saturday hours. Intended Audience: Southwest Students Provider / Presenter / Person Responsible: English 1 teachers Campus Administration Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: ELA Leading and Learning Delivery Method: In-Person Funding Sources: - Title I (211) - 211-11-6116-04N-014-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from _50_% to _55_% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __47_% to _52_% by May 2024.

Evaluation Data Sources: FWISD companion guide




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

Strategy's Expected Result/Impact: STAAR English II EOC scores and English II benchmark scores will improve by at least 20% for African American students.

Staff Responsible for Monitoring: Campus leadership
English II teachers
Instructional Coach

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Targeted Support Strategy

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Campus wide focus on instructional strategies that check for understanding and address misconceptions. Intentional checks and a variety of instructional strategies will be a consistent focus for walkthroughs and required in all classes.				

<p>Intended Audience: Southwest Students</p> <p>Provider / Presenter / Person Responsible: English II teachers Department chair Campus Leadership Team</p> <p>Date(s) / Timeframe: 2023/2024 School Year</p> <p>Collaborating Departments: ELA Leading and Learning</p> <p>Delivery Method: In-Person</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

District Goal 2: Early Math

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from _12_% to _20_% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _7_% to _12_% by May 2024.

Evaluation Data Sources: FWISD companion guide

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

Strategy's Expected Result/Impact: Increase freshman success on the PSAT math benchmark.
Increase African American student PSAT scores by 10%.

Staff Responsible for Monitoring: Campus leadership
Freshman team teachers
Freshman success coach

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Teachers will meet weekly with Freshman Success Teams to dive into student data surrounding behavior, attendance, and grades. During the Freshman success meetings PSAT strategies will be reviewed to help students become more successful on national tests.				





Intended Audience: Southwest Students Provider / Presenter / Person Responsible: Freshman Success Coach Campus Leadership Freshman success teams Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Learning and Leading Delivery Method: In-Person				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

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

Strategy's Expected Result/Impact: Overall increase in student performance by 6%

Staff Responsible for Monitoring: Campus leadership
Department Head
Math

Title I:
2.4, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Teachers of tested areas will spend three days per semester for pull-out planning and PD. Intended Audience: Southwest Students Provider / Presenter / Person Responsible: Campus Leadership Department Head Instructional Coach Date(s) / Timeframe: 2023/2024 Collaborating Departments: Math Delivery Method: In-Person Funding Sources: Teacher Compensation for Tutorials - Title I (211) - 211-11-6112-0PD-014-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 16% to 25% by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) 17% to 25% by May 2024.

Evaluation Data Sources: FWISD companion guide

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

Strategy's Expected Result/Impact: STAAR EOC should show a 6% increase

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

Title I:
2.4, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Targeted Support Strategy

Action Step 1 Details		Reviews			
Action Step 1: Schedule reconstruction to create additional Algebra I sections, provide smaller class sizes, and consolidate Algebra I team. Intended Audience: Southwest Students Provider / Presenter / Person Responsible: Algebra I teachers Data Analyst Campus Leadership Date(s) / Timeframe: 2023/2024 Collaborating Departments: Math Delivery Method: In-Person Funding Sources: Additional Math Teacher - Title I (211) - 211-11-6119-04N-014-30-510-000000-24F10 - \$69,598		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide ALEKS/ IXL software licenses to students to support and enrich classroom instruction in mathematics. Intended Audience: Southwest Algebra I Students Provider / Presenter / Person Responsible: Campus Leadership Algebra I Teachers Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Math Department Delivery Method: In-Person Funding Sources: IXL Licenses - Title I (211) - 211-11-6399-04N-014-30-510-000000-24F10 - \$9,919.72	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Provide before and after, and Saturday school tutorials for identified students as part of HB4545 requirements. Students will receive specific tutoring designed to impact overall student success on STAAR EOC performance.

Strategy's Expected Result/Impact: 6% increase on STAAR EOC results

Staff Responsible for Monitoring: Math department chair
Campus Leadership
Algebra I teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Tutorials will be offered and documented in Branching Minds for identified struggling students. Intended Audience: Southwest Students Provider / Presenter / Person Responsible: Algebra I teachers Campus leadership Department head Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Math Delivery Method: In-Person Funding Sources: Teacher Compensation for Tutorials - Title I (211) - 211-11-6116-04N-014-30-510-000000-24F10 - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

District Goal 3: CCMR

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from _75_% to _85_% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _73_% to 78_% by May 2024.

Evaluation Data Sources: FWISD companion guide, CCMR tracker.

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

Strategy's Expected Result/Impact: Increase students who attain CCMR by 15%

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

Title I:

2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

- Targeted Support Strategy

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide training for lesson delivery and student completion tracking for new Texas College Bridge teachers in math and ELA. Intended Audience: Southwest Students Provider / Presenter / Person Responsible: Math and English teachers Campus Leadership Date(s) / Timeframe: 2023/2024 Collaborating Departments: ELA/Math CCMR Delivery Method: In-Person				
<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: Provide professional learning for faculty and staff on the impact of CCMR, how to obtain CCMR, and benefits to students.

Strategy's Expected Result/Impact: Improve students who meet CCMR data point by 15%

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

Title I:

2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

- Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Post Secondary Success Specialist will provide professional learning to department heads around CCMR requirements and how to support students in earning CCMR. Department heads will take this learning to their teams ensuring all campus teachers understand CCMR requirements. Intended Audience: Southwest Staff Provider / Presenter / Person Responsible: Post Secondary Success Specialist Campus Leaderships Department heads Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Leading and Learning Delivery Method: 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>				

District Goal 3: CCMR

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

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from _66_% to _71_% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _68_% to _73_% by May 2024.

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

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

Staff Responsible for Monitoring: Campus leadership
Freshman Success Coach

Title I:

2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Targeted Support Strategy

Action Step 1 Details		Reviews			
Action Step 1: Freshman Success Coach will host freshman orientation with specific focus on attendance and grade requirements and how the standards shift when entering high school Intended Audience: Southwest 9th Grade Students Provider / Presenter / Person Responsible: Freshman Success Coach Campus Leadership Date(s) / Timeframe: August 2023 Collaborating Departments: Campus Based Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

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

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

Staff Responsible for Monitoring: Freshman Success Coach
Campus Leadership

Title I:
2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Freshman teams will be divided into student need specific groups to ensure Freshman success coach can deliver professional learning that will support targeted groups of students through teaming time. Intended Audience: Southwest 9th Grade Teachers Provider / Presenter / Person Responsible: Freshman Success Coach Campus Administration Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Freshman Success Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Freshman Success Coach will collaboratively work with 9th grade team teachers to establish aligned practices that will be evident in all freshman core classes. Intended Audience: Southwest 9th Grade Teachers Provider / Presenter / Person Responsible: Freshman Success Coach Campus Leadership Date(s) / Timeframe: 2023/2024 Collaborating Departments: Freshman Success Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

District Goal 3: CCMR

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

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from __66__% to __71__% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __51% to __56__% by May 2024.

Evaluation Data Sources: FWISD companion guide, FOCUS data

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

Strategy's Expected Result/Impact: STAAR EOC will show 6% increase in student achievement

Staff Responsible for Monitoring: Campus Leadership

Department Head

Algebra I teachers

Title I:

2.4, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy

Action Step 1 Details		Reviews			
Action Step 1: Reorganization of math department to include a consolidation of Algebra I teachers ensuring focus can be primarily Algebra I planning and instruction. Intended Audience: Southwest Students Provider / Presenter / Person Responsible: Algebra I teachers Campus Leadership Department Heads Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Math Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Provide professional development to Algebra I teachers.

Strategy's Expected Result/Impact: Completion rate of first time 9th grade students enrolled in Algebra I will increase by 8%

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

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

Action Step 1 Details		Reviews			
Action Step 1: Department head and department administrator will provide targeted support and professional learning based on results from administrative walk throughs and observations. Intended Audience: Southwest Algebra I Teachers Provider / Presenter / Person Responsible: Department head Campus Leadership Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Math Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

District Goal 3: CCMR

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from __7% to _10__% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _3__% to _10__% by May 2024.

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

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

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

Title I:

2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Action Step 1 Details		Reviews			
Action Step 1: Increase opportunities for students to practice ACT/SAT skills in Khan Academy/Princeton Review Intended Audience: Southwest 11th and 12th Grade Students Provider / Presenter / Person Responsible: Post Secondary Success Specialist Data Analyst 11th and 12th Grade Teachers Campus Leadership Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Post Secondary Delivery Method: In-Person Funding Sources: - Gifted & Talented (199 PIC 21) - - \$3,052		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide CTE teachers with the materials, training, certification preparation and software licenses necessary to ensure that students participating in CTE courses can meet certification standards. Increased participation in CTE courses as well as improved certification results will raise the overall CCMR performance of the campus. Intended Audience: ALL CTE teachers and students enrolled in CTE courses Provider / Presenter / Person Responsible: SHS staff Date(s) / Timeframe: 8/14-5/25 Collaborating Departments: CTE department and Early College (TCC) Delivery Method: In person, materials Funding Sources: - CTE (199 PIC 22) - - \$29,563	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Reallocation of AVID position to include opportunities for test preparation

Strategy's Expected Result/Impact: Increase students taking both SAT and ACT by 4%

Staff Responsible for Monitoring: Post Secondary Success Specialist
Campus Leadership

Title I:

2.6

- **TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 2: Strategic Staffing

- **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Teacher will focus on providing support to students who are not TSI met as well as improving SAT/ACT performance. Intended Audience: Southwest 11th and 12th Students	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Post Secondary Success Specialist Replacement AVID Teacher Campus Leadership Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Learning and Leading Delivery Method: In-Person				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from _27_% to _21_% by May 2024.

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

- Strategy's Expected Result/Impact:** Improve campus attendance from 92.64% to 94%.
- Staff Responsible for Monitoring:** Campus Leadership Team, Attendance Admininstrator, Attendance Clerks
- Title I:**
2.4, 2.6
- **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: In partnership with our PTA and community partners establish an attendance incentive program. Intended Audience: All Students, PTA, Community Partners Provider / Presenter / Person Responsible: PTA, Community Partners Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Community Stakeholders Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Stay in School Coordinator will conduct SART meetings for all students who develop excessive absences. Teachers will document preventive action steps taken for students who have excessive absences in branching minds. Counselors will also work to develop parental/student support plans to help provide an action plan for improved student attendance. Intended Audience: Identified Students with Excessive absences Provider / Presenter / Person Responsible: Campus leadership Team Stay in School Coordinator SHS Counselors Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Stay in School Coordinators Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from _1259_ to _1000_ by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _863_ to _763_ by May 2024.





Strategy 1: Provide teachers with professional development on creating a positive classroom climate and culture. Provide professional development and planning opportunities for teachers to gain expertise in differentiating/scaffolding classroom instruction to meet the needs of all students.

Strategy's Expected Result/Impact: Reduce total number of infractions by 10%

Staff Responsible for Monitoring: Campus Leadership
Counselors
Restorative Practice Specialist

Title I:
2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Targeted Support Strategy**

Action Step 1 Details		Reviews			
Action Step 1: Restorative practices specialist will train staff on first three modules of community building circles. Intended Audience: Southwest Staff Provider / Presenter / Person Responsible: Campus leadership Restorative Practices Specialist Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Restorative Practices Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Each teacher will identify and display a student of the week outside of their classroom. Each teacher will be expected to make two positive phone calls home weekly and document the phone calls in branching minds. Intended Audience: Students and Parents Provider / Presenter / Person Responsible: Campus Leadership Team Department Chairs Date(s) / Timeframe: 2023/2024 School Year Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will have a professional pull out planning day to work with their inclusion teacher to review scaffolding plans for each of student they serve who has special needs. Teachers will also develop a resource list of materials to be utilized in the classroom that helps provide supports for students who qualify for these services. Intended Audience: Students with Special Needs Date(s) / Timeframe: 9/1/23-5/25/24 Collaborating Departments: Special Education Delivery Method: In person Funding Sources: - SPED (199 PIC 23) - - \$5,000, - SPED (199 PIC 23) - - \$2,500, - SPED (199 PIC 23) - - \$7,176	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

School Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _17_ to _10_ by May 2024.

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

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

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

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Targeted Support Strategy

Action Step 1 Details		Reviews			
Action Step 1: Implement MBK, MSK, Just Say Yes, Academy4, and Upward Bound Mentor programs to identified at risk students. Intended Audience: Identified at risk students Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Implement MBK, MSK, Just Say Yes, Academy4, and Upward Bound Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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

Staff Responsible for Monitoring: Counseling Department
Campus Leadership Team

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

Action Step 1 Details	Reviews			
Action Step 1: Counselors, Intervention Specialist and Community Schools specialist will develop a case load of students who they provide both individual and group counseling services. Counselors will also develop counseling lessons that will be delivered to the entire student body. Intended Audience: Identified at Risk Students/All Students through Counseling Lessons Provider / Presenter / Person Responsible: Counselors, Intervention Specialist, CIS specialist Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Counseling Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Implement Just Say Yes Program in partnership with the Sid Richardson Foundation. This partnership will provide peer to peer mentoring opportunities for Southwest Students. Intended Audience: Identified at Risk Students Provider / Presenter / Person Responsible: Just Say Yes, Campus Leadership Team Date(s) / Timeframe: 2023/2024 School Year Collaborating Departments: Contracts/Budgets Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> Continue/Modify </div> <div> Discontinue </div> </div>				

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from _25_ to _35_ by May 2024.





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

Strategy's Expected Result/Impact: Increase the number of PTA memberships by 50%
Increase the number of School partners by 10%
Align Pyramid School Communication

Staff Responsible for Monitoring: Family Community Liason
Campus Leadership Team

Title I:
4.2
- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Action Step 1 Details		Reviews			
Action Step 1: Campus leadership will work with staff, parents, and students to develop distribute the Title I Parent Compact. SBDM will approve compact in September. Intended Audience: Southwest Stakeholders Provider / Presenter / Person Responsible: Campus Leadership Family Engagement Specialist Date(s) / Timeframe: September 2023 Collaborating Departments: SBDM Delivery Method: In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue to employee Summer Cox in the role of Family and community liason. This position will be funded through Title One and has been approved by the Campus SBDM. Intended Audience: All Campus Stakeholders Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: 2023/2024 School year Collaborating Departments: Community Partner Department Delivery Method: In Person Funding Sources: Family and Community Liason - Title I (211) - 211-61-6119-04L-014-30-510-000000-24F10 - \$47,354, - Parent Engagement - 211-61-6399-04L-014-30-510-000000-24F10 - \$6,170	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Title I	Data Analyst	211-13-6119-04N-014-30-510-000000-24F10	\$79,550.00
1	1	2	1		Subs for professional development	211-11-6112-0PD-014-30-510-000000-24F10	\$10,000.00
1	2	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-014-30-510-000000-24F10	\$62,278.00
1	2	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-014-30-510-000000-24F10	\$5,000.00
2	1	2	1	Teacher Compensation for Tutorials	Subs for professional development	211-11-6112-0PD-014-30-510-000000-24F10	\$10,000.00
2	2	1	1	Additional Math Teacher	Title I Teacher	211-11-6119-04N-014-30-510-000000-24F10	\$69,598.00
2	2	1	2	IXL Licenses	Supplies and materials for instructional use	211-11-6399-04N-014-30-510-000000-24F10	\$9,919.72
2	2	2	1	Teacher Compensation for Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-014-30-510-000000-24F10	\$9,000.00
4	4	1	2	Family and Community Liason	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-014-30-510-000000-24F10	\$47,354.00
Sub-Total							\$302,699.72
Budgeted Fund Source Amount							\$302,699.72
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Funding for substitutes	Subs for supplemental instruction	199-11-6112-001-014-24-243-000000-	\$11,500.00
1	1	2	2	Lead4Ward Book	Supplies and materials for instructional use	199-11-6399-001-014-24-243-000000-	\$4,463.00
Sub-Total							\$15,963.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$15,963.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-014-30-510-000000-24F10	\$6,170.00
Sub-Total							\$6,170.00
Budgeted Fund Source Amount							\$6,170.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		\$3,052.00
Sub-Total							\$3,052.00
Budgeted Fund Source Amount							\$3,052.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	2		GENERAL SUPPLIES		\$29,563.00
Sub-Total							\$29,563.00
Budgeted Fund Source Amount							\$29,563.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	3		TECHNOLOGY < \$5000		\$2,500.00
4	2	1	3		SUBS - PROFESSIONAL		\$5,000.00
4	2	1	3		GENERAL SUPPLIES		\$7,176.00
Sub-Total							\$14,676.00
Budgeted Fund Source Amount							\$14,676.00
+/- Difference							\$0.00
Grand Total Budgeted							\$372,123.72
Grand Total Spent							\$372,123.72
+/- Difference							\$0.00