

Fort Worth Independent School District
021 Success High School
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Success High School is an alternative school of choice (TEA accountability) school of choice that serves close to 600 students, ages 16-31, in three programs (two in person, one online) with the ultimate goal of preparing them for postsecondary success in college, military, or careers (workforce). Success language center serves 300-400 emergent bilinguals by helping them acquire the language while learning the content. Students represent over 35 countries. The night school equivalency program is designed to help overaged, under credited students from the traditional high schools accelerate their learning in order to eventually graduate. Students are referred by counselors and must meet eligibility criteria and principal approval to be accepted into the program. Graduation Alliance is an online program for students who have been coded as dropouts by the district. There is an enrollment process required for students in all three programs; however, unlike traditional schools, the language center receives daily referrals for enrollment in the program.

All students have the opportunity to graduate with a diploma from Success High School and participate in either the June or August summer graduation ceremony.

Total Enrollment (597) by ethnic groups:

- African American - 27%
- Asian - 1%
- Hispanic - 67%
- White - 4%
- SPED - .5%
- Economically Disadvantaged - 88%

Since language center requirements were changed by the district in 2021, enrollment has been on a steady increase the past three years.

Staff Diversity

The staff is diverse in terms of years teaching (2-20), level of education (degrees), and race/ethnicity. The school prides itself on a consistently high staff retention rate.

Demographics Strengths

Demographic Strengths - Students were enrolled in the PTECH program in partnership with TCC; thereby, supporting our campus CCMR goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Because of late bus arrivals, the campus attendance rates for the 2023-24 school year are significantly lower at each grade level. **Root Cause:** The campus does not have an incentive plan to support increasing overall attendance.

Student Learning

Student Learning Summary

STAAR EOC Data (Fall 2023) **NOTE: TELPAS 2024 and STAAR EOC Spring 2024 results have not received and are not available.**

Algebra I - 47% Approaches, 8% Meets, 2% Masters

Biology - 74% Approaches, 22% Meets, 1% Masters

English I - 19% Approaches, 9% Meet, 0% Masters

English II - 35% Approaches, 14% Meet, 0% Masters

US History - 85% Approaches, 40% Meet, 11% Masters

School Processes & Programs

School Processes & Programs Summary

To create a campus culture that is focused on the academic success for all students, lessons plans are written based on an accelerated curriculum that includes alignment to TEKS and ELPS standards. Teachers are expected to scaffold and differentiate lessons to meet state standards and students' academic learning needs.

The following leadership, decision-making processes support district aligned goals, student achievement, and postsecondary success:

- Campus Leadership Team
- PLC's
- LPAC
- **Language Center Team**
- Attendance Committee
- **SBDM**
- **MTSS**

School Processes & Programs Strengths

- ___% of the teaching staff is ESL certified and has extensive experience and training required to teach emergent bilingual students and/or students who either have documented loss or little to no language skills upon enrolling in Success.
- High staff retention rate
- Collective efficacy of staff
- Advisory schedule that includes self monitoring of student progress and attendance, goal setting, communication of campus policies and procedures, a social emotional component, and exploration of post-graduation opportunities (CCMR).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We lack consistent systems of support to meet newcomers' needs. **Root Cause:** Due to increasing enrollment in the language center, we do not have enough teachers to meet the needs of our newcomer population.

Priority Problem Statements

Problem Statement 1: Because of late bus arrivals, the campus attendance rates for the 2023-24 school year are significantly lower at each grade level.

Root Cause 1: The campus does not have an incentive plan to support increasing overall attendance.

Problem Statement 1 Areas: Demographics

Goals

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 2025.

Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR English I and English II from 10% to 20% by May 2025.

Increase the percentage of African American students from 0% to 5% by May 2025.

High Priority

Evaluation Data Sources: STAAR, TELPAS, district benchmark and interim assessments, RACE writing assessments and other campus-based assessments (daily exit tickets, weekly common)

Strategy 1: Tier 1 instruction is provided at the depth and complexity of grade level standards to include interactive activities, assignments, daily exit tickets, and formative assessments (campus and district).

Strategy's Expected Result/Impact: Increase the percentage who score at Meets or above on STAAR English I state assessment.

Staff Responsible for Monitoring: TTESS Administrators

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Train teachers on how to use Lead4Ward field guides to drive instructional conversations in PLC's, improve planning outcomes and student outcomes.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: PLC Lead/Truong Le</p> <p>Date(s) / Timeframe: August 2024</p> <p>Delivery Method: Campus in person</p> <p>Funding Sources: Lead4Ward Trainers - TITLE I (211) - 211-13-6116-0PD-021-30-510-000000-25F10 - \$3,300</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize curriculum, Lead4Ward resources, and STAAR 2.0 question types in daily lessons, exit tickets, and formative assessments.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: PLC Leads Date(s) / Timeframe: August 2024 - May 2025 Delivery Method: Weekly PLC's</p> <p>Funding Sources: Instructional materials and resources - SPED (199 PIC 23) - \$327, Instructional materials and resources - SCE (199 PIC 24) - 199-11-6396-001-021-24-243-000000- - \$4,832</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Plan and deliver lessons at the depth and complexity of the grade level to include student performance tasks, daily exit tickets, and formative assessments (district and campus).</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Literacy Delivery Method: Classroom instruction (lessons)</p> <p>Funding Sources: Instructional Supplies - BASIC (199 PIC 11) - 199-11-6639-XXX-021-11-243-000000- - \$5,000, Grade level instructional resources - SCE (199 PIC 24) - 199-11-6399-001-021-24-243-000000- - \$5,000, Professional development (Carnegie literacy conference) - SCE (199 PIC 24) - 199-13-6411-001-021-24-243-000000- - \$8,000, Reading materials for RLA and newcomer support classes - SCE (199 PIC 24) - 199-11-6329-001-021-24-243-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Utilize RACE writing strategy as a common assessment to measure students' growth in writing.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: PLC Leads Date(s) / Timeframe: September 2024 - May 2025 Delivery Method: Weekly Common Assessments</p> <p>Funding Sources: Reading materials - BEA (199 PIC 25) - 199-11-6329-001-021-25-243-000000 - \$2,000, Text documents for all content teachers to support RACE strategy instruction and practice - BEA (199 PIC 25) - 199-11-6399-001-021-25-243-000000 - \$2,000, Substitutes for RLA teachers' time to score writing - SCE (199 PIC 24) - 199-11-6112-001-021-24-243-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Set performance goals, track and monitor the progress of English I and II testers/retesters on formative assessments (campus and district) and provide tutorials based on data.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: English Teachers/IGC Mentors Date(s) / Timeframe: September 2024 - May 2024 Delivery Method: In- person</p> <p>Funding Sources: Tutors - TITLE I (211) - 211-11-6116-04N-021-30-510-000000-25F10 - \$16,000, Extra duty for support staff (Saturday Schools) - BASIC (199 PIC 11) - 199-11-6121-XXX-021-11-243-000000- - \$2,400</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Host literacy fair for students to present literacy projects.</p> <p>Intended Audience: Parents Provider / Presenter / Person Responsible: ELA PLC Date(s) / Timeframe: December 2024 Collaborating Departments: Math, Science, Social Studies PLC's Delivery Method: In-person</p> <p>Funding Sources: Snacks for event (literacy fair) - BEA (199 PIC 25) - 199-61-6499-001-021-25-243-000000 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Provide professional development to support district and campus literacy goals.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: September 2024 - March 2025 Delivery Method: Literacy Department</p> <p>Funding Sources: Registration and travel expenses - BASIC (199 PIC 11) - 199-11-6411-XXX-021-11-243-000000- - \$15,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 8 Details	Reviews			
<p>Action Step 8: Utilize supplementary resources (IXL and Nearpod) to support district and campus literacy goals.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: 8/2023 - 5/2024</p> <p>Funding Sources: IXL software resource - BASIC (199 PIC 11) - 199-11-6321-XXX-021-11-243-000000- - \$11,000 , nearpod software resource - BASIC (199 PIC 11) - 199-11-6321-XXX-021-11-243-000000- - \$9,008</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from ___% to ___% by May 2025.

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 ___% to ___% by May 2025.

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 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 7% to 18% by May 2025. And the percentage of Economically Disadvantaged students from ____ to ____% by May 2025.

High Priority

Evaluation Data Sources: December 2023 STAAR data

Strategy 1: Improve Tier 1 math instruction to focus on daily rigor of instruction aligned to the performance tasks and assessments with emphasis on Algebra I utilizing district curriculum, PLC data analysis and planning, STAAR 2.0 and Lead4Ward resources to increase achievement and learning outcomes.

Strategy's Expected Result/Impact: Increase in the percentage of student who perform at the "Meets" and "Masters" level on the Algebra I state assessment.

Staff Responsible for Monitoring: Math Teachers

Title I:

2.4, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Plan and deliver lessons at the depth and complexity of the grade level to include student performance tasks, interactive activities, daily exit tickets, and formative assessments with appropriate scaffolding for emergent bilingual students.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Math Teachers Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: District Math Department Delivery Method: In class</p> <p>Funding Sources: Math Teacher - TITLE I (211) - 211-11-6119-04N-021-30-510-000000-25F10 - \$69,525, Instructional Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-021-11-243-000000- - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure 100% of teachers are trained in how to use Lead4Ward field guides to drive instructional conversations in PLC's and improve planning outcomes.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Lisa McGlothlin/Truong Le</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: N/A</p> <p>Delivery Method: On campus (in person) per August 2024 professional learning schedule</p> <p>Funding Sources: Lead 4Ward Instructional Resources for Teachers - BASIC (199 PIC 11) - 199-11-6321-XXX-021-11-243-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Continue to build the instructional capacity of the teachers via coaching focusing on classroom data, learning walks, data analysis, calibration of feedback and action planning for instructional support.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Math Teachers</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Delivery Method: After school tutorials</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Use STAAR 2.0 questions, curriculum, and Lead 4Ward resources in planning and administering formative assessments</p> <p>Intended Audience: Math Teachers</p> <p>Provider / Presenter / Person Responsible: Principal/Assistant Principal</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: District Math Department</p> <p>Funding Sources: Planning resources for assessments - TITLE I (211) - 211-13-6116-04N-021-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Train teachers on how to use Lead4Ward field guides to drive instructional conversations in PLC's, improve planning outcomes and student outcomes.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: PLC Lead/Truong Le</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: Campus in person</p> <p>Funding Sources: Lead4Ward Trainers - TITLE I (211) - 211-13-6116-0PD-021-30-510-000000-25F10 - \$2,860.60</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Improve Tier 1 math instruction to focus on literacy, math vocabulary, and reading comprehension by requiring students to listen, speak, read, and write in English in daily lessons.

Strategy's Expected Result/Impact: Improve students' reading comprehension
Increase the percentage who score at "Meets" or "Masters" on STAAR English I state assessment.

Staff Responsible for Monitoring: TTESS Administrators

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop campus instructional template to monitor listening, speaking, reading and writing in English during classroom observations and monthly Learning Walks.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Plan and practice instructional delivery of Lead4Ward and district approved strategies during PLC's to ensure differentiation per student proficiency levels</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: PLC Lead and Principal</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: District Math Department</p> <p>Delivery Method: In-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Utilize sentence stems, graphic organizers and other approved language support strategies to build students' literacy, comprehension, and problem solving skills.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Bilingual/ESL Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Instructional resources to support bilingual emergent learners - BEA (199 PIC 25) - 199-11-6399-001-021-25-243-000000 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: Tier 1 instruction is provided at the depth and complexity of grade level standards based on daily exit tickets and formative assessments (campus and district).

Strategy's Expected Result/Impact: Increase the percentage who score at "Meets" or "Masters" on STAAR Algebra I state assessment.

Staff Responsible for Monitoring: Math Teachers

Title I:





2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize Lead4Ward resources to develop daily exit tickets and formal assessments that meet the level of rigor for Algebra I standards.</p> <p>Intended Audience: Algebra I/Math Model Teachers</p> <p>Provider / Presenter / Person Responsible: Principal and Assistant Principal</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: N/A</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Set performance goals, track and monitor the progress of Algebra I testers/retesters on formative assessments (campus and district,) and provide tutorials based on data.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Math Teachers/IGC Mentors</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Math</p> <p>Funding Sources: Tutors for before/after school and Saturday School - TITLE I (211) - 211-11-6116-04N-021-30-510-000000-25F10 - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 3% to 15% by May 2025.

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 ___% to ___% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Reports

Strategy 1: Progress monitor students' progress towards attaining a CCMR indicator.

Strategy's Expected Result/Impact: Increase in the percentage of Seniors who attain at least one CCMR indicator.

Staff Responsible for Monitoring: Counselors

Title I:

2.4, 2.6

- **TEA Priorities:**





Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Prepare and present CCMR data reports to analyze Seniors' progress towards meeting CCMR goals each quarter. Intended Audience: CLT and Seniors Provider / Presenter / Person Responsible: Truong Le Date(s) / Timeframe: August 2024 - May 2025 Delivery Method: In person Funding Sources: Extra duty - TITLE I (211) - 211-11-6116-04N-021-30-510-000000-25F10 - \$2,500	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Plan tours to colleges and universities for Juniors and Seniors who meet criteria.</p> <p>Intended Audience: Juniors and Seniors Provider / Presenter / Person Responsible: Counselors Date(s) / Timeframe: October 2024 - January 2025 Delivery Method: In person</p> <p>Funding Sources: Bus transportation for college and university tours - BASIC (199 PIC 11) - 199-11-6412-XXX-021-11-243-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide quarterly parent meetings to present graduation requirements, FAFSA, PTECH, TSI and scholarship applications to Sophomores, Juniors, and Seniors.</p> <p>Intended Audience: Students and parents Provider / Presenter / Person Responsible: Counselors Date(s) / Timeframe: September 2024 - April 2025 Collaborating Departments: TCC Delivery Method: In Person</p> <p>Funding Sources: Planning time for parent meetings - UNDISTRIBUTED (199 PIC 99) - 199-31-6116-XXX-021-99-243-000000- - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Meet with students and parents to review Seniors' progress with classes and credits, schedules, and to develop quarterly interventions to ensure students remain on track for completing graduations requirements.</p> <p>Intended Audience: Students and parents Provider / Presenter / Person Responsible: Counselors Date(s) / Timeframe: August 2024 - May 2025 Delivery Method: In person and online meetings (parent's request)</p> <p>Funding Sources: Tutors - SCE (199 PIC 24) - 199-11-6116-001-021-24-243-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<p>Action Step 5: Assist students with FAFSI and scholarship application process during CCMR Friday advisory schedule.</p> <p>Intended Audience: Students and parents</p> <p>Provider / Presenter / Person Responsible: Counselors</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: TCC</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Identify and schedule students into PTECH program and TSI classes and track and monitor students' progress. Develop academic interventions of support if/when students are not making progress.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Counselors</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: TCC</p> <p>Funding Sources: TSI resources for instruction - GT (199 PIC 21) - \$1,068</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from __% to __% by May 2025. A

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 ___% to ___% by May 2025.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from ___% to ___% by May 2025.

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 ___% to ___% by May 2025.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from ___% to ___% by May 2025.

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 ___% to ___% by May 2025.

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 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from ___% to ___% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Strategy 1: Progress monitor emergent bilingual newcomer students' academic success on a quarterly basis.





Strategy's Expected Result/Impact: Increase attendance and credit attainment per quarter

Staff Responsible for Monitoring: Language Center Counselor
Language Center Team

Title I:
2.4, 2.5, 2.6, 4.1

- TEA Priorities:
Build a foundation of reading and math

Action Step 1 Details	Reviews			
Action Step 1: Meet with students during advisory/CCMR Fridays to set quarterly goals for attendance, behavior, and grades. Intended Audience: Students Provider / Presenter / Person Responsible: Advisory Teachers Date(s) / Timeframe: August 2024 - May 2025 Delivery Method: In person (advisory schedule)	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Host quarterly "A/B" Honor and Perfect Attendance events to recognize students with improved attendance and grades.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Angela Nash and Yvette Williams</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Time to plan and organize events - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-021-30-510-000000-25F10 - \$1,000, Snacks for Quarterly Student recognition (academics and attendance) events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-021-30-510-000000-25F10 - \$1,590</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Review student data to monitor students' academic progress and develop intervention plans of support every three weeks.</p> <p>Intended Audience: Students and parents</p> <p>Provider / Presenter / Person Responsible: Language Center Team Language Center Counselor MTSS</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Delivery Method: In person</p> <p>Funding Sources: Tutors - BEA (199 PIC 25) - 199-11-6116-001-021-25-243-000000 - \$2,229</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2025.

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 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

State Compensatory

Budget for 021 Success High School

Total SCE Funds: \$28,832.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Lead4Ward Trainers	Extra duty pay for PD after hours	211-13-6116-0PD-021-30-510-000000-25F10	\$3,300.00
1	1	1	5	Tutors	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-021-30-510-000000-25F10	\$16,000.00
2	2	1	1	Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-021-30-510-000000-25F10	\$69,525.00
2	2	1	4	Planning resources for assessments	Extra duty for summer planning (off contract days)	211-13-6116-04N-021-30-510-000000-25F10	\$2,000.00
2	2	1	5	Lead4Ward Trainers	Extra duty pay for PD after hours	211-13-6116-0PD-021-30-510-000000-25F10	\$2,860.60
2	2	3	2	Tutors for before/after school and Saturday School	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-021-30-510-000000-25F10	\$7,000.00
3	1	1	1	Extra duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-021-30-510-000000-25F10	\$2,500.00
Sub-Total							\$103,185.60
Budgeted Fund Source Amount							\$103,185.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Snacks for Quarterly Student recognition (academics and attendance) events	Snacks for parents to promote participation	211-61-6499-04L-021-30-510-000000-25F10	\$1,590.00
4	1	1	2	Time to plan and organize events	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-021-30-510-000000-25F10	\$1,000.00
Sub-Total							\$2,590.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,590.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Instructional Supplies	INSTRUCTION FURN/ EQUIP > \$5000	199-11-6639-XXX-021-11-243-000000-	\$5,000.00
1	1	1	5	Extra duty for support staff (Saturday Schools)	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-021-11-243-000000-	\$2,400.00
1	1	1	7	Registration and travel expenses	INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-021-11-243-000000-	\$15,000.00
1	1	1	8	nearpod software resource	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-021-11-243-000000-	\$9,008.00
1	1	1	8	IXL software resource	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-021-11-243-000000-	\$11,000.00
2	2	1	1	Instructional Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-021-11-243-000000-	\$10,000.00
2	2	1	2	Lead 4Ward Instructional Resources for Teachers	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-021-11-243-000000-	\$500.00
3	1	1	2	Bus transportation for college and university tours	INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-021-11-243-000000-	\$2,000.00
Sub-Total							\$54,908.00
Budgeted Fund Source Amount							\$54,908.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	6	TSI resources for instruction	GENERAL SUPPLIES		\$1,068.00
Sub-Total							\$1,068.00
Budgeted Fund Source Amount							\$1,068.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Instructional materials and resources	INSTRUCTIONAL MATERIALS		\$327.00
Sub-Total							\$327.00
Budgeted Fund Source Amount							\$327.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Instructional materials and resources	Technology for instructional use	199-11-6396-001-021-24-243-000000-	\$4,832.00
1	1	1	3	Professional development (Carnegie literacy conference)	Professional Development (Employee Only)	199-13-6411-001-021-24-243-000000-	\$8,000.00
1	1	1	3	Reading materials for RLA and newcomer support classes	Reading materials for classroom use	199-11-6329-001-021-24-243-000000-	\$1,000.00
1	1	1	3	Grade level instructional resources	Supplies and materials for instructional use	199-11-6399-001-021-24-243-000000-	\$5,000.00
1	1	1	4	Substitutes for RLA teachers' time to score writing	Subs for supplemental instruction	199-11-6112-001-021-24-243-000000-	\$5,000.00
3	1	1	4	Tutors	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-021-24-243-000000-	\$5,000.00
Sub-Total							\$28,832.00
Budgeted Fund Source Amount							\$28,832.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Reading materials	Reading materials - instruction	199-11-6329-001-021-25-243-000000	\$2,000.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Text documents for all content teachers to support RACE strategy instruction and practice	Supplies and materials - instruction	199-11-6399-001-021-25-243-000000	\$2,000.00
1	1	1	6	Snacks for event (literacy fair)	Snacks - parent/community to promote participation	199-61-6499-001-021-25-243-000000	\$1,000.00
2	2	2	3	Instructional resources to support bilingual emergent learners	Supplies and materials - instruction	199-11-6399-001-021-25-243-000000	\$3,000.00
4	1	1	3	Tutors	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-021-25-243-000000	\$2,229.00
Sub-Total							\$10,229.00
Budgeted Fund Source Amount							\$10,229.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Planning time for parent meetings	GUIDANCE & COUNSELING SVC EXTRA DUTY - PROFESSIONAL	199-31-6116-XXX-021-99-243-000000-	\$800.00
Sub-Total							\$800.00
Budgeted Fund Source Amount							\$54,908.00
+/- Difference							\$54,108.00
Grand Total Budgeted							\$256,047.60
Grand Total Spent							\$201,939.60
+/- Difference							\$54,108.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024