



Arlington Heights High School

2009-2010

Campus Improvement Plan

*The Fort Worth Independent School District envisions
a high performing learning organization in which all students
achieve proficiency in rigorous standards of intellectual thought and knowledge.*

This plan has been developed through the collaborative efforts of campus stakeholders and will be monitored periodically for effectiveness according to a schedule and system established by the campus Site-Based Management Team.

SITE-BASED DECISION MAKING TEAM

Name	Position	Signature
1.Neta Alexander	Principal	
2.Vicki Stellar	Teacher	
3.Dana Crocker	Teacher	
4.Angela McCollum	Teacher	
5.Lindy Means	Teacher	
6.Sue Warner	Campus-based Non-teaching Professional	
7.David Guerra	District-level Non-teaching Professional	
8.David Bloxom	Parent	
9.Steve Parker	Parent	
10.Bridgette Garrett	Parent	
11.Ashley Nickell	Community Representative	
12.Glenna Torres	Community Representative	
13.Scott Thomas	Business Representative	
14.John Molyneaux	Business Representative	
15.Cherry Werner	Additional Member	
16.Lisa Moses	Additional Member	

MONITORING/DATA COMMITTEE

Name	Position	Signature
1.Neta Alexander	Principal	
2.Sue Warner	Lead Counselor	
3.Julia Robinson	Academic Coordinator	
4.Kerwin Cormier	Assistant Principal	
5.Linda Bobo	Department Chair, English/Language Arts	
6.Marvin Vann	Lead Content Teacher, English/Language Arts	
7. Melanie Maxwell	Department Chair, Math	
8. RayeAnn Crittenden	Lead Content Teacher, Math	
9.Tobin Ballard	Department Chair, Social Studies	
10.Bob Rominger	Lead Content Teacher, Social Studies	
11.Matthew Rose	Department Chair, Science	
12.Tim Appling	Lead Content Teacher, Science	

District Mission Statement

The mission of the Fort Worth Independent School District is to provide and support rigorous learning opportunities which result in successful completion of a quality high school experience for all students.



Campus Mission Statement

All students will acquire the necessary skills, knowledge, and attitude to be successful in school, work and life.

District Strategic Goals	Board Adopted Performance Objectives
<p style="text-align: center;">Goal 1: Student Achievement</p> <p style="text-align: center;"><i>All students will learn at high levels of academic expectations and the achievement gap will be eliminated.</i></p>	<ul style="list-style-type: none"> 1.1 Recruit, develop, support, and retain effective teachers, principals, and other instructional staff 1.2 Provide individualized supports for student development and academic achievement 1.3 Ensure consistent use and implementation of District curriculum frameworks 1.4 Provide opportunities for student voice, leadership , and engagement in the learning process 1.5 Provide a safe, positive, and secure learning environment for students and staff
<p style="text-align: center;">Goal 2: Operational Effectiveness and Efficiency</p> <p style="text-align: center;"><i>All operations in the District will be efficient and effective.</i></p>	<ul style="list-style-type: none"> 2.1 Promote a service-oriented culture throughout the District 2.2 Use data to inform decisions 2.3 Communicate with all stakeholders in a timely and relevant manner 2.4 Be responsible stewards of public funds 2.5 Nurture and build capacity of all employees to best support academic achievement
<p style="text-align: center;">Goal 3: Family Involvement and Community Engagement</p> <p style="text-align: center;"><i>Family involvement and community partnerships will be an integral part of the education of all children.</i></p>	<ul style="list-style-type: none"> 3.1 Build community support and engage them to support District goals 3.2 Engage and encourage parents to be active participants in student learning

TABLE OF CONTENTS

GOAL 1: STUDENT ACHIEVEMENT

1.1 Recruit, develop, support and retain effective teachers, principals and other instructional staff.....	6
1.2 Provide individualized supports for student development and academic achievement	7
1.3 Ensure consistent use and implementation of District curriculum frameworks - OVERALL	9
1.3 Ensure consistent use and implementation of District curriculum frameworks – READING/WRITING	10
1.3 Ensure consistent use and implementation of District curriculum frameworks – MATHEMATICS.....	12
1.3 Ensure consistent use and implementation of District curriculum frameworks – SCIENCE.....	15
1.3 Ensure consistent use and implementation of District curriculum frameworks – SOCIAL STUDIES	17
1.4 Provide opportunities for student voice, leadership, and engagement in the learning process	19
1.5 Provide a safe, positive and secure learning environment for students and staff.	20

GOAL 2: OPERATIONAL EFFECTIVENESS & EFFICIENCY

2.1 Promote a service-oriented culture throughout the District	21
2.2 Use data to inform decisions	21
2.3 Communicate with all stakeholders in a timely and relevant manner	21
2.4 Be responsible stewards of public funds	22
2.5 Nurture and build capacity of all employees to best support academic achievement	22

GOAL 3: FAMILY INVOLVEMENT & COMMUNITY PARTNERSHIPS

3.1 Build community support and engage them to support District goals.....	23
3.2 Develop and expect parents to be active participants in student learning.....	24

ADDITIONAL ATTACHMENTS

Attachment: Title 1 Components for School wide Planning & Parent Compact	Error! Bookmark not defined.
Attachment: State Compensatory Education Services	267
Attachment: Pregnancy Related Service	278
Attachment: Student Data used for Needs Assessment	29

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.1 Recruit, develop, support and retain effective teachers, principals and other instructional staff

Campus Level Scorecard

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.1.1	Increase percent of teachers who are absent less than 10 days (sick and personal leave)	HR Absence Report	76%	80%	71%	74%
1.1.2	Percent of new teachers who are assigned a mentor within 30 days of hire	ADQ/Campus	100%	100%	71%	74%
	Retain teachers to maintain consistency in classrooms.	Pos. Cont.	94%	95%		
	Provide instructional/technology development for new teachers	Avatar	75%	100%		

Campus-Specific Data Defined Concern

Plans / Commitments to Address

- Aging staff creates need for expanding AP teaching potential in all four core subject areas.

- Develop new teachers to build AP teaching potential to replace retiring AP teachers
- Continue to utilize campus teacher mentors to retain incoming teachers beyond the three to five year mark

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.2 Provide individualized supports for student development and academic achievement

Campus Level Scorecard

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.2.1	Decrease in percent of seniors not graduating because of TAKS scores	ADQ	6%	5%	12%	9%
1.2.2	Increase in percent of enrollment of Advanced Placement courses to more closely reflect student population demographics	District				
	African American enrollment (district population = 27%, campus population = 22%)		12%	15%	21%	24%
	Hispanic student enrollment (district population = 53%) campus population = 38%)		11%	15%	45%	48%
	White student enrollment (district population = 19%), campus population = 40%)		31%	35%	30%	27%
1.2.3	Decrease annual course failure rates in each of the core content areas for grades 9 th and 10 th :	ADQ				
	Mathematics		21%	18%	18%	15%
	Science		19%	16%	16%	13%
	Social Studies		12%	9%	12%	9%
	ELA		15%	12%	14%	11%
1.2.4	Increase in percent of schools meeting state defined target for percent of students in full implementation of least restrictive environments	Special Ed Encore	N/A	N/A	92%	95%
1.2.5	Increase number of students who access the GO centers as a resource for college preparation and readiness by 5%	Counseling			7636	8018
	Increase % of students served in inclusion classrooms	Encore	73.8	78%		
	Increase % of special education teachers and support staff in inclusion classrooms	SASI	40%	53%		

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance
Objective

1.2 Provide individualized supports for student development and academic achievement (Continued)

Campus-Specific Data Defined Concern

Plans / Commitments to Address

- Completion rate unacceptable for African American and Economically Disadvantaged subgroups, although only missed target by two students in each group.
- Discipline issue of bullying remains a concern, especially for ninth grade students
- Achievement gap persists between African American, Hispanic, White, and Economically Disadvantaged students

- Campus Intervention Committee (CIT) created to address unacceptable status; CIT tri-weekly data review meetings held
- Cohort database created and system put in place for tracking leaver data
- Violence prevention strategies introduced to groups of students targeted by grade and through advisory classes; “Breaking the Code of Silence”
- Achievement Gap Data Committee created to gather, assess, and disseminate information to address student subgroup academic progress

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks - OVERALL

Campus Level Scorecard

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.3.1	Increase in percent of teachers who view the coaches and LCTs as important resources to improve their effectiveness as a teacher	ADQ - District Instructional Survey	80%	85%	80%	85%
1.3.2	Decrease in number of campuses rated unacceptable by state accountability rating					
	High School Level		Unacceptable (completion)	Acceptable	5	0
1.3.3	Increase in percent of teachers who view coaches and LCTs as important resources to improve their effectiveness as a teacher	District Inst. Survey	80%	85%	80%	85%
Campus-Specific Data Defined Concern			Plans / Commitments to Address			
<ul style="list-style-type: none"> Invalid data from district instructional surveys since only 26 percent completed, but survey answers indicated approximately 80 percent of the teachers viewed LCTs as important resources. Although LCTs are 100 percent using Curriculum Frameworks, not all staff is using them consistently. Some staff still using autonomous, self-created lessons. 			<ul style="list-style-type: none"> Monitor use of specific Curriculum Frameworks objectives during weekly learning walks and walkthroughs Continue to use LCTs with new teachers to model lessons and help ensure teacher and student success (i.e., maintain failure rates below 20 percent) 			

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks – READING/WRITING

READING/WRITING

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.3.1R	Decrease in the achievement gap in student performance between student populations in ELA	DataSmart				
	African-American/White – summed across grades		9 th : 79/94 10 th : 79/95 Exit: 85/98	Decrease gap by 5% at all levels	--	--
	Hispanic/White - summed across grades		9 th : 83/94 10 th : 79/95 Exit: 88/98	Decrease gap by 5% at all levels	--	--
1.3.3R	Increase in and/or maintain TAKS scores toward the recognized and exemplary ranges across ELA	DataSmart				
	All students		89%	94%	84%	87%
	African American		84%	89%	80%	83%
	Hispanic		86%	91%	82%	85%
	White		96%	100%	95%	95%
	Economically Disadvantaged		81%	86%	81%	84%
	LEP		54%	60%	--	--
SPED	54%	60%	--	--		

Campus-Specific Data Defined Concern

- Continued achievement gap of from 13 to 16% in passing rates between African American and White students, and from 10 to 16% between Hispanic and White students.
- At the exit level, for commended student rates, there is a gap of 33% between African American and White students, and of 27% between Hispanic and White students.
- Beginning in January, department intervened with students whose benchmark scores were below or within 100 points of the passing rate by offering intensive and individualized tutoring to all such students and carefully monitoring individual attendance at tutoring. Special focus and tutoring was offered to 9th grade students falling within those parameters within populations representing the “achievement gap.” Tutoring attendance rates were high. Department has fostered sharing of information between AVID program and English teachers by inviting AVID teachers to give presentation at departmental meeting.
- In addition to offering intensive TAKS-related tutoring comparable to last year’s program, department teachers will be expected to make use of regular START testing and the AR reading program to address lower reading levels and enhance students’ comfort with reading texts of a length and level of

complexity comparable to those required for TAKS success. Expectations and level of teacher participation will be monitored by department chair and the ELA LCT. AVID teachers and English teachers of AVID students enrolled in honors/AP courses will be asked to share additional and more specific information on AVID students enrolled in those courses and on AVID and other students whom AVID and/or English teachers identify as students with potential to succeed in such courses. AVID teachers will be encouraged to play a stronger role in sharing information about methods English teachers might use to encourage success by AVID students enrolled in honors and other English classes.

Action Steps / Strategies	Individual Responsible	Resources	Monitoring
ELA teachers will be expected to make use of regular START testing and the AR reading program	All teachers of non-honors ELA classes	AR resources already available with librarian assistance	LCT will foster participation through classroom visits and discussions with teachers. Department chair will monitor by means of inquiries with each department teacher.
Beginning no later than return from Winter break, department will offer TAKS-objective-focused, individualized tutoring to all students whose benchmark scores are below or within 100 points of the passing rate.	All teachers with students whose benchmark scores are within the range detailed to the left	TAKS tutoring resources provided regularly provided by the district and distributed by department chair	Department chair will monitor individual teacher participation. Individual teachers will record individual student rates of attendance, and these will be reviewed by department chair.
LCT will offer special, intensive tutoring sessions to students within groups representing "achievement gaps" described above.	ELA LCT	On-line TRACK tutorial program	LCT will record individual student attendance and report on attendance results and tutoring assessments to department chair.
LCT and department chair will initiate teacher inquiry project on effective modes of preparing lower-performing students for TAKS	ELA LCT and department chair	Research on effective methods/best practices as provided by Secondary Literacy leadership and district-sponsored professional development	Regularly scheduled departmental meetings and ad hoc grade level/team meetings will review current research and results of individual and team inquiry initiatives.
Staff Development			
Staff development (high-quality research-based) and amount of Title 1 campus allotment used. Must be over 10% of campus allotment for AYP campuses.			
Staff Development Topic		Amount / Funding Source	
Research into best practices for lifting lower-performing students' TAKS or (or similar state assessments) rates		0/LCT position	

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks – MATHEMATICS

MATHEMATICS

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.3.1M	Decrease in the achievement gap in student performance between student populations in Mathematics	DataSmart				
	African-American/White – summed across grades		47% / 83%	Decrease gap by 5%	31%	28%
	Hispanic/White - summed across grades		60% / 83%	Decrease gap by 5%	19%	16%
1.3.1M	Increase in and/or maintain TAKS scores toward the recognized and exemplary ranges across Mathematics	DataSmart				
	All students		66%	75%	68%	71%
	African American		47%	65%	56%	60%
	Hispanic		60%	75%	68%	71%
	White		83%	90%	86%	89%
	Economically Disadvantaged		54%	70%	65%	68%
	LEP		31%	65%	--	--
	SPED		19%	65%	--	--

Campus-Specific Data Defined Concern

- Identify issue (Data Identified Problem)
 1. The AA subgroups in 9th, 10th, and 11th grades did not meet standard, except by TPM.
 2. The Hispanic subgroup in 10th grade did not meet standard, except by TPM.
 3. The overall Economically Disadvantaged subgroups did not meet standard, except by TPM.
 4. The overall LEP and SPED subgroups did not meet standard.
 5. Tenth grade scores are the lowest.

- Analysis of issue – Give any background/issues/concerns/considerations/special circumstances, etc
 1. Students are being promoted from 8th grade without passing TAKS.

2. Students in smaller classes have higher passing rates than students in larger classes.
3. Student apathy in grades nine and ten is a huge problem.
4. Students do not take the December benchmark seriously.
5. Ninth grade students took the TAKS test two weeks later than planned because of the swine flu shutdown.
6. Grouping tenth grade at risk students on a team does not appear to be helping them.

Action Steps / Strategies	Individual Responsible	Resources	Monitoring
Ninth grade students who did not pass TAKS in 8 th grade will be double dipped	Michael Mihalik, Ashley Larson	Materials for additional activities	Six weeks tests, Six weeks grades, Benchmark test; 2010 TAKS test
Learning Lab will start in September, meeting 2 days a week after school, for all grade levels	Michael Mihalik	Money for tutors and snacks.	Six weeks tests, Six weeks grades, Benchmark test; 2010 TAKS test
Ninth grade students will be given a benchmark test in September when 2009 TAKS tests are released , covering obj. 6-9 from the 9 th grade 2009 test.	Cheryl Jones, Michael Mihalik, Ashley Larson, Michael Sheffield		December Benchmark; 2010 TAKS test
Ninth grade students will be conferenced and tutored individually over concepts missed on the Sept. benchmark in September and October	Raye Anne Crittenden and Melanie Maxwell. Andrea Bates and TCU math major students	Money to pay tutors.	December Benchmark; 2010 TAKS test
Tenth and eleventh grade students will be conferenced and tutored individually over problems and concepts missed on the 2009 TAKS test in September and October.	Raye Anne Crittenden and Melanie Maxwell. Andrea Bates, Doreen Stevens, and TCU math major students	Money to pay tutors.	December Benchmark; 2010 TAKS test
Ninth, tenth, and eleventh grade students from at risk groups who scored 1950-2100 on the 2009 TAKS test will be pulled from electives twice a week for TAKS tutoring beginning in November.	Raye Anne Crittenden and Melanie Maxwell. Andrea Bates and Doreen Stevens	Money for tutors. Paper for assigned objective activities. \$\$ for TAKS incentives.	December Benchmark; 2010 TAKS test
Staff Development			

Staff development (high-quality research-based) and amount of Title 1 campus allotment used.
 Must be over 10% of campus allotment for AYP campuses.

Staff Development Topic	Amount / Funding Source
Vertical Articulation within Arlington Heights during Sept. waiver day to discuss areas of concern in curriculum between courses.	none
Vertical Articulation within Arlington Heights pyramid; meet with feeder schools for half day during Oct. And Feb. waiver days to discuss areas of concern on specific TAKS objectives and smooth transitions between fifth and sixth grades as well as eighth and ninth grades.	none
Have at least one math teacher from each content area visit a campus in an urban school district which has achieved success in TAKS math. (District implemented CBA re-teaching initiative)	none
Principal's Advisory Committee to survey ways to motivate apathetic students	none

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks – SCIENCE

SCIENCE

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.3.1SC	Decrease in the achievement gap in student performance between student populations in Science	DataSmart	Decreased gap by 4% in 10th grade A.A. and 24% in Hispanic 10th grade scores; gap increased 9% in A.A 11th grade and decreased 21% in Hispanic 11th grades scores.			
	African-American/White – summed across grades		34%	30%	37%	34%
	Hispanic/White - summed across grades		20%	16%	29%	26%
1.3.2SC	Increase in and/or maintain TAKS scores toward the recognized and exemplary ranges across Science	DataSmart				
	All students		64%	68%	59%	62%
	African American		53%	60%	47%	51%
	Hispanic		64%	74%	56%	60%
	White		85%	90%	85%	88%
	Economically Disadvantaged		57%	60%	54%	57%
	LEP		32%	40%	--	--
SPED	13%	20%	--	--		

Campus-Specific Data Defined Concern

- Achievement gap persists between African American and Hispanic students as compared to White students.
- Subgroups of Economically Disadvantaged, LEP, and especially Special Education score significantly lower than other groups.

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks – SCIENCE

SCIENCE (CONTINUED)

Action Steps / Strategies	Individual Responsible	Resources	Monitoring
Weekly content area meetings	Tim Appling	Curriculum Frameworks	Weekly checks during content area meetings
SAT tutor for re-testing	SAT tutor	Review materials	Re-testing data and scores
Student tutorial CD—“Whadya Need to Know”	Matt Rose	Tutorial CDs	Students use CD to supplement classroom learning
IPC classes established as targeted remediation	Bryan Todd, Nikki St. Amand	Curriculum Frameworks, TAKS scores	Counselors schedule students based on prior Biology course grade and prior Science TAKS scores
Environmental Systems classes target 12 th grade students who failed TAKS Science exit-level test	Matt Rose	Curriculum Frameworks, TAKS scores	Counselors schedule students based on prior Science TAKS exit-level scores

Staff Development

Staff development (high-quality research-based) and amount of Title 1 campus allotment used.
Must be over 10% of campus allotment for AYP campuses.

Staff Development Topic	Amount / Funding Source
Promethean Training	\$1700 / Sub budget
Kilgo Training	\$1700 / Sub budget
LEP / Telpas / ELL	\$1700 / Sub budget
Kegen Training	District funded training

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks – SOCIAL STUDIES

SOCIAL STUDIES

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.3.1SS	Decrease in the achievement gap in student performance between student populations in Social Studies	DataSmart				
	African-American/White – summed across grades		7%	5%	15%	12%
	Hispanic/White - summed across grades		2%	1%	11%	8%
1.3.1SS	Increase in and/or maintain TAKS scores toward the recognized and exemplary ranges across Social Studies	DataSmart				
	All students		95%	97%	84%	87%
	African American		90%	94%	77%	80%
	Hispanic		95%	96%	83%	86%
	White		97%	98%	96%	96%
	Economically Disadvantaged		91%	93%	81%	84%
	LEP		81%	85%	--	--
	SPED		54%	60%	--	--

Campus-Specific Data Defined Concern

- Continued improvement of LEP and SPED subgroup scores
- Increased retention in 11th and 12th grade AP classes
- Increase rigor and align expectations between 9th and 10th grade AP and 11th and 12th grade AP courses

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.3 Ensure consistent use and implementation of District curriculum frameworks – SOCIAL STUDIES

SOCIAL STUDIES (CONTINUED)

Action Steps / Strategies	Individual Responsible	Resources	Monitoring
Monitor department instruction to include improved performance of all sub groups.	Alexander/Harris	Time/meetings	Observations, monitoring passing averages.
Make certain all staff have access to materials & resources.	Ballard/Rominger	Materials from LEP/LCT /SPED dept.	Meet with teachers, observe, dept. meetings.
Classroom and inclusion teacher working and planning together.	Campus administration.LC T && Dept. chair.	Time to plan together.	Observations, LCT coaching, meetings.
Staff Development			
Staff development (high-quality research-based) and amount of Title 1 campus allotment used. Must be over 10% of campus allotment for AYP campuses.			
Staff Development Topic		Amount / Funding Source	
Grading alignment and aligned, rigorous student work expectations at all grade levels		\$0/support from District Instructional Specialists and Advanced Academics	

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective

1.4 Provide opportunities for student voice, leadership, and engagement in the learning process

Campus Level Scorecard

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.4.1	Increase in student perception of opportunity to express voice and input at the campus level of identified youth leaders	Student Survey	65%	75%	56%	62%
1.4.2	Increase percent participation (of total eligible population) in 9 th grade transition camps	Campus	42%	50%	42%	45%
1.4.5	Increase number of students participating in student engagement activities by defined category:	Project Prevail/ Guidance & Counseling				
	• College Readiness		105	150	685	900
	• Leadership Development		420	475	213	224
	• Community Service		550	600	48	55
	Increase number of Principal's Advisory Committee Meetings	Master Calendar	2	4		
	Increase number of students participating in Student Council/Interact	Club members	85	120		

Campus-Specific Data Defined Concern

Plans / Commitments to Address

- Minority students underrepresented in school academic activities
- Lack of AP course enrollment by minority students

- Identify minority students to include in school leadership roles
- Academic Coordinator and counselors involved in identification and recruitment of minority students for AP potential and enrollment in advanced academics courses.

Goal 1: Student Achievement

All students will learn at high levels of academic expectations resulting in the elimination of the achievement gap.

Performance Objective		1.5 Provide a safe, positive and secure learning environment for students and staff.				
Campus Level Scorecard						
Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
1.5.1	Positive trend in stakeholder perception regarding campuses being a <i>respectful environment</i>	Teacher Climate Survey / Student Personalization Survey				
	Students		51%	72%	57%	62%
	Teachers		83%	95%	84%	87%
1.5.2	Positive trend in stakeholder perception regarding <i>campus safety</i> :					
	Students		54%	68%	--	--
	Teachers		74%	93%	88%	90%
1.5.3	Positive trend in stakeholder perception regarding campuses being <i>FREE from bullying and harassment</i>					
	Students		38%	54%	56%	61%
	Teachers		58%	66%	55%	60%
1.5.4	Decrease the number of significant crime incidents on campuses	Safety & Security	1	0	448	426
	Decrease number of drug violations sent to COC	Student Affairs	18	0		
	Reduce number of outside students coming on campus	Campus Monitor reports	16	0		
Campus-Specific Data Defined Concern			Plans / Commitments to Address			
<ul style="list-style-type: none"> Counselors report persistent bullying issues, especially concerning ninth grade students 			<ul style="list-style-type: none"> Violence prevention activities such as “Breaking the Code of Silence” provided to students targeted by grade and delivered through student advisory classes. 			

Goal 2: Operational Effectiveness & Efficiency

All operations in the district will be efficient and effective

Performance Objective	2.1 Promote a service-oriented culture throughout the District	
	Data Driven Concern	Plans / Commitments to Address
	<ul style="list-style-type: none"> District teacher survey data invalid since only 26 percent completed, but in prior year, results indicate Arlington Heights is regarded as a safe and welcoming campus 	<ul style="list-style-type: none"> Increase validity of district teacher survey results by achieving 100 percent completion in 2009-2010 Commitment to continuous improvement to establish and streamline procedures to make campus more user-friendly to parents and students
Performance Objective	2.2 Use data to inform decisions	
	Data Driven Concern	Plans / Commitments to Address
	<ul style="list-style-type: none"> 100 percent of LCTs access DataSmart regularly; all teachers accessed at least once LCTs meet weekly with principal; weekly meetings with department chairs in all four core subjects 	<ul style="list-style-type: none"> Data decisions based on Curriculum Based Assessments, TAKS benchmarks, TAKS exit level scores Continuous monitoring of failure rates, target rate of 20 percent or less
Performance Objective	2.3 Communicate with all stakeholders in a timely and relevant manner	
	Data Driven Concern	Plans / Commitments to Address
	<ul style="list-style-type: none"> Parent communication methods include All Sports Booster Club, Site Based Decision Making (SBDM) team, Parent-Teacher-Student Association (PTSA), ParentLink, extensive campus website updated daily, Advanced Placement parent newsletter, Principal's letter home, PTSA database of parent email, and PTSA newsletter Faculty meetings held monthly; District and campus professional development days on district calendar Campus website updated daily 	<ul style="list-style-type: none"> Monthly meetings held with PTSA, SBDM, Booster Club to inform parents Monthly meetings held with faculty to disseminate campus and district level information and conduct staff development activities Campus Technology Coordinator updates campus website daily Thousands of documented contacts through administrators, team notebooks, student personalization sheets, etc.

Goal 2: Operational Effectiveness & Efficiency

All operations in the district will be efficient and effective

Performance Objective	2.4 Be responsible stewards of public funds	
	Data Driven Concern	Plans / Commitments to Address
	<ul style="list-style-type: none"> • \$29,000 surplus in carryover budget • \$40,000 surplus in internal finance • Only 3 workers compensation claims on campus for 2008-2009 	<ul style="list-style-type: none"> • Funding used toward instructional supplies and materials to support core academics
Performance Objective	2.5 Nurture and build capacity of all employees to best support academic achievement	
	Data Driven Concern	Plans / Commitments to Address
	<ul style="list-style-type: none"> • Teacher assistants regularly attend traditional staff development provided to teachers 	<ul style="list-style-type: none"> • Continue to offer professional development opportunities to non-instructional staff • Provide common planning time for teacher assistants and instructional staff to develop cooperative teaching classroom environment

Goal 3: Family Involvement & Community Partnerships

Family involvement and community partnerships will be an integral part of the education of all children

Performance Objective

3.1 Build community support and engage them to support District goals

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
	Total dollars in community / business partnerships	Adopter Liason Internal Finance	20,000	50,000	\$700,000	\$850,000
	Total number of community / business partnerships		2	4	360	380
	Request grant for Fine Arts program		0	\$10,000		
	Request donations from business/community		0	\$10,000		
Campus-Specific Data Defined Concern						
<ul style="list-style-type: none"> Continue to build and strengthen community partnerships that will support student academic activities. 						
Action Steps / Strategies		Individual Responsible	Resources	Monitoring		
A request of \$5,000 each will be made to private foundations to support the Fine Arts program		Neta Alexander and Teresa Foster	Time and letters?	Funding in Internal Finance Account		
Regular meetings will be held with Devonne Tatum from Christ Chapel Bible Church to plan for support activities to include: campus beautification, tutoring incentive, snacks for TAKS, etc.		Neta Alexander, Sue Warner, DeVonne Tatum	Funding, time, materials	Agendas/minutes from scheduled meetings		
Score a Goal in the Classroom will sponsor the JROTC in a student recognition night held at the Dallas Stars game		Joe Palazzalo, Ernie Horn, Cmdr. Riling	POV	Participation and attendance logs		
Starbucks will provide coffee for all Faculty Meetings and provide on-going incentives for staff		Joe Palazzalo	Phone calls	Supplies delivered		
Armed Forces recruiters regularly mentor/visit and provide classroom presentations and student incentive materials		Joe Palazzalo	Phone calls	Active participation as evidenced on visitor's log		

Goal 3: Family Involvement & Community Partnerships

Family involvement and community partnerships will be an integral part of the education of all children

Performance Objective

3.2 Develop and expect parents to be active participants in student learning

Key Performance Indicators		Source	Campus		District	
			Current	2009-10 Target	Current	2008-09 Target
Increase stakeholder feedback regarding how well campuses encourage and support parental involvement	Teachers	Climate Survey Results	85%	95%	88%	91%
	Students		70%	86%	70%	75%
Increase in ratio of total volunteer hours per student		Campus	7	7.5	5.9	6.5
Increase PTSA enrollment			160	200		
Promote parent involvement in school wide extra-curricular activities			35%	40%		

Campus-Specific Data Defined Concern

- Increase parent involvement in Booster/Parent groups (40%)
- Lack of involvement of minority parents

Action Steps / Strategies	Individual Responsible	Resources	Monitoring
9 th grade Family Pizza Report Card night every 6 weeks	Team 2013, Mike Mihalik	\$600.00	Administrative attendance
Parents invited to Pulido's dinner prior to Open House	PTSA	Time	Administrative attendance
Seniors and parents invited to Senior Celebration and dinner	PTSA	PTSA funded	Administrative attendance
8 th Grade Round Up/Freshman Orientation/Jacket Showcase	Julia Robinson & Sue Warner	\$200.00 for printed materials; \$100	Administrative attendance

Staff Development

Staff development will include the Principles of Learning framework

Staff Development Topic	Amount / Funding Source
Assistant Principal and Principal attend training designed to improve school and community involvement	varied/ campus budget for professional development

Attachment: State Compensatory Education Services

Attachment I. State Compensatory Education (SCE)

In accordance with the District mandate for high academic achievement for all students, this CIP is based on addressing the District's strategic goals and standards. This selection specifically targets the needs of students performing below potential, including those identified "At-Risk" according to state and District criteria. On this campus, there are approximately 879 students identified "At-Risk".

State Compensatory Education funds pay for part or all of the salaries for 0.0 staff members. Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education funding include the following:

Program/Service	Owner	Amount
Parent Educators	145	\$00,000
Family Resource Center	205	\$00,000
Drop out Prevention	207	\$347
HS Instructional Personnel	239	\$00,000
Assistant Superintendent - Secondary School Leadership	240	\$5000
Deputy Superintendent - School Leadership and Student Support Services (Includes transition campus for secondary campuses)	248	\$00,000
MS Instructional Personnel	269	\$00,000
Reading Initiative	307	\$00,000
ES Administrative Personnel	308	\$00,000
ES Instructional Personnel	309	\$00,000
Math and Algebra Initiative	315	\$00,000
Secondary Math Initiative	325	\$2281
Chief of Schools	337	\$5542
After School Program	395	\$00,000
Total		\$13170

Attachment: Pregnancy Related Service

Attachment: Pregnancy Related Services (PRS) Program

Listed below are the **strategies** which are funded with the Compensatory Education allotment:

A. Any school age female student enrolled in the District and who is in the prenatal or postpartum period of pregnancy is eligible for services under the Pregnancy Related Services (PRS) Program. Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized District personnel.

B. The PRS Program shall be operated in accordance with the Texas Education Agency Student Attendance Handbook. The following support services will be offered by the District through the PRS Program. It is not required that each student avail themselves of each/every service. Description of PRS:

- counseling services;
- health services;
- transportation for the student and/or the student's children to school, childcare facility, community service agencies, etc.;
- case management and service coordination (assistance in obtaining services from government agencies and community service organizations);
- instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
- childcare for the student's child(ren);
- schedule modifications as needed and appropriate.

C. Compensatory Education Home Instruction (CEHI) is the mandatory support service the District will offer to each student receiving services through the PRS program. CEHI consists of prenatal/postnatal tutoring services conducted by a certified teacher that is provided while the regular education student is not in daily school attendance because of delivery or complications related to pregnancy.

D. The certified teacher serving as the CEHI instructor (pre/postnatal tutor) will maintain a log of home and school instruction during the days or weeks the student receives CEHI.

E. Documentation of each student's participation in the PRS program will be on file with the Coordinator of Adolescent Pregnancy Services for all schools, except the New Lives School, which will maintain the files for the students who are enrolled in that school. This documentation will include:

- verification of pregnancy by the school nurse, the Project Reach Case Manager, or a responsible campus official;
- CEHI teacher's log including date and times;
- copy of ARD and IEP, if applicable;
- PRS entry date;
- date of delivery;
- doctor's notes that require either prenatal confinement or extension of the six weeks post-partum period;
- documentation must be maintained verifying the infant's hospitalization period, if the break-in service option is used for a student;
- documentation that PRS provided two (2) hours per week (or required hours based on TEA guidelines) to students with disabilities who are receiving PRS and homebound/hospital services; and
- PRS exit date

Attachment: Student Data used for Needs Assessment