

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 021 - Success High School

**Principal:** Williams, Ingrid

**Executive Director:** Deborah Traylor

## Fort Worth ISD Mission Statement

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

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 84.7

Special Education: 0

Dual Language/ESL: 68.3

Gifted and Talented: 1.5

Career and Technology: 17.2

Percentage of at-risk students: 100

Percentage of English Language (EL) students: 68.7

Percentage of economically disadvantage students: 75.4

### 2019-2020 Campus Site-Based Committee

Name	Role
Ingrid Williams	Principal
Barbara Cabbil	Campus Non-Teacher Professional
Channing Bellilizeare	Teacher
Abdolreza Darigan	Teacher
Carrie English	Teacher
Denisha Foster	Teacher
Jerome Thompson	District Level Staff
Sylvia Snyder	District Employee Relations Council Representative
Bryan Ramos	Other
Edgar Rodriguez	Other
Melise Rogers	Other
John Mose	Business Representative
Alondra Criss	Business Representative
Beverly Honore Dunn	Community Representative

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Success High School. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 74	73 - Met Alternative Standard
Domain 2: <b>School Progress</b> 74	
Domain 3: <b>Closing The Gaps</b> 70	

### Campus Distinction Designations

Academic Achievement in Mathematics:

Academic Achievement in Science:

Academic Achievement in English Language Arts/Reading:

Top 25 Percent: Comparative Academic Growth:

Postsecondary Readiness:

Top 25 Percent: Comparative Closing the Gaps:

## Campus Assurances and Certification for the 2019-2020 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 Title I, Part A; and

No Turnaround Plans

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

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 leadership team.

# Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
<b>Demographics</b>	1. Diverse student population representing more than 30 countries in the language center. Both programs (language center and high school equivalency) serve overaged, undercredited students	1. Teacher motivation to endure growing pains of program fidelity due to limited time getting over aged students graduated by the time they turn 21	1. School wide literacy program
	2. Diverse staff (race, age, and teaching experience)	2. Attendance an issue with night students due to job and parenting conflicts	2. Use of ELPS Linguistic Instructional Alignment Guide to plan and deliver lessons
	3. Small student-teacher ratio	3. Staff resources to better support undereducated and unschooled refugee population	3. Alignment of standards, instruction, and assessments to state standards
<b>Student Achievement</b>	1. STAAR Spring EOC Data: Algebra I - 69% Approaches, 30% Masters Biology - 59% Approaches US History - 78% Approaches, 13% Masters	1. STAAR EOC Data (Approaches only Data): English I = Fall 2018 @      Spring 2019 @ 10% English II = Fall 2018 @      Spring 2019 @ 5%	5.
	2. Achieve 3000 Data - More than 75 of students completed 40+ activities for the year	2. TELPAS Data - Only 32% of ELL's progressed one level.	
	3. Discipline referrals have decreased from the previous year (2017-2018)	3. Reading comprehension and inference skills continue to be an area of need for English I and English II.	
<b>School Culture and Climate</b>	1. High retention rate	1. Awareness of students' cultural differences and how to incorporate cultural awareness in daily lessons	
	2. Respect for diverse cultures	2. Monitoring of programs and teacher best practices to improve student achievement	
	3. Staff embraces "team player" mentality so that students and parents feel supported	3.	
<b>Staff Quality/ Professional Development</b>	1. 100% highly qualified staff	1. School wide literacy program	
	2. Teacher-led professional learning and training (campus and district); teachers serve as district curriculum writers	2. Training in small group reading instruction (Reading and all English classes)	
	3. Increase in the number of teachers who have assumed teacher leader positions (grooming more teacher leaders)	3. Scaffolding and alignment of assessments to English I and II state standards	
<b>Curriculum, Instruction, and Assessment</b>	1. Use of district's learning model as a guide to develop standards-based lessons	1. Use of scaffolding techniques (ELPS) to support students' meeting standards in English I and II	
	2. Modeling and sharing of best practices in PLC's	2. Reteaching of low SE's in English I and English II	
	3. Use of various technology resources to engage learners and support instruction	3. Alignment of weekly assessments in English I and English II to state standards (rigor of assessments)	
<b>Family and Community Involvement</b>	1. Increase in informational parent meetings that involve parents in students' graduation plans	1. Increase in parent involvement	
	2. Use of outreach specialists to notify and inform parents of events, meetings, and updates	2.	
	3.	3.	

**School Context and Organization**

1.	Systemic data analysis focus in instructional meetings (leadership team, PLC's, language center, and night team meetings)	2.	1.	More PLC planning time (impacted by district's change in 2018-2019 bell schedule)
			2.	
			3.	
3.				

# Academic Excellence Goals

## Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 021 - Success High School

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline	
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.					16%	
	By June 2020, 30% of all students will pass the English II EOC. Approaches from 24% to 30% Meets from 7% to 10% Masters from 0% to 3%	24%	7%		30%, 7%, 3%	EOY	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Improve students' comprehension and annotation skills	<ol style="list-style-type: none"> <li>1) Teach and model how to annotate varied texts.</li> <li>2) Teach, model, and engage students in small group reading instruction a minimum of 2x's a week.</li> <li>3) Assist students in setting reading goals and monitor for progress every three weeks.</li> <li>4) Teach academic vocabulary</li> </ol>	Teacher(s)	6/5/2020	Title I	1,000	Not Started	
2	Use technology to Improve and reinforce students' literacy skills (reading and writing).	<ol style="list-style-type: none"> <li>1) Utilize specific and targeted use of technology applications (Commonlit.org) so students can encounter a variety of leveled texts with assessment questions to practice annotation online.</li> <li>2) Utilize IXL to provide students with practice on ELA specific skills.</li> <li>3) Build stamina in writing by requiring students to write in small bursts.</li> <li>4) Use mentor texts to model various types of writing.</li> <li>5) Provide targeted skills intervention based on student needs.</li> </ol>	Teacher(s)	6/5/2021	Title I	12,000	On Target	
3	Improve students' inferencing skills.	<ol style="list-style-type: none"> <li>1) Create and teach lessons that focus on drawing conclusions, inferencing, and context clues.</li> <li>2) During lessons/assessments, use questions that mirror the STAAR</li> <li>3) Assess students' progress/mastery every three weeks through common assessment and reteach for mastery.</li> </ol>	Teacher(s)	6/5/2020	Title I	10,000	On Target	
4	Provide targeted interventions to increase students' progress and mastery of English I and II standards on EOC assessment.	<ol style="list-style-type: none"> <li>1) Schedule after school and Saturday School tutorials to support students' progress and mastery with STAAR EOC.</li> <li>2) Pay teachers to tutor students in targeted skills based on student data/needs.</li> </ol>	Principal		Title I	10,000	On Target	

5		Provide training to ELAR teachers to support scaffolding of STAAR content standard (inference skills).	Pay subs for ELAR teachers who attend campus PD/training with Region XI coaches.	Principal	6/5/2020	Title I	1,000	Below Target	
6		Support ELAR teachers' effectiveness in scaffolding lessons to improve student performance on English I and English II EOC (comprehension and inference skills).	1) Schedule Region XI coaching (campus) to train teachers on how to improve students comprehension and inference skills through scaffolding.	Principal	6/5/2020	Title I	23,000	Below Target	
7	Title I	To learn effective instructional strategies that support student improvement of comprehension skills.	1) ELAR teacher(s) will attend International Reading Conference to learn best practices that support struggling readers. 2) Model best practices for ELAR PLC.	Principal	6/5/2020	Title I	6,000	Below Target	
8	LEP	Ensure progress and mastery of ELL's on English I and English II by tracking their performance data and developing immediate interventions.	1) Data Analyst will develop tracking and monitoring template and upload/update student data for ELAR teachers.	Principal	6/5/2020	Bilingual	3,641	On Target	
9		Increase Master's level student performance on the English II EOC (STAAR).	1) Use Lead4Ward resources to plan and deliver lessons that support students' ability to engage in higher-level thinking.	Teacher(s)	6/5/2020	Gifted & Talented	25	Below Target	
10									
11									
12									
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

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