

Fort Worth Independent School District
002 Arlington Heights High School
2021-2022 Campus 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 almost 2,000 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 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 2018-2019 TEA School Report Card, Arlington Heights HS received a score of 79 which is a "C" rating - sooooo close!!!!

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.

Problem Statements Identifying Demographics Needs

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 the 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.

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. Prior to the pandemic, consistent gains and academic achievement gave over 75% 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. 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): Student performance on EOC Tests has been stagnant over the last 5 years with movement of less than 2% (either way) yearly. **Root Cause:** More professional learning is needed for teachers in order to improve instruction and instructional support for our students. Pyramid alignment from grade to grade has been sporadic.

Problem Statement 2: During this school year, many students are not being successful and will need support in filling learning gaps sustained as a result of virtual learning. **Root Cause:** The pandemic has caused regression in the level of engagement and participation for in-person and virtual students thus creating gaps in knowledge. Differentiation of instruction and spiraling of curriculum with available technology and textbook supports have not been utilized to address this concern.

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 (this year being an anomaly.) We are organized by department to implement Professional Learning Communities and then separated by grade level for counseling and administrative support. AHHS has very strong Counseling and Administrative Teams.

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 Computer Science Teacher creating a way to automatize attendance processes for his colleagues, 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: 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.

Problem Statement 2: 60% of Seniors in the Class of 2020 reached CCMR status; 3% lower than the district average of 63% **Root Cause:** There is a lack of focus on data and planning to early identify paths for students to reach CCMR 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 17%; 4% lower than the district average of 21%.

Perceptions Strengths

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. **Root Cause:** A disparity exists between Black students passing rates, attendance rates and discipline referral rates in comparison to their peers. These factors result in reduced instructional time for our Black students leading to loss of credits and an increased drop out rate.

Priority Problem Statements

Problem Statement 1: Student performance on EOC Tests has been stagnant over the last 5 years with movement of less than 2% (either way) yearly.

Root Cause 1: More professional learning is needed for teachers in order to improve instruction and instructional support for our students. Pyramid alignment from grade to grade has been sporadic.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 2024.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 68% to 75% by May 2022.

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 56% to 70% by May 2022.





Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Freshman Success Team to monitor and target all 9th grade students success in all core content areas, attendance, and behavior indicators.</p> <p>Strategy's Expected Result/Impact: Data will demonstrate that 90% of true freshmen will obtain 6 credits, have 95% attendance rate or higher, and have a 10 % reduction of disciplinary infractions by the end of their first year at Arlington Heights HS</p> <p>Staff Responsible for Monitoring: Freshman Success Team, Assistant Principal</p> <p>Funding Sources: Freshman Success Team Assistant - Title I (211) - 211-11-6129-04U-002-30-510-000000-22F10 - \$28,047</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 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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 53% to 70% by May 2022. 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 36 % to 53% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve high quality, rigorous Tier 1 instruction in English 1 to refocus on increased student engagement, student voice, and classroom culture.</p> <p>Strategy's Expected Result/Impact: STAAR English 1 EOC scores and English 1 Benchmark scores will improve by at least 20% for Black students.</p> <p>Staff Responsible for Monitoring: Data Analyst, English 1 teachers, Department chair</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-002-30-510-000000-22F10 - \$75,821, Title 1 Teacher - Title I (211) - 211-11-6119-04N-002-30-510-000000-22F10 - \$58,096</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 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.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 53% to 70% by May 2022.

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 36 % to 53% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: DImprpove high quality rigorous tier i instruction in English II through a focus on student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: African American students scores on English II EOC will increase from 28% to 35%. English II scores for overall will increase from 39% to 45%</p> <p>Staff Responsible for Monitoring: English II teachers, Data Analyst, Assistant Principal</p> <p>Funding Sources: Professional Development - Title I (211) - 211-13-6399-04N-002-30-510-000000-22F10 - \$4,500, Extra duty pay - SCE (199 PIC 24) - 199-11-6116-001-002-24-243-000000- - \$9,547</p>	Formative			Summative
	Nov	Jan	Mar	June
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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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 30 % to 50 % by May 2022.





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 8 % to 25% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve high quality, rigorous Tier 1 instruction in Algebra 1 to refocus on increased student engagement, student voice, and classroom culture.</p> <p>Strategy's Expected Result/Impact: STAAR Algebra 1 EOC, Algebra 1 Benchmark scores for Black students will improve by at least 21%</p> <p>Staff Responsible for Monitoring: Freshman Success Team</p> <p>Funding Sources: Title 1 Teacher - Title I (211) - 211-11-6119-04N-002-30-510-000000-22F10 - \$56,610, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-002-24-243-000000- - \$9,547, PD for teacher improvement - Title I (211) - 211-13-6399-04N-002-30-510-000000-22F10 - \$4,500, Title 1 Teacher - Title I (211) - 211-11-6119-04N-002-30-510-000000-22F10 - \$61,662</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>				

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 37% to 50 % by May 2022. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 35 % to 50 % by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Freshman Success Team to monitor and target all 9th grade students success in all core content areas, attendance, and behavior indicators to ensure students are on track to graduate</p> <p>Strategy's Expected Result/Impact: Increase freshman success PAST Math benchmark from 15% to 20%. African American student PSAT scores will increase from 7% to 10%/ 90% of true freshman will obtain 6 credits by the end of the year. Students will have 95% average daily attendance or higher.</p> <p>Staff Responsible for Monitoring: Freshman Success Team, Data Analyst, Administrative team.</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 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 34 % to 50 % by May 2022.

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 31 % to 50 % by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop tracking system and capacity of staff to monitor and align course sequencing to ensure all students have a pathway to attaining CCMR</p> <p>Strategy's Expected Result/Impact: Increase percentage of seniors that attain CCMR to at least 50%. Increase the number of AA students attaining the CCMR indicator from 18% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, CTE Teachers, PSSS, CCMR Coach, Counselors</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-002-30-510-000000-22F10 - \$33,076</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 24 % to 50% by May 2022.

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 7 % to 30 % by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement freshman success team to monitor and target all 9th grade student success in all content, attendance, and behavior indicators to ensure students are on track to graduate</p> <p>Strategy's Expected Result/Impact: At least 90% of true freshman will obtain 6 credits, freshmen will have at least 95% attendance, and a 10% reduction disciplinary infractions.</p> <p>Staff Responsible for Monitoring: Administrators, 9th Grade Success Team, Counselors, Freshman Success Coach</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 2024.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 28 % to 75 % by May 2022.

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 14 % to 75 % by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve high quality, rigorous Tier 1 instruction in Algebra 1 to refocus on increased student engagement, student voice, and classroom culture.</p> <p>Strategy's Expected Result/Impact: Increase freshman that successfully complete Algebra 1 from 16% to 30%</p> <p>Staff Responsible for Monitoring: Algebra 1 teachers, 9th Grade success team, administrators</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>				

Goal 3: CCMR

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

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 2022.

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 1 % to 25_% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve teacher efficacy realated to ACT / SAT preparation, testing practice, curriculum alignment and a focused course sequencing to include content prior to scheduled testing dates.</p> <p>Strategy's Expected Result/Impact: Increase the number of 11th and 12th grade students that meet SAT / ACT CCMR criteria</p> <p>Staff Responsible for Monitoring: PSSS, Administrative staff</p> <p>Funding Sources: Extra duty pay for prep - Title I (211) - 211-11-6116-0PD-002-30-510-000000-22F10 - \$7,368</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>				

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 are chronically absent from 18 % to 5 % by May 2022.

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 28 % to 5 % by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a comprehensive attendance plan that monitors and an incentivizes improvements in students daily attendance; specifically, the attendance of the chronically absent.</p> <p>Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease by at least 10%.</p> <p>Staff Responsible for Monitoring: Administrator over attendance, SISC,</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Increase positive response by students to the learning environment on the Panorama SEL Survey from 55 % to 75 % by May 2022.





Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 54 % to 75 % by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Additional training to build teacher capacity to create a more engaging, more supportive classroom environment that meets SEL needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase positive student responses on Panaroma data regarding learning environment.</p> <p>Staff Responsible for Monitoring: Counselors, intervention specialist, administrators, teachers</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 3: Decrease the number of in and 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 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize student support groups and culturally responsive professional development to create a more inclusive space for all students, specifically focusing on our African American population</p> <p>Strategy's Expected Result/Impact: Decrease the number of suspensions from African American students.</p> <p>Staff Responsible for Monitoring: MBK Staff, Girls Inc., Just Say Yes, Administrative, Division of Equity and Excellence</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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 81% to 90 % by May 2022.

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 75% to 90% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and fine tune the rold of the AHHS FCL and community liaison to include pyramid aligned communication and relationships, engage community support and provide access to family support resources.</p> <p>Strategy's Expected Result/Impact: Increase the amount of positive support and family interaction experienced by stakeholders</p> <p>Staff Responsible for Monitoring: FCL, Administration</p> <p>Funding Sources: Family and Community Outreach Specialist - Title I (211) - 211-61-6119-04L-002-30-510-000000-22F10 - \$42,380, Supplies for FCL - Title I (211) - 211-61-6399-04L-002-30-510-000000-22F10 - \$9,005</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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kashae Johnson	Teaching Assistant	Title 1 - 9th Grade Success Teaming	1

Plan Notes

Thanks for your work and attentiveness with your team as you have worked on the CIP. After our meeting, action steps are:

1. Meet with leadership team on Friday, Oct. 1 to update data info.
2. Enter Mission, vision and school image.
3. Update Expectate Results in goal 4.
4. Include SBDM on committee page. Be sure to indicate who your DERC is.

Ensure updates are complted by Tuesday, October 5 COB

Thanks,

Todd

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Levi Lytton	Teacher
Classroom Teacher 2	Emily Alexander	Teacher
Classroom Teacher 3	Rhonda Psencik	Teacher
Classroom Teacher 4	Tamarah Sanders	Teacher
Professional Non-Teaching Staff	Kimberly Lopez	Data Analyst
Community Representative 2	Carol Brown	Community Representative
Business Representative 1	Sylvia Rodriguez	Business Representative
Business Representative 2	Tamika Daniels	Business Representative
DERC Representative 1		
DERC Representative 2		
Additional Representative (optional)		
Professional District-Level Staff	Todd Koppes	Executive Director
Parent 1	Michelle Henderson	Parent
Parent 2	Noel Rodriguez	parent
Parent 3	April Bell	parent
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Freshman Success Team Assistant	Computer Lab Assistant	211-11-6129-04U-002-30-510-000000-22F10	\$28,047.00
1	2	1	Data Analyst	Data Analyst	211-13-6119-04N-002-30-510-000000-22F10	\$75,821.00
1	2	1	Title I Teacher	Title I Teacher	211-11-6119-04N-002-30-510-000000-22F10	\$58,096.00
1	3	1	Professional Development	Supplies and materials for professional development	211-13-6399-04N-002-30-510-000000-22F10	\$4,500.00
2	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-002-30-510-000000-22F10	\$56,610.00
2	1	1	PD for teacher improvement	Supplies and materials for professional development	211-13-6399-04N-002-30-510-000000-22F10	\$4,500.00
2	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-002-30-510-000000-22F10	\$61,662.00
3	1	1	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-002-30-510-000000-22F10	\$33,076.00
3	4	1	Extra duty pay for prep	Extra duty pay for PD after hours	211-11-6116-0PD-002-30-510-000000-22F10	\$7,368.00
4	4	1	Family and Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-002-30-510-000000-22F10	\$42,380.00
4	4	1	Supplies for FCL	Supplies and materials for parental involvement	211-61-6399-04L-002-30-510-000000-22F10	\$9,005.00
Sub-Total						\$381,065.00
Budgeted Fund Source Amount						\$381,065.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1	Extra duty pay	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-002-24-243-000000-	\$9,547.00
2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-002-24-243-000000-	\$9,547.00
Sub-Total						\$19,094.00
Budgeted Fund Source Amount						\$19,094.00
+/- Difference						\$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Grand Total						\$400,159.00