

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Williams, Ingrid

Campus Name: 021 - Success High School
Fort Worth ISD Mission Statement

Executive Director: Benjamin Leos

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate:	Career and Technology: 12.9
Special Education: 0.4	Percentage of at-risk students: 100
Dual Language/ESL: 78.7	Percentage of English Language (EL) students: 78.7
Gifted and Talented: 0.4	Percentage of economically disadvantage students: 96

2020-2021 Campus Site-Based Committee

Name	Role
Ingrid Williams	Principal
Barbara Cabbil	Campus Non-Teacher Professional
Susan Alexandre	Teacher
Barbara Deakins	Teacher
Carrie English	Teacher
Gianella James	Teacher
Jerome Thompson	District Level Staff
Sylvia Snyder	District Employee Relations Council Representative
Julian Muro (Language Center Student)	Other
San Juana DeLeon (Language Center Student)	Other
Hailey Jackson (Night Student)	Other
Karen Galley	District Employee Relations Council Representative
Shawana Matthews	Parent
John Mose	Community Representative

Accountability Summary

Visit 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 2021-2022, 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: Student Achievement 73	64 - D
Domain 2: School Progress 75	
Domain 3: Closing The Gaps 30	

Campus Distinction Designations

Academic Achievement in Mathematics:	Postsecondary Readiness:
Academic Achievement in Science:	Top 25 Percent: Comparative Closing the Gaps:
Academic Achievement in English Language Arts/Reading:	
Top 25 Percent: Comparative Academic Growth:	

Campus Assurances and Certification for the 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Diverse student population representing more than 30 countries.	1. Improve night school attendance	1. Consistent alignment of curriculum, instruction, and assessments.
	2. Diverse staff	2. Increase student academic performance: 1) percentage of students meeting standards English I and II STAAR 2) percentage of students performing at the "Masters" level in English I, II, Biology, and US History.	2. Fidelity to Discipline Literacy Framework to support campus literacy focus.
	3. Low student-teacher ratio	3. Improve students' language and literacy skills (both programs).	3. PLC data analysis and planning of EOC common assessments and intervention plans that support student achievement.
			4. 5.
Student Achievement	1. STAAR (December 2019) Algebra I Student performance: Approaches @ 76% (80% Hispanic, 75% AAmerican, 75% Econ. Disadv., 89% LEP. Meets @ 29% (42% AAmerican, 31% Econ. Disadv., 44% LEP) Masters @ 18% (25% AAmerican, 19% Econ. Disadv., 33% LEP)	1. STAAR (December 2019) English I Student performance: Approaches @ 24% (33% Hispanic, 16% AAmerican, 23% Econ. Disadv., 13%, 13% LEP Meets @ 6% (8% Hisp. 3% AAmerican, 4% Econ. Disadv., 2% LEP) Masters @ 0%	
	2. STAAR (December 2019) Biology Student performance: Approaches @ 83% (85% Hispanic, 82% AAmerican, 81% Econ. Disadv., 85% LEP)	2. STAAR (December 2019) English II Student performance: Approaches @ 12% (16% Hispanic, 5% AAmerican, 20% White, 12% Econ. Disadv., 7% LEP) Meets @ 4% (4% Hisp., Econ. Disadv., LEP);(3% AAmerican); (0% White) Masters @ 0%	
	3. STAAR EOC (December 2019) US History Student performance: Approaches @ 71% (77% Hispanic, 63% American, 74% Econ. Disadv.)	3. Student Performance at the "Meets" and/or "Masters" levels: Biology STAAR (December 2019) Meets and Masters @ 0% US History STAAR (December 2019) Masters @ 0%.	
School Culture and Climate	1. High teacher and staff retention rate	1. Physical SAFETY of staff and students housed in new campus location (portables at Southwest High School). No campus monitor. Two programs (language center and night school HSEP) but one Assistant Principal and impact on monitoring instructional program with fidelity.	
	2. Collaboration of PLC's regarding best practices and data analysis to plan Tier 1 lessons and student interventions. PLC's include teachers from both the language center and night school programs; also, informal sharing and teacher collaboration outside of the PLC structure.	2. Equity issue and feelings of neglect/discrimination regarding campus and student needs (ex: relocation of school to portables, accessibility of staff and students to adequate restroom facilities, adequate office space).	
	3. Small staff and team effort where the majority (99.9%) are committed to working together to support our at-risk (overaged, undercredited) student population.	3. Counseling and teacher support of students' social emotional needs.	

Staff Quality/ Professional Development	1.	100% highly qualified staff in all content areas	1.	Teacher training in culturally responsive teaching and equity.
	2.	Increase use of technology and technology resources to support instruction	2.	Teacher training in the Disciplinary Literacy Framework to meet ELL students' language needs and improve all students' literacy skills.
	3.	Use of teacher leaders in teacher hiring process to determine if candidates are a "fit" for Success.	3.	
Curriculum, Instruction, and Assessment	1.	Use of "Unpacking the Standards" template as a guide to plan and deliver standards-based lessons.	1.	Use of curricular/instructional resources and assessments (formative and summative) that align with the TEKS.
	2.	Use of Curriculum Frameworks and Disciplinary Literacy Frameworks to plan and deliver standards based lessons with a literacy focus.	2.	Use of Curriculum Frameworks, Disciplinary Literacy Frameworks, and ELPS to be used by all teachers in planning and delivering daily lessons.
	3.	Use of technology (Google Classroom, IXL, Near Pod,) and instructional resources (ELPS) to plan lessons and engage students virtually or in-person.	3.	Use of instructional resources that actively engage students and foster students' critical thinking skills. Also, a critical need to have additional technology resources (Chrome Books, chargers, etc..) available to support current (and projected incoming students through our yearly intake process) night students who are now required to work in the virtual platform for the 2020/21 school year and submit coursework to teachers .
Family and Community Involvement	1.	Use of various forms of media (Blackboard, campus Facebook page, Google Site, telephone calls, e-mails, and personal conferences) to communicate with parents and students.	1.	Counseling support of night students (academic plans, scheduling, and social emotional needs).
	2.	Campus expectations for communicating with parents and students: 1) teachers' weekly contact logs to inform parents of student issues regarding academics, discipline, and/or attendance, 2) Outreach Specialists' submission of weekly contact logs.	2.	Consistency and timeliness of home visits for night students.
	3.	Weekly Attendance Committee meetings to meet with students and parents about attendance concerns and to provide recommended resources that will ensure student success (academic, discipline, and/or social emotional).	3.	
School Context and Organization	1.	Campus leadership involvement/input in process and development of CNA, CIP, and TIP to address and measure the progress of SMART goals; professional development needs; scheduling, campus-based assessments and development of PLC intervention plans.	1.	Additional time for English and Reading teachers to plan curriculum-based lessons and create assessments that target students' specific needs.
	2.	Teacher involvement/input/collaboration in various decision-making platforms (PLC's, CLT, Language Center Team) - data analysis, lesson planning and instructional resources to support campus SMART goals, modeling/sharing of best practices; Instructional Calendar and intervention/reteach plans.	2.	
	3.	Site-Based Decision Making Committee involvement in campus plan for student achievement.	3.	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 021 - Success High School

Principal: Williams, Ingrid

Executive Director: Benjamin Leos

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	22.70	--		
	CCMR - Increase the percentage of students graduating with a CCMR from 11% to 25% by August 2021.				25	EOY
	STAAR English II EOC - Increase the percentage of students who perform at the "Approaches" level from 12% to 15%; "Meets" level from 4% to 10%; and "Masters" from 0% to 5%.	12%	10%	5%	10%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	<ul style="list-style-type: none"> *Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students. *Increase the percentage of students who meet the CCMR criteria. *Increase the percentage of students who apply for financial aid and receive college scholarships. 	Conduct quarterly parent information meetings about college and career readiness.	Principal, Other		Title I	1,000	Not Started	Increase in the number of students who are college and career ready.
2 Title I	<ul style="list-style-type: none"> *Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students. *Increase the percentage of students who meet the CCMR criteria. *Increase the percentage of students who apply for financial aid and receive college scholarships. 	Assist students in preparing and presenting a personal CCMR portfolio on a quarterly basis.	Other	11/2/2020	Title I	400	Not Started	Increase in the number of students who are college and career ready.
3 Title I	<ul style="list-style-type: none"> *Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students. *Increase the percentage of students who meet the CCMR criteria. *Increase the percentage of students who apply for financial aid and receive college scholarships. 	Assist students in researching colleges/careers, applying for scholarships and completing college financial aid paperwork through use of campus technology resources (Chrome Books).	Other	5/28/2021	Title I	11,000	Not Started	Increase in the number of students who are college and career ready.

4	Title I	<p>*Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students.</p> <p>*Increase the percentage of students who meet the CCMR criteria.</p> <p>*Increase the percentage of students who apply for financial aid and receive college scholarships.</p>	Schedule Pre-Cal students into College Prep math class Quarters 3 and 4 to support TSI prep.	Principal, Other	1/25/2021	Local (Basic Allotment)	0	Incomplete	Increase in the number of students who are college and career ready.
5	Title I	<p>*Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students.</p> <p>*Increase the percentage of students who meet the CCMR criteria.</p> <p>*Increase the percentage of students who apply for financial aid and receive college scholarships.</p>	Pending COVID-19 clearance, schedule college field trips for students.	Student Support Services	2/1/2021	Title I	7,000		Increase in the number of students who are college and career ready.
6	Title I	<p>*Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students.</p> <p>*Increase the percentage of students who meet the CCMR criteria.</p> <p>*Increase the percentage of students who apply for financial aid and receive college scholarships.</p>	CTE materials for students			CTE	28		Increase in the number of students who are college and career ready.
7	Title I	<p>*Build postsecondary team to create college going atmosphere for students with a focus on increasing college enrollment of underrepresented students.</p> <p>*Increase the percentage of students who meet the CCMR criteria.</p> <p>*Increase the percentage of students who apply for financial aid and receive college scholarships.</p>	College materials for students to research colleges and universities.	Student Support Services		Gifted & Talented	127		Increase in the number of students who are college and career ready.
8	Title I	<p>Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's).</p> <p>Increase literacy in content areas through the use of various technology resources that target specific TEKS.</p>	Provide tutorial interventions for STAAR English I/II testers/retesters.	Teacher(s)	9/17/2020	Title I	10,000	Not Started	Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.

9	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Reading teachers will use Achieve 3000 to track students' reading levels and develop student goals and targeted interventions to ensure growth in lexile levels.	Teacher(s)	6/18/2021	Title I	14,000		Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
10	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Provide snacks for Saturday School STAAR tutorials.	Principal	6/18/2021	Title I	3,000	Not Started	Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
11	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Reading teachers will use reading books (by student level) during small reading groups to support campus literacy goals and for home.	Teacher(s)	6/18/2021	Title I	10,000		Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
12	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Create professional learning plan that is required around developing capacity around the use of the TEKS resource system.	Principal	10/19/2020	Title I	9,200	Not Started	Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
13	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Use Summit K-12 resource to reinforce specific skills.	Principal,Teacher(s)		Title I	3,500	Not Started	Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
14	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Provide Saturday School tutorials to virtual night students for math, science, and Social Studies - SCE	Teacher(s)		SCE	8,607		Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
15	Title I	Increase literacy to improve instructional practices specifically focusing on priority groups (ELL's). Increase literacy in content areas through the use of various technology resources that target specific TEKS.	Purchase resources for ELL students to use in classrooms (in-person and virtual) .	Teacher(s)		Bilingual	2,356		Improve students' language acquisition, literacy (reading comprehension and writing) and inferencing skills.
16	Title I	Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement. Develop common formative assessments for all EOC courses using TEKS Resource System.	Utilize PLC data template to ensure data focus in meetings.	Teacher(s)			0		Increased percentage of students who perform at the "Meets" and "Masters" level on STAAR English I and English II assessment.

17	Title I	Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement. Develop common formative assessments for all EOC courses using TEKS Resource System.	Create a professional learning plan around the use of data to inform and design instructional plans and practices.	Instructional Leadership		Title I	9,300	Increased percentage of students who perform at the "Meets" and "Masters" level on STAAR English I and English II assessment.
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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:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 021 - Success High School

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Increase teachers' proficiency in using technology to support student success in both the virtual and in-person learning platforms.	70	85	June 18, 2021

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Plan and deliver both in-person and virtual learning by using technology best practices and instructional strategies.	Purchase ChromeBooks for students to use during class instruction and printers for teachers to use in their classrooms.	Assistant Principal		Title I	25,000	Not Started	Teacher proficiency in planning and delivering both asynchronous and synchronous lessons.
2 Title I	Plan and deliver both in-person and virtual learning by using technology best practices and instructional strategies.	Utilize technology resources (COVID) to assist teachers in the delivery of in-person and virtual lessons (laptops, docking cameras, cameras for workstations, and active panels).	Teacher(s)		Title I	67,392	On Target	Teacher proficiency in planning and delivering both asynchronous and synchronous lessons.
3			Teacher(s)		Local (Basic Allotment)	0		\
4					Title I	9,300	On Target	\
5 Title I		Use of Google Links and other resources to post activities for students in virtual and in-person learning.	Teacher(s)		Local (Basic Allotment)	0	On Target	

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:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 021 - Success High School

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from			EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	0	50	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Provide ongoing support and guidance to students and parents regarding academics, behavior, attendance, and guidance/postsecondary plans.	Develop parent stakeholder survey to be conducted on a quarterly basis (mailouts).	Other		Title I	1,200		Positive parent feedback regarding customer service and support.
2 Title I	Provide ongoing support and guidance to students and parents regarding academics, behavior, attendance, and guidance/postsecondary plans.	Assist parents with questions about online registration, technology support, postsecondary preparation, testing, and other important campus information.	Principal,Assistant Principal,Teacher (s),Other		Title I	800		Positive parent feedback regarding customer service and support.
3 Title I	Provide ongoing support and guidance to students and parents regarding academics, behavior, attendance, and guidance/postsecondary plans.	Provide students and/or parents with resources of support regarding academics, behavior, attendance, and counseling.	Principal,Assistant Principal,Student Support Services		Special Education	447		Positive parent feedback regarding customer service and support.
4 Title I	Build positive, supportive relationships with parents.	Conduct group sessions (Stay-in-School Coordinator) about setting goals, attendance, positive interactions with authority, and responsibility.	Student Support Services		School Improvement	200		Decrease the percentage of referrals for African-American male students.
5 Title I	Build positive, supportive relationships with parents.	Provide speakers (quarterly) to present information on varied, relevant topics regarding racial injustices.	Principal		School Improvement	1,000		Decrease the percentage of referrals for African-American male students.
6 Title I	Build positive, supportive relationships with parents.	Provide training on equity and culturally responsive teaching.	Principal		Local (Basic Allotment)	0		Decrease the percentage of referrals for African-American male students.

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:

Leadership Feedback:

021 - Success High School

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	-	\$ 8,607.00	\$ 28.00	\$ 2,356.00	\$ 127.00	\$ 447.00	\$ 182,092.00	\$ 193,657.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

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Executive Director: Benjamin Leos

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	-	\$ 8,607.00	\$ 28.00	\$ 2,356.00	\$ 127.00	-	\$ 78,400.00	\$ 89,518.00
Mission	-	-	-	-	-	-	\$ 101,692.00	\$ 101,692.00
Learning Environment Goals	-	-	-	-	-	\$ 447.00	\$ 2,000.00	\$ 2,447.00
Total Allocated	-	\$ 8,607.00	\$ 28.00	\$ 2,356.00	\$ 127.00	\$ 447.00	\$ 182,092.00	\$ 193,657.00
Percent Budgeted	0%	100%	100%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	-	\$ 1,200.00	-	\$ 1,200.00