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Demographics

Demographics Summary

Polytechnic HS has 1290 students. Our Ethnic breakdown is .85% Asian; 18.91% Black or African American; 74.11% Hispanic or Latino; .16% Native Hawaiian or Other Pacific Islander; 1.94% White; .62% Two or more; 2.32% chose not to answer. 43.41% of our students are classified as LEP; 10.39% classified as Special Education; and 86.65% are considered to be At Risk.

Between the 2018-2019 and 2019-2020 school year, Polytechnic grew 122 students, a 9.46% increase.

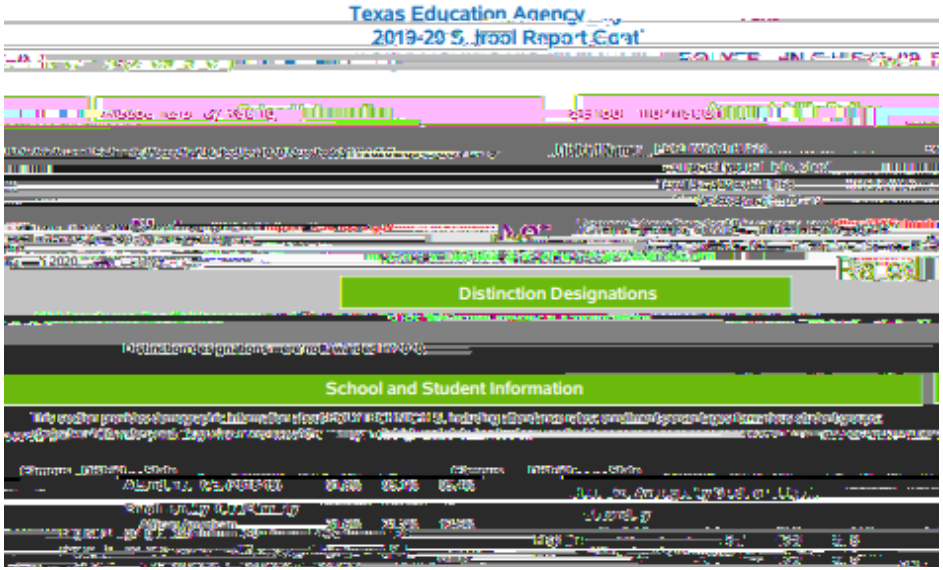
Attendance is less than the district and state consecutively.

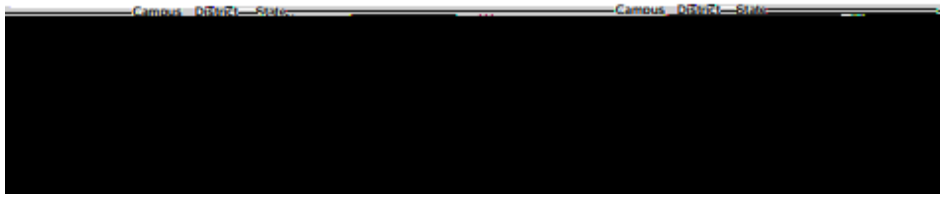
Partnerships

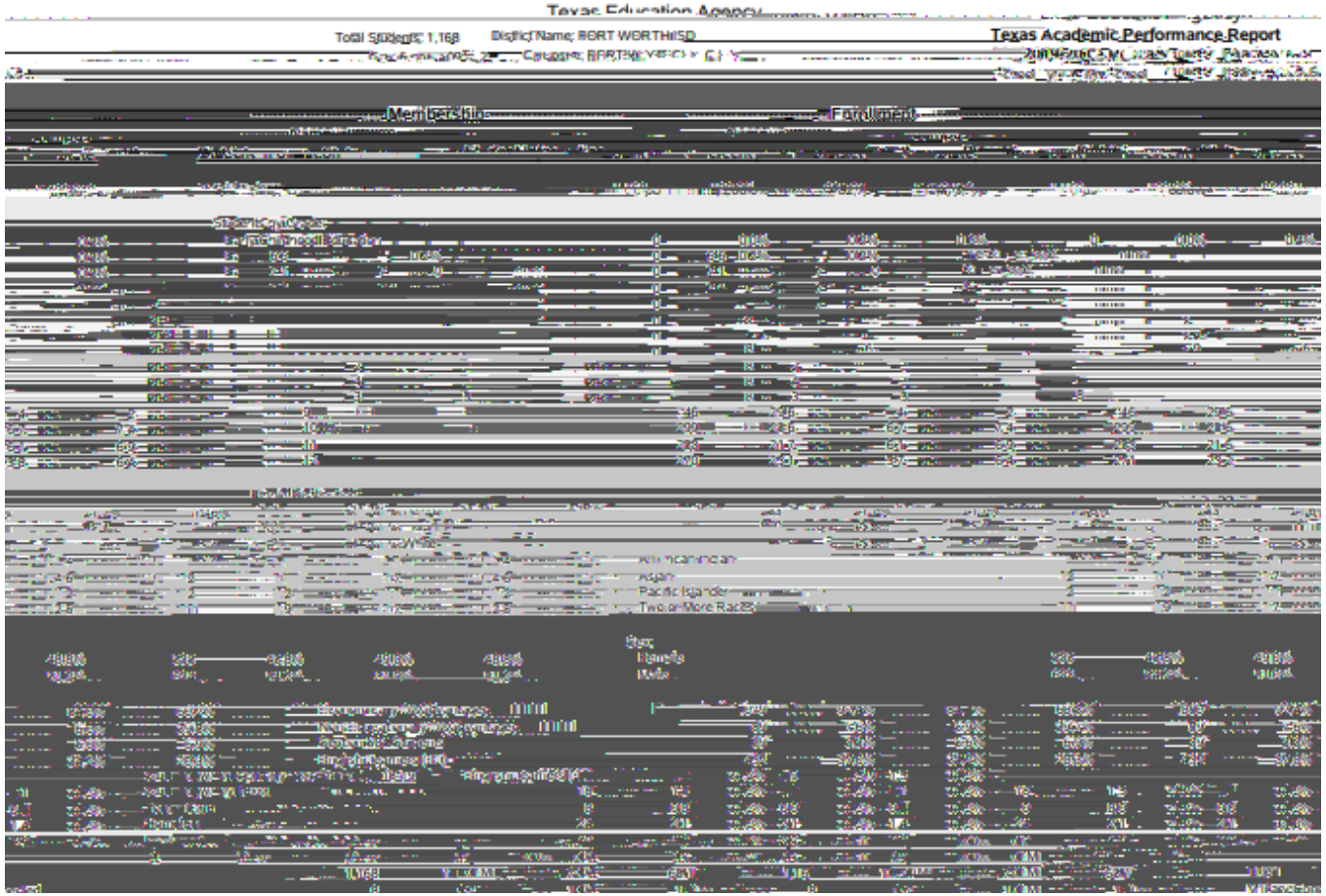
Alumni Association

South Side Bank

New Mount Carmel Baptist Church






Texas Academic Performance Report
Membership
Enrollment
African American
Asian
Pacific Islander
Two or More Races

Student Learning

Student Learning Summary

In 2018-2019, the last time TEA provide a School Report Card, Polytechnic HS was rated an overall score of 76 indicating a C campus. In Student Achievement, the score was a

Disadvantaged students made gains in English 2 at the Meets level. English Learners made gains in English 2 at Approaches and Meets levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Build teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Additionally, provide support for using data housing programs for all sub populations. **Root Cause:** * New teacher academy is not implemented for year 1 & 2 teachers * Data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 2: Student performance has digressed from the 2019-2020 to the 2020-2021 school years **Root Cause:** Effects of COVID-19 and implementation of protocols have resulted in less than 11% of students engaging in in-person instruction

Problem Statement 3:

School Processes & Programs

School Processes & Programs Summary

Campus has a 1:1 ratio for students with technology

PD - Given to teachers on a needs bases as determined from data that is gathered during campus learning walks, classroom observations, PLC's

Leadership is developed through distributive leadership

Instruction and reteach is derived off of data

CCMR - Initial scheduling students in programs and courses. Intentionality of course scheduling to ensure students obtain college credit.

CCMR Enrollment by grade

12th grade - 77:238 (32/4%); 11st grade - 34:257 (13.2%); 10th grade - 8:369 (2.2%); 9th grade - 0:413 (0%)

ESF 4.1

Actions to support powerful teaching and learning - Engagement team was established to help support staff's understanding of technology and engagement strategies.

Alignment is monitored through learning walks and classroom observations.

ESF 5.1

Data driven instruction is inconsistently implemented across the campus. Formative assessments are implemented in daily lessons in a variety of ways throughout the campus such as quick write, DOL's and after chunks of learning by questioning techniques. Intervention programs and in the development stages and need to be developed. Additionally, a tutoring program was developed for the campus and needs to be implemented.

Core subjects and given a PLC to plan together.

Campus Needs:

Staff Quality/Professional Development

Teachers will implement identified effective evidence of each of the two practices: standards alignment and formative assessment and feedback.

The Instructional leadership Team will implement data-driven instructional practices and the six steps of effective feedback.

Improve instructional strategies and strengthen the inclusion/co-teacher model.

Personnel - Policy and Procedures

Develop intentional strategies for retention and recruitment of teachers. 32% of the staff will be leaving Polytechnic for a variety of reasons.

[redacted]

School Processes & Programs Strengths

Campus utilizes distributive leadership.

Perceptions

Perceptions Summary

Enrollment

2020-2021

	Female Number	Female Percent	Male Number	Male Percent
All Students	669	100	812	100
Hispanic	487	73	623	77
AA	159	24	153	19
White	12	2	19	2
Two or More	4	1	8	19

Attendance Comparison- 1st Semester

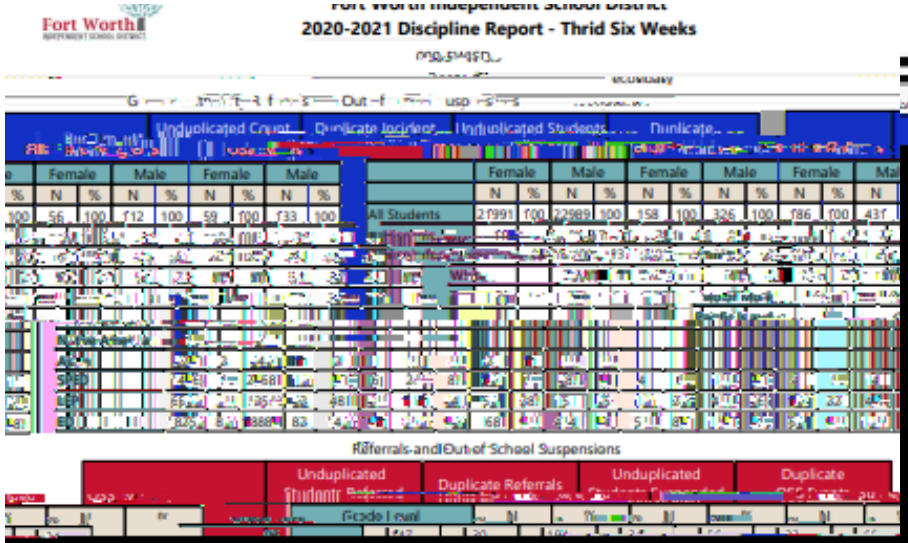
Polytechnic Campus	2020-2021	2019-2020
All	82.92%	93.59%
Hispanic	83.2%	94.06%
AA	81.67%	92.12%
White	83.05%	91.02%
Two or More	79.64%	95.56%
Other	87.39%	95.42%
LEP	83.25%	94.48%
SE	80.56%	91.7%
LEP Not Served	77.56%	93.68%

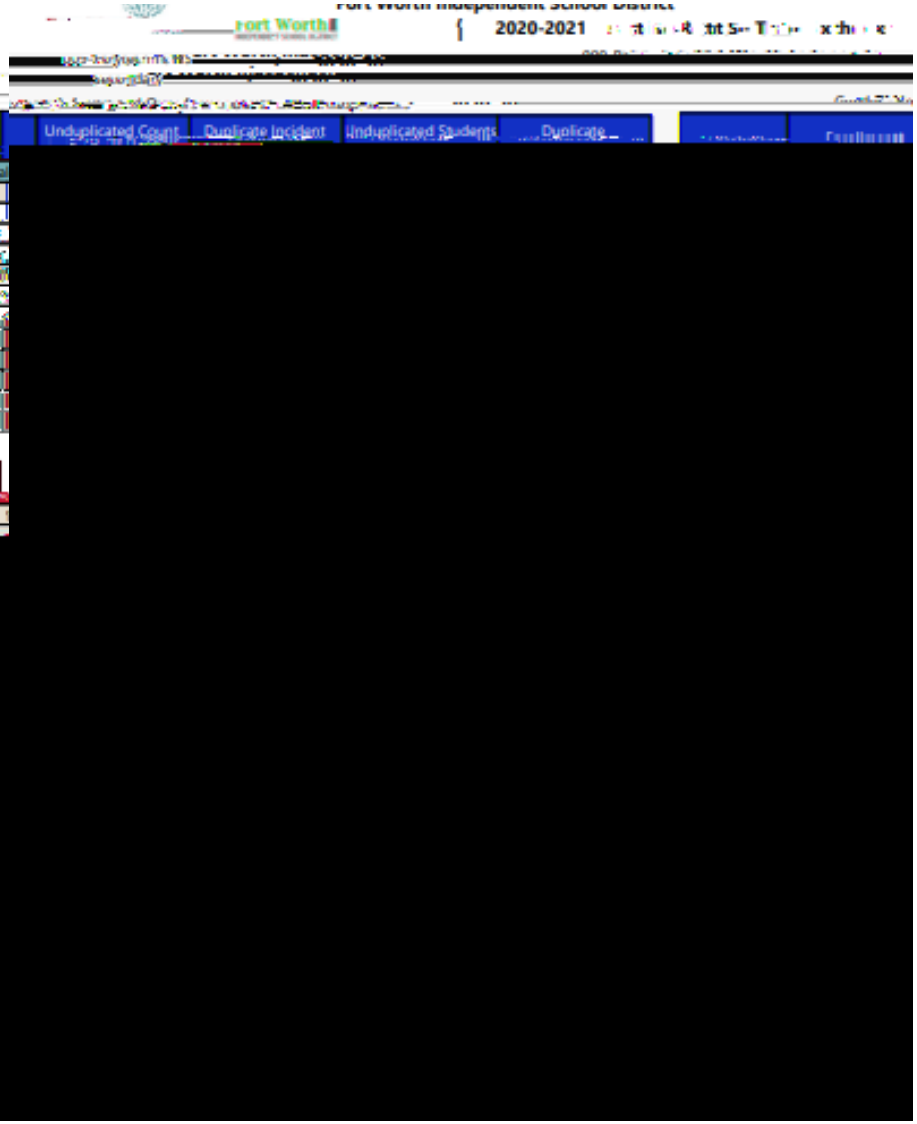
9th grade	2020-2021	2019-2020
All	79.63%	92.12%
Hispanic	80.29%	93.15%
AA	75.52%	89.06%
White	81.82%	91.62%
2 or more	80.56%	94.65%
Other	87.41%	91.53%
LEP	80.91%	94.06%
SE	72.4%	94.11%
LEP not served	59.9%	94.42%

10th Grade	2020-2021	2019-2020
All	78.67%	93.38%
Hispanic	79.18%	93.77%
AA	76.74%	92.36%
White	78.76%	89.17%
Two or More	87.67%	94.58%
Other	67.1%	95.95%

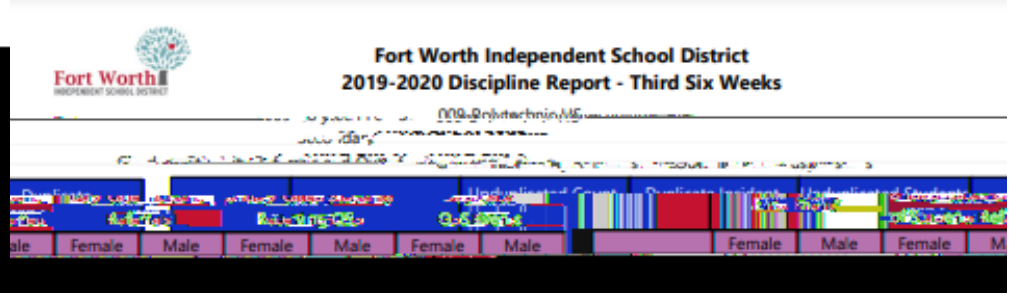
10th Grade	2020-2021	2019-2020
LEP	80.45%	94.28%
SE	77.6%	87.14%
LEP Not Served	89.38%	88.34%

11th Grade	2020-2021	2019-2020
All	86.32%	94.8%
Hispanic	86.11%	95.27%
AA	86.84%	93.83%
White	79.11%	90.51%
Two or More	100%	93.98%
Other	91.3%	98.39%
LEP	86.63%	

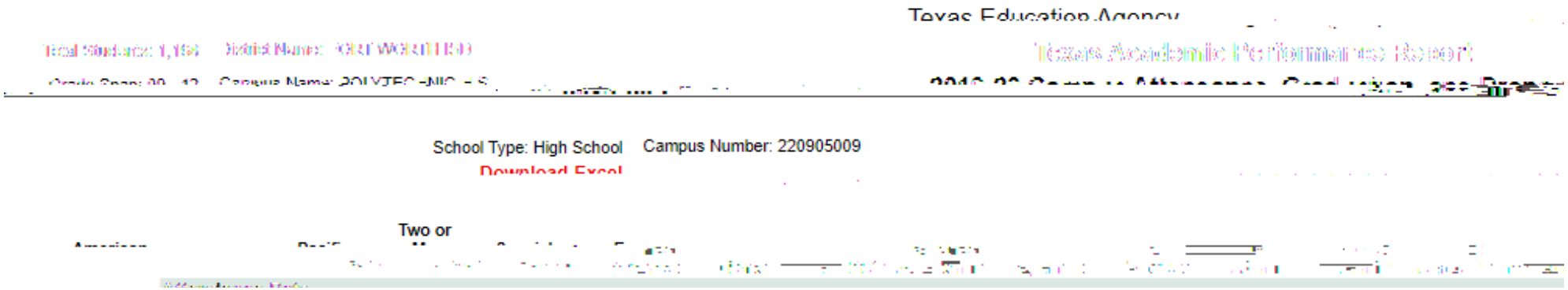

Fort Worth
2020-2021 Discipline Report - Thrid Six Weeks
Unduplicated Count
Duplicate Incident
Unduplicated Students
Duplicate
Female
Male
All Students
Referrals and Out-of-School Suspensions
Unduplicated
Duplicate Referrals
Duplicate
Grade Level


Fort Worth
2020-2021
Unduplicated Count
Duplicate Incident
Unduplicated Students
Duplicate

Fort Worth Independent School District


Fort Worth
Fort Worth Independent School District
2019-2020 Discipline Report - Third Six Weeks
Female
Male

Strategies for defusing situations - incorporate restorative practices/restroative discipline techniques,



Staff Engagement

Staff turn over - over 37% 2020-21, 22% 2019-20

Staff Absences

Parent/Guardian/Community Engagement

Level of support from commuinity - Polytechnic is attempting to form a PTA to increase community involvement

Climate results for students had a noticable increase in the areas of safety, emotional safety and physical safely. Staff alse felt as though bullying was also increasing.

Climate survey for parents in the areas of engagement, environment and safety had a slight increase from the previous school year.

Barriers that prevent community participation

Summary of Needs:

School Culture and Climate:

Increase student and teacher attendance rates

Develop a targeted program for retaining and recruiting teachers

Perceptions Strengths

Climate survey for parents in the areas of engagement, environment and safety had a slight increase from the previous school year.

Enrollment for the campus is on an upward trajectory

Referrals decreased from 2019-2020 to 2020-2021

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Between the 2019-2020 and 2020-2021 school year, there was an approximate 15% point increase in teachers resigning from Polytechnic. Due to the resignations, it creates a high need to recruit highly qualified candidates to replace the staff. **Root Cause:** There are many contributing factors to this increase. Teachers are leaving because of lack of support and structure. 1. leaving the educational industry 2. moving closer to home 3. leaving FWISD for another district

Problem Statement 2: For a variety of reasons, the turnover rate at the end of the 2020-2021 school year is over 30% **Root Cause:** Although systems are built for teacher collaboration and natural mentor ships, the impact of COVID-19 and implemented strategies have made it difficult to maintain systems.

Problem Statement 1: Build teacher capacity in the areas of data driven instruction, instructional strategies, and co-teaching models through six steps of effective feedback and PD. Additionally, provide support for using data housing programs for all sub populations.

Root Cause 1: * New teacher academy is not implemented for year 1 & 2 teachers * Data driven instruction program for campus including data tracking for teachers and students is not uniform through out campus

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Although many students have participated in Attendance Recovery, when comparing daily attendance across grades levels, underclassmen are attending class less frequently than upper class men.

Root Cause 2:

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure 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 progress
- 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 progress
- 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, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

Support Systems and Other Data

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

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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 16% to 20% by May 2022.

Increase the percentage of African American students from .8% to 3% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of our lessons and assessments will be aligned to the Standards. We will conduct monthly PD that focuses on teaching strategies for EL students and new language learners. 90% of PLC and PD will focus on equity among all students. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Based on the PD activity, funding will be used to cover expenses incurred **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.5, 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 Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** - Title I (211) - 211-13-6399-04N-009-30-510-000000-22F10 - $2,000, - Title I (211) - 211-13-6329-04N-009-30-510-000000-22F10 - $600, - Title I (211) - 211-11-6112-0PD-009-30-510-000000-22F10 - $2,000, - Title I (211) - 211-11-6116-0PD-009-30-510-000000-22F10 - $2,000				

No Progress Accomplished Continue/Modify Discontinue

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 13% to 17% by May 2022. Increase the percentage of African American students from 6% to 14% by May 2022.

HB3 Goal

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain an assessment/data analysis in order to assist with DDI strategies, faulty and students are obtaining, training for and administering local, district, state and national assessments. Assist with data collection, disaggregation and dissemination **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, state and national assessment will improve by a 5% points. **Staff Responsible for Monitoring:** Administrators, Instructional coaches and ILT **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews
Strategy 2: Decrease class sizes and increase the percentage of students at the Meets level by hiring two Title 1 teachers. **Strategy's Expected Result/Impact:** As a result of this strategy, by June 2022, student achievement results on local, district, and state assessments will improve by a combined 5% **Staff Responsible for Monitoring:** Executive Director, Administrators and ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional ĵ**	

Goal 1: Early Literacy

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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 10% to 12% by May 2022.

Increase the percentage of African American students from 5% to 9% by May 2022.

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 5% to 7% by May 2022.

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

Performance Objective 3:

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

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 10.6% to 12% by May 2022.
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 4.3% to 5.5% by May 2022.

Evaluation Data Sources: Growth progress will be monitored by DOL's, 6 weeks district assessments and semester finals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify students through various assessment data points; increase performance on TSI through various enrichment activities. **Strategy's Expected Result/Impact:** By June 2022 improve the College readiness portion of CCMR rating due to an increase in the number of qualifying AP scores and college credits earned by a combined 5% on all exams and courses offered. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT, teachers, data analysis **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Ta Σ ge Á e Ã .

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 52.8% to 65% by May 2022.

Increase the positive response by African American students from 52.8% to 65Y% by May 2022.

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

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 82.7% to 87% by May 2022. Increase the positive perception of parents of African American students from 2.4% to 7 % by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Evaluate parent contact responses from other forms of communication such as Remind, Blackboard and phone calls. Monitor parent visits for satisfaction with encounter with staff.

Strategy 1 Details	Reviews
Strategy 1: Increase family and community engagement activities by maintaining a Family Community Outreach	

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

Performance Objective 5: Increase the matriculation rate of all students from 70.2% to 80% at the end of each semester

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student grades at the end of each cycle and at semester

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student achievement among at risk students. **Strategy's Expected Result/Impact:** By June 2022, increase student achievement by a combined 5% on all EOC exams as a result of providing additional support for teachers and students through supplies and extended learning opportunities **Staff Responsible for Monitoring:** Administration and ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Funding for extended learning opportunities - Title I (211) - 211-13-6411-04N-009-30-510-000000-22F10 - $2,500, Snacks and incentives for students to attend extended learning opportunities - Title I (211) - 211-11-6499-04N-009-30-510-000000-22F10 - $1,000, Items needed for extended learning opportunities - Title I (211) - 211-11-6399-04N-009-30-510-000000-22F10 - $2,000, Funding for extended learning opportunities - Title I (211) - 211-11-6116-04N-009-30-510-000000-22F10 - $3,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide extended learning opportunities for students before/after school and on Saturdays with snacks and other tiered-based incentives to increase participation **Strategy's Expected Result/Impact:** As a result of implementing this strategy, by June 2022, student achievement results on local, District, and State assessments will improve by a combined 5% and student matriculation rates will increase by 10% **Staff Responsible for Monitoring:** Administration, ILT, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Extra duty pay - SCE (199 PIC 24) - 199-11-6116-001-009-24-243-000000- - $8,749, Technology - SCE (199 PIC 24) - 199-11-6396-001-009-24-243-000000- - $6,000, - Title I (211) - 211-11-6499-04N-009-30-510-000000-22F10 - $3,000, - SCE (199 PIC 24) - 199-11-6399-001-009-24-243-000000- - $1,000				