

2016-17 CEIP for 021-Success HS

021-Success HS

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

Accountability Status

Met Alternative Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES No Child Left Behind;

YES Title I, Part A; and

YES the School Improvement Program.

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your Learning Network leadership team.

[Click here to see the full Guide to Campus Assurances](#)

SBDM Members

Name	Role
Ingrid Harvey Williams	District-level Staff
Phillip Anderson	District-level Staff
Iris Betancourt	Teacher
Sally Brown-Haase	Teacher
Mantequilla Green	Teacher
Sylvia Snyder	Teacher
Franklin Burkley	Community Rep
Mike Garcia	Community Rep
Eleanor Cook	Additional Appointed Rep
Maria Suarez	Parent
Thelma Williams	Campus Non-Tch Prof
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD

Preparing all students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 021-Success HS

Principal: Ingrid Harvey Williams

Data Sources Used Make a selection for each by choosing from the drop down	Yes	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	Yes	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	Yes	Other - MOY Teacher Survey
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
Demographics	1.	Enrollment increase in both programs	1.	Staff to support increasing and changing population of students with academic, social/emotional support.	1.	Extra support for all students through strategic scheduling, academic and behavioral interventions, community, counseling and mentoring resources.
Student Achievement	1.	June 2016 STAAR-L in Algebra (64%), Biology (69%) and US History (62%) students met standard.	1.	Only 29% (Algebra I), 21% (English I), and 11% (English II) of students met standard on the STAAR Assessment; 0% met Level III Advanced on the state assessment.	1.	Tier I instructional focus and interventions for identified students.
	2.	49% of students increased their TELPAS level	2.	46% of students remained at the same TELPAS level; 5% of students regressed.	2.	Incorporate the ELPS and QTEL strategies in daily lessons; monitoring in daily walkthroughs; incorporate 6 week TELPAS assessment for all ELL students.
	3.	July 2016 STAAR Data - US History (40%) met standard on the state assessment.	3.	Only 11% of English I retesters, 6% of English II retesters and 0% of US History (STAAR-L) retesters met standard on the state assessment.	3.	Tier I instructional focus and interventions for identified students.
School Culture and Climate	1.	Based on MOY Teacher survey, 88.9% feel Success is a safe place to work (an increase of 1% from the previous year).	1.	Based on the MOY Teacher survey, only 67% of teachers feel the principal is effective at ensuring the school implements procedures to protect instructional time.	1.	Increased communication and shared calendar among all staff members. Weekly updates and reminders via e-mail communication.

	2.	There was only one fight during the 2015-2016 school year.	2.	Majority of suspensions were due to inadequate conflict resolution skills.	2.	Conflict resolution training (students) and de-escalation and restorative discipline training (staff).
Staff Quality/ Professional Development	1.	Most teachers knowledge of curriculum standards	1.	Need for 100% alignment between lesson plans and classroom instructional delivery.	1.	Schedule for lesson plan conferences and ongoing teacher support with the new T-TESS evaluation system.
	2.	Teachers trained in Formative Assessment strategies	2.	Daily use of "I Do, We Do, You Do" process	2.	Teachers modeling of the process and administrators monitoring of the use in daily walkthroughs.
	3.	Teachers trained in QTEL strategies	3.	Planning and delivery of daily lessons that incorporate QTEL and academic/social interactions in all classes.	3.	Lesson plan conferences that ensure QTEL strategies are being used; administrators monitoring of QTEL strategies in daily walkthroughs.
Curriculum, Instruction, and Assessment	1.		1.	Schoolwide Focus on Tier I Instruction in all classes.	1.	Review of lesson plans that include all component of Tier I Instruction; monitor in daily walkthroughs.
	2.	Schoolwide Focus on Teaching Aligned to the Curriculum Frameworks in some classes.	2.	Schoolwide Focus on Teaching Aligned to the Curriculum Frameworks in all classes.	2.	Lesson plans/conferences that ensure that lessons are aligned to the curriculum; monitor in daily walkthroughs.
			3.	Literacy Across Content Areas	3.	Planning ELPS based lessons' monitoring the use of literacy in daily walkthroughs.
Family and Community Involvement	1.	Site Based Community Members who are former campus/district employees and have working knowledge of both Success programs.	1.	Continued support in providing input, recommendations and ideas for achievement of campus goals/plan.	1.	Monthly meetings to communicate with and solicit input from community members and to keep members informed about the school's progress toward campus goals.
	2.	Enrollment in Parent Portal was 68 parents.	2.	Need to increase parent involvement	2.	Parent University as a tool to increase parent involvement; emphasis on including parents in more campus-based activities, field trips, meetings and events.
School Context and Organization	1.	CLT (Campus Leadership Team), Language Center Team meetings to monitor student achievement, campus goals and progress towards graduation.	1.	Implementation of Night Team meetings to monitor student achievement, campus goals and progress towards graduation .	1.	Bi-monthly meetings to discuss student progress and academic, behavioral and/or emotional support for identified students.

	<p>2. PLC structure to share best practices, analyze student data and plan Tier I instruction.</p>	<p>2. More collaboration time for teachers to plan and discuss the curriculum,.</p>	<p>2. Weekly content planning sessions to increase the depth of academic impact (rigor and focused interventions) for every student.</p>

2016-17 CEIP for 021-Success HS

Budget Summary

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Tier I Instruction	0	0	0	0	0	0	\$ -
Middle Grade Math	0	0	0	0	0	0	\$ -
College and Career Readiness	0	0	0	0	0	0	\$ -
Professional Development	0	0	0	0	0	0	\$ -
Campus Needs Assessment	1,168	0	0	0	0	0	\$ 1,168
TOTAL	\$ 1,168	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,168
Allocations	62,060	1,168	-	72,960	-	-	-
Percent Budgeted	2%	0%	NA	0%	NA	NA	-

Compensatory Education Fund - FTEs

2016-17 CEIP for 021-Success HS

Tier I Instruction Action Plan

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

District	Goal:	1. Increase Student Achievement
Strategic Plan	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Alignment	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on tier one instruction and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations				Amnt	Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		
1,2,3,4,5, 8, 9, & 10		Provide ongoing PD on Tier I Instruction	Ingrid Williams	08/16-06/17	Faculty Mgt	Local		
1,2,3,4,5, 8, 9, & 10		Develop schoolwide literacy plan across content areas	Ingrid Williams	08/16-06/17	PLC	Local		
1,2,3,4,5, 8, 9, & 10		Monitor school wide literacy implementation in all classes.	Admin. Staff	08/16-06/17		Local		
1,2,3,4,5, 8, 9, & 10		Provide time for teachers to plan Tier I lessons.	Ingrid Williams	08/16-06/17	After Sch	Local		
1,2,3,4,5, 8, 9, & 10		Monitor Tier I instruction in daily walkthroughs.	Anderson, Saldivar & Williams	08/16-06/17		Local		
1,2,3,4,5, 8, 9, & 10		Provide feedback to teachers to improve/enhance Tier I instruction.	Anderon, Saldivar & Williams	08/16-06/17		Local		
1, 2, 3, 4, 5, 8, 9 & 10		Use Achieve 3000 to increase students' reading levels and overall comprehension skills.	Teachers	08/16-06/17		Local		
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 021-Success HS

Middle Grade Math Action Plan

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

District Strategic Plan Alignment	Goal:	1. Increase Student Achievement Priority: High School Graduation
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	SELECT A STRATEGY
	Measure:	SELECT A MEASURE

Focus	Through an increased focus on middle grade math and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
1,2,3,4,5,8,9, &		Incorporate Tier I instruction in all math classes.	Math Teachers	08/16-		Local	
1,2,3,4,5,8,9, &		Plan and deliver curriculum-based lessons.	Math Teachers	08/16-	Pull-Out/	Local	
1,2,3,4,5,8,9, &		Use interactive language mediation and QTEL strategies in	Math Teachers	08/16-		Local	
1,2,3,4,5,8,9, &		Teach and assess academic and STAAR vocabulary during	Math Teachers	08/16-		Local	
1,2,3,4,5,8,9, &		Use "I Do, We Do, You Do:" strategy to teach new skills	Math Teachers	08/16-		Local	
1,2,3,4,5,8,9, &		Teach students how to decipher STAAR questions.	Math Teachers	08/16-		Local	
1,2,3,4,5,8,9, &		Develop and provide select academic interventions based on	Math Teachers	08/16-		Local	
1,2,3,4,5,8,9, &		Use small groups as Tier I strategy for struggling students	Math Teachers	08/16-		Local	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)					

2016-17 CEIP for 021-Success HS

College and Career Readiness Action Plan

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

District Strategic Plan Alignment	Goal: 1. Increase Student Achievement
	Objective: 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy: 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure: 1.1 Graduation rates

Focus	Through an increased focus on college and career readiness and the intentional action steps, below students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMA\$	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 3, 6, 9 &10		Motivate students to achieve through class guidance lessons and activities.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Provide college access opportunities utilizing TCC College Access program and college preview days.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Coordinate progression plan meetings for all students.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Conduct academic advisement for all grade levels.				Local		
1, 3, 6, 9 &10		Organize and plan school wide career awareness activities.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Give students opportunities to participate in college fairs -- districtwide College Night, National Hispanic College Fair and campus-based college fair.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Provide college readiness guidance for ACT/SAT college entrance exams.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Provide social/emotional support for all students.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Give presentations and provide resources for responsive services.	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
1, 3, 6, 9 &10		Conduct personal graduation plan (PGP) student conferences	Barbara Cabbil & Malukah Stoudenmire	8/2016-6/2017		Local		
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)				

2016-17 CEIP for 021-Success HS

Professional Development Action Plan

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on professional development and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations				Amnt	Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		
1,2,3,4,5,6,8,9, & 10		Analyze TEKS to ensure alignment to standards, instruction and assessment	PLC's	08/16-06/17	PLC	Local		
1,2,3,4,5,6,8,9, & 10		Provide time for teachers to plan content lessons, reteach strategies, and common assessments.	Ingrid Williams	08/16-06/17	After Sch	Local		
1,2,3,4,5,8,9 & 10		Model and provide monthly technology training to teachers.	Karen Galley (TIE)	08/16-06/17	After Sch	Local		
1,2,3,4,5,8,9 & 10		Analyze student data to measure progress towards achievement goals and to plan interventions.	PLC's	08/16-06/17	After Sch/ PLC	Local		
1,2,3,4,5,8,9 & 10		Train teachers on Achieve 3000 to support district and campus literacy goals.	Ingrid Williams	10/14/2016		Local		
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)			EOY (February 27 - June 2)	

2016-17 CEIP for 021-Success HS

Campus Needs Assessment Action Plan

Principal: Ingrid Harvey Williams

Leadership Director: Steven Johnson

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on the campus needs assessment action plan and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMA	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 9 & 10		Provide extra support to all students through strategic scheduling, academic and behavioral interventions, Achieve 3000, community, counseling and mentoring resources.	Ingrid Williams	08/16-6/17	Pull-Out	Local		
1,2,3,4,5,8,9,& 10		Provide Tier I instructional focus.	Anderson, Saldivar & Williams	08/16-6/17		Local		
1, 2,8, 9 & 10		Provide academic interventions to identified students.	Ingrid Williams	08/16-6/17	Pull-Out	Local		
1,6, 8, 9 & 10		Provide conflict resolution training to students.	Barbara Cabbil, Angela Nash, Terry Rodriguez and Malukah Staudenmire	08/16-6/17		Local		
1, 3, 9, 10		Provide restorative discipline training to teachers.	Phillip Anderson, Jose	08/16-6/17	Faculty Mgt	Local		
1, 2,3,4,5,8,9, & 10		Review lesson plans to ensure curriculum alignment and instructional focus on Tier I instruction, ELPS and QTEL strategies.	Anderson, Saldivar & Williams	08/16-6/17		Local		
1, 2,3,4,5,8,9, & 10		Conduct lesson plan conferences to ensure curriculum alignment and Tier I instructional focus, ELPS & QTEL strategies and to provide support to teachers.	Anderson, Saldivar & Williams	08/16-6/17		Local		
1, 2,3,4,5,8,9, & 10		Monitor curriculum alignment and Tier I instruction in daily walkthroughs.	Anderson, Saldivar & Williams	08/16-6/17		Local		
1, 2,3,4,5,8,9, & 10		Provide ongoing feedback to teachers regarding teaching and learning.	Anderson, Saldivar & Williams	08/16-6/17		Local		
1, 2,3,4,5,6,8,9, & 10		Conduct bi-monthly team meetings to review/analyze student data and to develop acadmic, behavioral and socio/emotional plans/interventions.	Anderson & Saldivar	08/16-6/17		Local		
1, 2,3,4,5,8,9, & 10		Conduct weekly content planning sessions to increase content/curricular knowledge and to increase the rigor of instruction.	Content Teachers	08/16-6/17		Local		
1, 2,3,4,5,8,9, & 10		Moniotr weekly content planning sessions and provide feedback and support to teachers.	Anderson, Saldivar & Williams	08/16-6/17		Local		
1, 2,3,4,5,6,8,9, & 10		Develop Parent Univeristy as a tool to increase parent involvement.	Angela Nash & Terry Rodriguez	11/2016-6/2017		Title I	\$1,168	
1		Communicate with staff through various methods.	Ingrid Williams	08/16-6/17		Local		
1, 2,3,4,5,6,8,9, & 10		Utilize Achieve 3000 as an intervention to increase students' reading levels and comprehension skills.	Ingrid Williams	10/14/2016	After Sch	Local		
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		