

Fort Worth Independent School District
002 Arlington Heights High School
2023-2024 Improvement Plan



Mission Statement

MISSION STATEMENT

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

Vision

As faculty, as students, and as parents, we are committed to promoting pride and success at AHHS. We believe that pride in accomplishment and success of individual effort lead to the skills that are necessary for students to attain effective citizenship and become lifelong learners. Our goal is to develop the educated graduate who has the ability to do these things based on an understanding of the values of society, the ability to study events, problem-solving and decision-making skills, and the ability to communicate.

Value Statement

Arlington Heights, where all students, parents and staff are known, valued, and inspired.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Arlington Heights High School is a highly diverse school that serves over 1,900 students from a variety of backgrounds in grades 9 through 12. Our school has two feeder middle schools - William Monnig MS and WC Stripling MS, and six feeder elementary schools - The Leadership Academy at Como ES, Ridglea Hills ES, North Hi Mount ES, South Hi Mount ES, Burton Hill ES, and ML Phillips ES. Our FWISD Programs of Choice bring students from across the district to our school to specialize in courses such as Dance, Agriculture and AP Capstone. Also, we serve a variety of special needs students in our RISE, SEAS, and Language Center Units. We have many partners in the education of our students including fully functioning PTA and Athletic Booster Club support. Our staff is a veteran staff with less than 10% turnover from year to year, mostly from retirements. The ethnic breakdown of our student population is approximately 51% Hispanic, 23% White, 21% Black, and 3% Asian / Two or more ethnic categories. 70% of our students are classified as economically disadvantaged. Based upon the 2021-2022 TEA School Report Card, Arlington Heights HS received a score of 71 which is a "C" rating. Ratings will be updated from the 2022-2023 school year when we receive the testing results next summer.

Demographics Strengths

Arlington Heights' diversity is a tremendous strength. Our students respect and embrace people of all different walks of life, even if they are drastically different. Our students feel a sense of belonging at AHHS because there are so many opportunities for participation. Our veteran staff provides a supportive environment where all students feel welcome. Our tagline of Known. Valued. Inspired. drives our commitment to celebrate all of the individual assets our diversity brings.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parents and students do not fully understand state attendance law and this situation causes decreased attendance rates for students across the district. AHHS' drop out rate had fallen at least 0.2% yearly prior, only to lose that ground as a result of the pandemic. **Root Cause:** When changing levels, there is a change in the way that attendance is accounted for - daily attendance vs. period attendance. Information is not specifically disseminated to students and parents, causing confusion and loss of credit due to excessive absences.

Problem Statement 2 (Prioritized): The number of students losing credit for classes has increased in the last three years after returning to in-person learning. **Root Cause:** Beliefs that there is an "online" option for learning has caused an incorrect assumption that absences do not matter, leading to more students losing credit for classes because of attendance. Excessive numbers of opportunities for students to "make-up" absences lead to lack of urgency for students to attend class at the regular time.

Student Learning

Student Learning Summary

Overall, students perform at least five percentage points higher than their FWISD peers on End of Course Assessments. We offer a variety of AP, OnRamps and Dual Credit opportunities. We have increased the percentage of students earning a qualifying score from 29% in 2016 to 57% in 2020. We are consistently improving our AP success rate back to "pre-pandemic levels" with 50% of the 407 students taking an AP test receiving college credit in 2022. Consistent gains and academic achievement gave over 60% of our students the opportunity to continue their coursework at a College or University.

Student Learning Strengths

Many of our students come into 9th grade with High School Credit. We have at least half of our students enrolled in Tier 1 classes (AP, OnRamps, Dual Credit) that give students the opportunity to earn college credit during their high school years. We have a variety of courses to meet student interest at all levels. Our Career and Technical Education programs offer students opportunities in Education and Training, Agriculture (including welding), Engineering, Robotics, and Entrepreneurship. Extensive STEM offerings include a wide variety of advanced math, computer science, and science classes. Fine Arts offerings are robust and include Dance and Jewelry Making. Many of our students have the opportunity to go to college to pursue their passion for the arts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite a concerted effort to address the needs of all students, white students continually outperform Black and Hispanic students in all EOC Exams by at least 10% **Root Cause:** On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. There is also a disparity in then number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes - this trend starts in lower grades, but is perpetuated by systems at AHHS.

Problem Statement 2 (Prioritized): Scores on EOC Tests have been stagnant over the last 5 years without big gains or losses. **Root Cause:** Several circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation of instruction and spiraling of curriculum with available technology and textbook supports have only been used sporadically.

School Processes & Programs

School Processes & Programs Summary

Arlington Heights traditionally has offered a wide variety of courses with highly qualified teachers to meet our students needs. The FWISD Curriculum offers high quality support in implementing the TEKS. We are blessed to be able to have many candidates for our available positions. Teacher turnover is not an issue, with many of our vacancies coming from retirement. We are organized by department to implement Professional Learning Communities and then separated by grade level for counseling and administrative support. AHHS has had turnover in both the Administrative and Counseling teams during the summer of '22. Our new team members have brought a fresh outlook and update to processes and procedures used to facilitate student learning.

School Processes & Programs Strengths

Strong personnel to support students is a hallmark of Arlington Heights. One of the strengths of our school is the willingness of all departments to work together to solve a problem. From our Teacher Leadership team coming up with ways to collaborate, to our Coaches walking the hallways during their planning to help teachers that may need assistance, everyone chips in to assist wherever needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students transitioning to high school have trouble understanding the requirements needed for graduation and sometimes put themselves in a position that makes it very difficult to graduate. **Root Cause:** Expectations and processes are not fully explained to students prior to entering the 9th grade. A strong foundational knowledge of the requirements and support for all 9th grade students are not in placed. Organizationally, Pyramid alignment from school to school has been sporadic.

Problem Statement 2 (Prioritized): 32% of Seniors in the Class of 2022 reached CCR status; this percentage is far lower than the district average of 53% **Root Cause:** There is a lack of focus on data and planning to early identify paths for students to reach CCR status.

Perceptions

Perceptions Summary

The administration, teachers and staff at Arlington Heights HS strive to make our school a welcoming place and provide support for all aspects of students' schooling. The values and beliefs of all staff that we can be a positive influence while improving students passing rates, graduation rates and attendance rates are of great importance and reflected in what we do on a daily basis. Data analysis is paramount in holding ourselves, our plans and our subsequent actions accountable based upon student success and / or lack thereof. Our demographic data has not changed considerably over the last 5 years with approximately 2,000 students yearly; approximately 50% of which being Hispanic, 25% being Black and 25% being White. Perceptions of Arlington Heights HS do not reflect the reality of our data and ethnic composition. Our campus mobility rate is approximately 12%; 9% lower than the district average of 21%.

Perceptions Strengths

Prior to the pandemic, increases in daily attendance rate and a decrease in the number of suspensions over the last 3 years has provided students more opportunities to continue in-person instruction and therefore, allow for positive improvements in achievement, attendance and graduation rates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While AHHS' drop out rate has fallen at least 0.2% for each of the last three years, there continues to be a disparity in the drop out rate for Black students as compared to their peers. A disparity exists between Black students passing rates, attendance rates and discipline referral rates in comparison to their peers. **Root Cause:** Reduced instructional time for our Black students due to attendance and disciplinary issues leads to loss of credits and an increased drop out rate.

Problem Statement 2: While AHHS has a fully functioning, fantastic PTA, there is a lack of engagement from our Black and Hispanic parents. **Root Cause:** Black and Hispanic families do not know of ways to volunteer at high school. Perceptions are there that parents aren't needed in the later grades, only elementary schools.

Priority Problem Statements

Problem Statement 1: Parents and students do not fully understand state attendance law and this situation causes decreased attendance rates for students across the district. AHHS' drop out rate had fallen at least 0.2% yearly prior, only to lose that ground as a result of the pandemic.

Root Cause 1: When changing levels, there is a change in the way that attendance is accounted for - daily attendance vs. period attendance. Information is not specifically disseminated to students and parents, causing confusion and loss of credit due to excessive absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students losing credit for classes has increased in the last three years after returning to in-person learning.

Root Cause 2: Beliefs that there is an "online" option for learning has caused an incorrect assumption that absences do not matter, leading to more students losing credit for classes because of attendance. Excessive numbers of opportunities for students to "make-up" absences lead to lack of urgency for students to attend class at the regular time.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Despite a concerted effort to address the needs of all students, white students continually outperform Black and Hispanic students in all EOC Exams by at least 10%

Root Cause 3: On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. There is also a disparity in then number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes - this trend starts in lower grades, but is perpetuated by systems at AHHS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Scores on EOC Tests have been stagnant over the last 5 years without big gains or losses.

Root Cause 4: Several circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation of instruction and spiraling of curriculum with available technology and textbook supports have only been used sporadically.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students transitioning to high school have trouble understanding the requirements needed for graduation and sometimes put themselves in a position that makes it very difficult to graduate.

Root Cause 5: Expectations and processes are not fully explained to students prior to entering the 9th grade. A strong foundational knowledge of the requirements and support for all 9th grade students are not in place. Organizationally, Pyramid alignment from school to school has been sporadic.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 32% of Seniors in the Class of 2022 reached CCR status; this percentage is far lower than the district average of 53%

Root Cause 6: There is a lack of focus on data and planning to early identify paths for students to reach CCR status.

Problem Statement 6 Areas: School Processes & Programs

District Goals

District 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 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 43% to 60% by May 2024.

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 32% to 50% by May 2024.

Evaluation Data Sources: CIP Companion Guide

Strategy 1: Continue progress with Freshman Success Team to monitor indicators, as well as provide extension activities to prepare students for success on the PSAT / SAT / ACT / TSI





Strategy's Expected Result/Impact: Across the board increases in PSAT Reading to meet goals

Staff Responsible for Monitoring: Freshman Success Coach, PSSS, Teachers

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide access through classroom and after school activities to high quality instruction for student preparation for PSAT.</p> <p>Intended Audience: Freshman Teachers, Post Secondary Success Specialist, Freshman Success Coach</p> <p>Provider / Presenter / Person Responsible: Mr. Sherburn, Mrs. Mimms, Freshman Teachers, Sophomore Teachers</p> <p>Date(s) / Timeframe: September, 23 - May, 24</p> <p>Collaborating Departments: Math, English</p> <p>Delivery Method: Interwoven into classroom lessons, after school access to preparatory lessons.</p> <p>Funding Sources: Money for PSAT Prep supplies - SCE (199 PIC 24) - 199-11-6116-001-002-24-243-000000- - \$5,549</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: 9th Grade PLC time will focus on grades, attendance and behavior and strategies for improvement. Time will also be used for parent and student conferences. Intended Audience: Freshman Teachers Provider / Presenter / Person Responsible: Freshman Success Coach, Freshman Teachers, AVID Teachers Date(s) / Timeframe: September, 23 - May, 24 Collaborating Departments: AVID, PSSS Delivery Method: PLC time, PLC Mega Meeting during lunchtime	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: 32% of Seniors in the Class of 2022 reached CCR status; this percentage is far lower than the district average of 53% Root Cause: There is a lack of focus on data and planning to early identify paths for students to reach CCR status.

District 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 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 56% to 70% by May 2024.

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 47% to 70% by May 2024.

High Priority

Evaluation Data Sources: STAAR EOC DATA

Strategy 1: Improve rigorous high quality instruction in English 1 through a focus on student engagement, student voice and classroom culture.

Strategy's Expected Result/Impact: Increase in positive classroom environment, increase effectiveness in planning, increase in student scores in all demographics, but especially African American learners.

Staff Responsible for Monitoring: Assistant Principal over English, Data Analyst, FSC, English 1 teachers

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide Title 1 Funding for an additional English 1 Teacher Intended Audience: English 1 Students Provider / Presenter / Person Responsible: Principal / Title 1 Teacher Date(s) / Timeframe: August, 2023 - May, 2023 Collaborating Departments: English Delivery Method: Title 1 Budget Funding Sources: - Title I (211) - 211-11-6119-04N-002-30-510-000000-24F10 - \$63,031	Formative			Summative
	Nov	Jan	Mar	June

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Scores on EOC Tests have been stagnant over the last 5 years without big gains or losses. **Root Cause:** Several circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation of instruction and spiraling of curriculum with available technology and textbook supports have only been used sporadically.

District 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 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 61% to 70% by May 2024.

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 52% to 70% by May 2024.

High Priority

Evaluation Data Sources: ADQ Companion Guide

Strategy 1: Improve rigorous high quality instruction in English 2 through a focus on student engagement, student voice and classroom culture.

Strategy's Expected Result/Impact: Increase in positive classroom environment, increase effectiveness in planning, increase in student scores in all demographics, but especially African American learners.

Staff Responsible for Monitoring: Assistant Principal over English, Data Analyst, English 2 teachers





Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide Data Analyst to assist English and other teachers with disaggregation of all types to drive instructional improvement. Intended Audience: English Teachers, Assistant Principal over English department Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August, 23 - May, 23 Collaborating Departments: All Departments Delivery Method: Title I Budget Funding Sources: - Title I (211) - 211-13-6119-04N-002-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Scores on EOC Tests have been stagnant over the last 5 years without big gains or losses. **Root Cause:** Several circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation of instruction and spiraling of curriculum with available technology and textbook supports have only been used sporadically.

District 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 2024.

School Performance Objective 4: Increase the number of students moving at least 1 level on TELPAS from 21% to 40% by May 2023.

Evaluation Data Sources: LAU list, TELPAS data

District 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 2024.

School Performance Objective 5: Increase the number of Special Education students performing at the Meets or Exceeds level on English 1 and English EOC's.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1: Provide extra duty pay and supply money to support SPED students inside the classroom and at after school tutoring.

Strategy's Expected Result/Impact: Increase passing rates on STAAR English 1 and English 2 EOC's by 5%

Staff Responsible for Monitoring: SPED Staff, Johnson, Weeks


TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide funding for SPED support Intended Audience: SPED teachers, students Date(s) / Timeframe: August, 2023 - May, 2024 Collaborating Departments: English Delivery Method: In class and after school assistance Funding Sources: Extra Duty Pay - SPED (199 PIC 23) - - \$3,846, Supplies - SPED (199 PIC 23) - - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District 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 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 21% to 50 % by May 2024.

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 12 % to 25% by May 2023.

Evaluation Data Sources: PSAT / SAT / ACT / TSI





Strategy 1: Continue progress with Freshman Success Team to monitor indicators, as well as provide extension activities to prepare students for success on the PSAT / SAT / ACT / TSI

Strategy's Expected Result/Impact: Increased performance on PSAT across all student groups, but especially with our African American student population

Staff Responsible for Monitoring: Freshman Success Coach, Data Analyst, Post Secondary Success Specialist, Principal

Title I:
2.4, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide access through classroom and after school activities to high quality instruction for student preparation for PSAT.</p> <p>Intended Audience: All students, focusing specifically on Freshman and Sophomore students</p> <p>Provider / Presenter / Person Responsible: FSC, PSSS, AVID, Classroom Teachers</p> <p>Date(s) / Timeframe: October, 23 - May, 24</p> <p>Collaborating Departments: English, Math</p> <p>Delivery Method: Interwoven into classroom lessons, after school access to preparatory lessons / outside programming</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Provide preparation for PSAT thorough contracted services

Strategy's Expected Result/Impact: Improve students scores on PSAT

Staff Responsible for Monitoring: Pacheco-Mimms, Weeks





TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
Action Step 1: Provide 11th grade students with individualized PSAT Prep Intended Audience: 11th grade GT Students Provider / Presenter / Person Responsible: Mastery Prep? / Weeks / Pacheco Mimms Date(s) / Timeframe: Early October Collaborating Departments: English, Math, GT Delivery Method: 4 hour workshop Funding Sources: Workshop for students - Gifted & Talented (199 PIC 21) - - \$5,549	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Despite a concerted effort to address the needs of all students, white students continually outperform Black and Hispanic students in all EOC Exams by at least 10% Root Cause: On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. There is also a disparity in then number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes - this trend starts in lower grades, but is perpetuated by systems at AHHS.</p>

District 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 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 56% to 65 % by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 43 % to 65 % by May 2024.

High Priority

Evaluation Data Sources: EOC First time tester data

Strategy 1: Provide systematic, ongoing feedback and coaching to improve quality tier 1 instruction in all content areas, for all students.

Strategy's Expected Result/Impact: Increase student outcomes in all EOC areas.





Staff Responsible for Monitoring: Principal, Assistant Principals

Title I:

2.4, 2.6

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Provide Title 1 Funding for an additional Algebra 1 teacher Intended Audience: 9th Grade Mathematics Students - Algebra 1 Provider / Presenter / Person Responsible: Principal / Title 1 Teacher Date(s) / Timeframe: August, 23 - May, 24 Collaborating Departments: Math Department Delivery Method: Title 1 Budget Funding Sources: - Title I (211) - 211-11-6119-04N-002-30-510-000000-24F10 - \$70,410.64	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide Professional Development during Math PLC time for common assessments, lesson design and analyzing data Intended Audience: Math Teachers Provider / Presenter / Person Responsible: Assistant Principal over Mathematics, Principal Date(s) / Timeframe: September, 23 - May, 24 Collaborating Departments: PSSS, FSC Delivery Method: Provide book study with Admin and Lead Teachers that is transferred to all teachers through PLC	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Increase the number of Special Education students performing at the meets or masters level on Algebra 1 EOC's

Strategy's Expected Result/Impact: Increase passing rates on STAAR Algebra 1 EOC by 5%





Staff Responsible for Monitoring: SPED Staff, Johnson, Weeks

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide extra duty pay an supply money to support SPED students inside the classroom and at after school tutoring. Intended Audience: SPED Students Provider / Presenter / Person Responsible: SPED Staff / Johnson / Weeks Date(s) / Timeframe: August, 2023 - May, 2024 Collaborating Departments: Math Funding Sources: Extra Duty Pay - SPED (199 PIC 23) - - \$3,846, Supply money - SPED (199 PIC 23) - - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Despite a concerted effort to address the needs of all students, white students continually outperform Black and Hispanic students in all EOC Exams by at least 10% **Root Cause:** On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. There is also a disparity in then number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes - this trend starts in lower grades, but is perpetuated by systems at AHHS.

Problem Statement 2: Scores on EOC Tests have been stagnant over the last 5 years without big gains or losses. **Root Cause:** Several circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation of instruction and spiraling of curriculum with available technology and textbook supports have only been used sporadically.

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 53 % to 75 % by May 2024. 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 43 % to 60 % by May 2024.

Evaluation Data Sources: CCMR tracker and companion data

Strategy 1: PSSS and all Counseling staff will ensure multiple pathways to CCMR attainment for all student groups.

Strategy's Expected Result/Impact: Increased number of students who attain CCMR status before the end of their senior year





Staff Responsible for Monitoring: PSSS / Counselors

Title I:

2.4

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development to teachers to understand the pathways for students to attain CCMR and how it applies to their immediate classroom.</p> <p>Intended Audience: Teachers, Assistant Principal of CCMR, Counselors, Go Center, PSSS</p> <p>Provider / Presenter / Person Responsible: PSSS / Counselors</p> <p>Date(s) / Timeframe: September, 23</p> <p>Collaborating Departments: All departments</p> <p>Delivery Method: Staff Meeting</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide information on the importance of CCMR to AHHS Parents and Students and how student progression plans and course selections impact its attainment.</p> <p>Intended Audience: AHHS Parents and Students</p> <p>Provider / Presenter / Person Responsible: PSSS, Counselors,</p> <p>Date(s) / Timeframe: Fall, 2023</p> <p>Collaborating Departments: Counseling, Administrators, PSSS, Go Center</p> <p>Delivery Method: PTA Meeting / Evening Training</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Proved students with quality, rigorous educational experiences through CTE courses by properly outfitting all courses with all supplies needed. Provide opportunities for students to test for industry certifications Intended Audience: AHHS Students Provider / Presenter / Person Responsible: All CTE Teachers, Administrators Date(s) / Timeframe: August '23 - May '23 Collaborating Departments: Budgeting, Administration Delivery Method: PO Process	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 32% of Seniors in the Class of 2022 reached CCR status; this percentage is far lower than the district average of 53% Root Cause: There is a lack of focus on data and planning to early identify paths for students to reach CCR status.</p>

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 71 % to 90% by May 2023. 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 59 % to 90 % by May 2023.

High Priority

Evaluation Data Sources: "B.A.G." Data

Strategy 1: Continue Freshman Success program to monitor all 9th grade students attendance, grades, and behavior to ensure students are on track to graduate.

Strategy's Expected Result/Impact: Increase in the number of students who are "on track" for graduation and increase the number of students attaining CCMR





Staff Responsible for Monitoring: Freshman Success Coach, Post Secondary Success Specialist

Title I:

2.4, 2.6

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for 9th teachers to meet through a common planning period to discuss Freshman progress / status Intended Audience: 9th Grade Teachers Provider / Presenter / Person Responsible: Lead Scheduler, FSC, Date(s) / Timeframe: August, 2023 Collaborating Departments: All departments impacting Freshman Delivery Method: Scheduling	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: 32% of Seniors in the Class of 2022 reached CCR status; this percentage is far lower than the district average of 53% Root Cause: There is a lack of focus on data and planning to early identify paths for students to reach CCR status.

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 80 % to 90 % by May 2024.

Increase the passing percentage of African American students or the student group that is most marginalized by instruction on our campus from 50 % to 75 % by May 2024.

Evaluation Data Sources: "B.A.G." Data

Strategy 1: Provide systematic, ongoing feedback and coaching to improve quality tier 1 instruction in all content areas, for all students.





Strategy's Expected Result/Impact: Increase the number of students being successful in Algebra 1

Staff Responsible for Monitoring: Assistant Principal over Mathematics, Algebra 1 teachers, FSC

Title I:

2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development in lesson design that engages reluctant learners Intended Audience: All teachers Provider / Presenter / Person Responsible: Administrative staff Date(s) / Timeframe: August, 2023 Collaborating Departments: All Delivery Method: Pre-service professional development	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Despite a concerted effort to address the needs of all students, white students continually outperform Black and Hispanic students in all EOC Exams by at least 10% Root Cause: On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. There is also a disparity in then number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes - this trend starts in lower grades, but is perpetuated by systems at AHHS.</p>

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 12% to 25 % by May 2024.

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 5 % to 25% by May 2024.

Evaluation Data Sources: SAT / ACT Data, CCMR Tracker

Strategy 1: Monitor Junior and Senior indicators for student progress, as well as provide extension activities to prepare students for success on the PSAT / SAT / ACT / TSI

Strategy's Expected Result/Impact: Across the board increases in PSAT Reading to meet goals





Staff Responsible for Monitoring: Freshman Success Coach, PSSS, Teachers

Title I:

2.4

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and resources to support and focus on preparation for college entrance exams Intended Audience: 11th and 12th grade students Provider / Presenter / Person Responsible: PSSS, AP Coordinator, select Junior and Senior teachers Date(s) / Timeframe: Fall, 2023 Collaborating Departments: English and Math Delivery Method: Imbedded in classes and after school offerings Funding Sources: Additional resources for tutorials - SCE (199 PIC 24) - 199-11-6299-001-002-24-243-000000- - \$16,279	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize CTE Funding to support student progress on CCMR through the purchase of supplies, pay fees for certification exams.</p> <p>Intended Audience: CTE Department, all students</p> <p>Provider / Presenter / Person Responsible: Weeks, Strom</p> <p>Date(s) / Timeframe: August, 2023 - April, 2024</p> <p>Collaborating Departments: Administration</p> <p>Funding Sources: Money - CTE (199 PIC 22) - - \$40,437</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 32% of Seniors in the Class of 2022 reached CCR status; this percentage is far lower than the district average of 53% Root Cause: There is a lack of focus on data and planning to early identify paths for students to reach CCR status.</p>

District Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 22% to 10% by May 2024.

Evaluation Data Sources: Attendance data

Strategy 1: Develop and implement a comprehensive attendance plan that monitors and incentivizes students to increase their attendance rate, focusing specifically on decreasing the number of students who are chronically absent.





Strategy's Expected Result/Impact: Increased funding through attendance, increase the number of students gaining credit in courses

Staff Responsible for Monitoring: Attendance clerks, Administrative staff, Stay in School Coordinator

Title I:

2.5

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for students to reach 90% attendance through attendance recovery.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Teachers and staff, Administrative Team</p> <p>Date(s) / Timeframe: 3rd and 6th Six Weeks</p> <p>Collaborating Departments: All</p> <p>Delivery Method: Outside of the school day recovery opportunities.</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and communicate a comprehensive attendance plan so all students and families are aware of what is needed to gain credit and remain at 90% attendance or better</p> <p>Intended Audience: Administrators, Counselors, Teachers, Students</p> <p>Provider / Presenter / Person Responsible: Administrators, Attendance Clerks</p> <p>Date(s) / Timeframe: August, '23 through May, '24</p> <p>Collaborating Departments: All</p> <p>Delivery Method: Staff Development and Parent Meetings</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Parents and students do not fully understand state attendance law and this situation causes decreased attendance rates for students across the district. AHHS' drop out rate had fallen at least 0.2% yearly prior, only to lose that ground as a result of the pandemic. **Root Cause:** When changing levels, there is a change in the way that attendance is accounted for - daily attendance vs. period attendance. Information is not specifically disseminated to students and parents, causing confusion and loss of credit due to excessive absences.

District Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 350 to <200 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 21% to <10% by May 2023.

Evaluation Data Sources: BAG Report, Suspension Rate by ethnicity





Strategy 1: Improve quality SEL training around improved relationships and restorative practices.

Strategy's Expected Result/Impact: Fewer referrals

Staff Responsible for Monitoring: Administrative Team, Counselors, Intervention Specialist

Title I:
2.5

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize Staff Development to improve relationships and restorative practices utilized in classroom and disciplinary situations.</p> <p>Intended Audience: Teachers, Counselors, Administrators</p> <p>Provider / Presenter / Person Responsible: Administrators, Counselors, Intervention Specialist</p> <p>Date(s) / Timeframe: Initial Training August 10th, Follow up at Faculty Meetings / PLC</p> <p>Collaborating Departments: Equity and Excellence</p> <p>Delivery Method: Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Parents and students do not fully understand state attendance law and this situation causes decreased attendance rates for students across the district. AHHS' drop out rate had fallen at least 0.2% yearly prior, only to lose that ground as a result of the pandemic. Root Cause: When changing levels, there is a change in the way that attendance is accounted for - daily attendance vs. period attendance. Information is not specifically disseminated to students and parents, causing confusion and loss of credit due to excessive absences.</p>

District Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: 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 5% to 1% by May 2024.

Evaluation Data Sources: "B.A.G." Data

Strategy 1: Utilize Student Support Groups, ie Girls, Inc., MBK, to assist students with problem solving and handling of difficult situations with other students.

Strategy's Expected Result/Impact: Reduction of all out of school suspensions, but specifically monitoring African American student population.

Staff Responsible for Monitoring: Administrators, Counselors

Title I:

2.6

District Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 15 to 25 by May 2024.

Evaluation Data Sources: PTA Meeting Notes, Booster Club Meeting Notes, Literacy Rally Numbers

Strategy 1: Utilize Family Community Outreach Specialist to coordinate family involvement, specifically focusing on involving Hispanic and African American parents.





Strategy's Expected Result/Impact: Increased sense of belonging, improve upon the safe, supportive atmosphere for our students

Staff Responsible for Monitoring: Guerra, Weeks, Administrators

Title I:

4.1, 4.2

Action Step 1 Details	Reviews			
<p>Action Step 1: Continue with Family Community Outreach Specialist Position</p> <p>Intended Audience: All AHHS families and parents</p> <p>Provider / Presenter / Person Responsible: Weeks, Guerra</p> <p>Date(s) / Timeframe: Yearlong</p> <p>Collaborating Departments: FWISD Family Engagement</p> <p>Funding Sources: - Title I (211) - 211-61-6119-04L-002-30-510-000000-24F10 - \$68,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide supply budget for family events throughout the year</p> <p>Intended Audience: All AHHS families and parents</p> <p>Provider / Presenter / Person Responsible: Guerra</p> <p>Date(s) / Timeframe: Based upon scheduled events</p> <p>Collaborating Departments: Administration</p> <p>Funding Sources: Supplies for Family Engagement - Parent Engagement - 211-61-6399-04L-002-30-510-000000-24F10 - \$7,444</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Continue with TAIII Position to increase participation in community activities and events</p> <p>Intended Audience: Students and Parents</p> <p>Provider / Presenter / Person Responsible: Weeks</p> <p>Date(s) / Timeframe: 08/14/2023 - 05/23/2023</p> <p>Collaborating Departments: All Academic Departments, Counseling Department, Student Council, National Honor Society</p> <p>Delivery Method: Various performances and events throughout the year - Theater events, Student Council sponsored events, Literacy Rally, Homecoming events, etc</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Edward Garcia	TAIII CAI	Title 1	1
James Korn	Teacher - Title 1	Title 1	1
Kimberly Lopez	Data Analyst	Title 1	1
Michelle Prokof	Teacher - Title 1	Title 1	1
Sara Guerra	Family Communication Outreach Specialist	Title 1	1

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Title I Teacher	211-11-6119-04N-002-30-510-000000-24F10	\$63,031.00
1	3	1	1		Data Analyst	211-13-6119-04N-002-30-510-000000-24F10	\$86,946.00
2	2	1	1		Title I Teacher	211-11-6119-04N-002-30-510-000000-24F10	\$70,410.64
4	4	1	1		Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-002-30-510-000000-24F10	\$68,000.00
Sub-Total							\$288,387.64
Budgeted Fund Source Amount							\$288,387.64
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Money for PSAT Prep supplies	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-002-24-243-000000-	\$5,549.00
3	4	1	1	Additional resources for tutorials	Contracted instructional services	199-11-6299-001-002-24-243-000000-	\$16,279.00
Sub-Total							\$21,828.00
Budgeted Fund Source Amount							\$21,828.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Supplies for Family Engagement	Supplies and materials for parental involvement	211-61-6399-04L-002-30-510-000000-24F10	\$7,444.00
Sub-Total							\$7,444.00
Budgeted Fund Source Amount							\$7,444.00
+/- Difference							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1	Workshop for students	MISC CONTRACTED SERVICES		\$5,549.00
Sub-Total							\$5,549.00
Budgeted Fund Source Amount							\$5,549.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	2	Money	GENERAL SUPPLIES		\$40,437.00
Sub-Total							\$40,437.00
Budgeted Fund Source Amount							\$40,437.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	5	1	1	Extra Duty Pay	EXTRA DUTY - PROFESSIONAL		\$3,846.00
1	5	1	1	Supplies	GENERAL SUPPLIES		\$5,000.00
2	2	2	1	Supply money	GENERAL SUPPLIES		\$5,000.00
2	2	2	1	Extra Duty Pay	EXTRA DUTY - PROFESSIONAL		\$3,846.00
Sub-Total							\$17,692.00
Budgeted Fund Source Amount							\$17,692.00
+/- Difference							\$0.00
Grand Total Budgeted							\$381,337.64
Grand Total Spent							\$381,337.64
+/- Difference							\$0.00