

Fort Worth Independent School District
002 Arlington Heights High School
2022-2023 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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
District Goals	11
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.	12
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.	16
District Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	20
District Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	24
District Goal 5: 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.	28
District Goal 6: 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.	31
District Goal 7: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	33
District Goal 8: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	37
State Compensatory	42
Budget for 002 Arlington Heights High School	43
Title I	43
1. Comprehensive Needs Assessment (CNA)	44
1.1: Comprehensive Needs Assessment	44
2. Campus Improvement Plan	44
2.2: Regular monitoring and revision	44
2.3: Available to parents and community in an understandable format and language	44
2.4: Opportunities for all children to meet State standards	44
2.5: Increased learning time and well-rounded education	44
2.6: Address needs of all students, particularly at-risk	44
3. Annual Evaluation	45
3.1: Annually evaluate the schoolwide plan	45
4. Parent and Family Engagement (PFE)	45
4.1: Develop and distribute Parent and Family Engagement Policy	45
4.2: Offer flexible number of parent involvement meetings	45
5. Targeted Assistance Schools Only	45
5.1: Determine which students will be served by following local policy	45
Title I Personnel	45
Campus Funding Summary	46

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 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): 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.

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. Our students performed 11% better in 2022 than in 2021 with 50% of students receiving qualifying scores on their AP exams.

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): Prior to the pandemic, 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. Instructional Pyramid alignment from grade to grade has been sporadic.

Problem Statement 2 (Prioritized): 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 had turnover in both the Administrative and Counseling teams during the summer of '22. Our new team members will give 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 (#observeme), 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 place. Organizational Pyramid alignment from school to school has been sporadic.

Problem Statement 2 (Prioritized): 32% of Seniors in the Class of 2022 reached CCMR 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 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 (Prioritized): 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 2: 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 2: 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.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Prior to the pandemic, 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. Instructional Pyramid alignment from grade to grade has been sporadic.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: 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 4: 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. Organizational Pyramid alignment from school to school has been sporadic.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: 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 6: 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.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: 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 3: 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.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: 32% of Seniors in the Class of 2022 reached CCMR status; this percentage is far lower than the district average of 53%

Root Cause 5: There is a lack of focus on data and planning to early identify paths for students to reach CCMR status.

Problem Statement 5 Areas: School Processes & Programs

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
- 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

- 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

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

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 36.1% to 50% 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 24.1% to 40% by May 2023.

Evaluation Data Sources: CIP Companion Guide

Strategy 1: Continue progress with Freshman Success Team, monitoring and targeting all 9th grade students success in all core content areas, attendance, and behavior indicators.

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





Staff Responsible for Monitoring: Freshman Success Team, Assistant Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continue with Title I Mathematics Teaching position to support instruction. Date(s) / Timeframe: 08/08/2022 - 05/26/2023 Provider / Presenter / Person Responsible: Weeks Collaborating Departments: Mathematics, Assistant Principals Funding Sources: Teaching position - Title I (211) - 211-11-6119-04N-002-30-510-000000-23F10 - \$66,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize State Comp Ed funding for tutoring and supporting activities geared to assist matriculation rates from 9th to 10th grade</p> <p>Intended Audience: 9th grade students</p> <p>Date(s) / Timeframe: 09/01/2022 - 05/26/2023</p> <p>Provider / Presenter / Person Responsible: FSC, Johnson, Strom</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-002-24-243-000000- - \$5,611, - SCE (199 PIC 24) - 199-11-6399-001-002-24-243-000000- - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Prior to the pandemic, 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. Instructional Pyramid alignment from grade to grade has been sporadic.</p>

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 36.5% to 70% 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 29.8% to 70% by May 2023.





High Priority

Evaluation Data Sources: STAAR EOC DATA

Strategy 1: Improve high quality, rigorous Tier 1 instruction in English 1 to refocus on increased student engagement, student voice, and classroom culture.

Strategy's Expected Result/Impact: STAAR English 1 EOC scores and English 1 Benchmark scores will improve by at least 20% for Black students.

Staff Responsible for Monitoring: Data Analyst, Freshman Success Coach, English 1 teachers, Department chair

Action Step 1 Details	Reviews			
Action Step 1: Title 1 Teacher Date(s) / Timeframe: 08/08/2022 - 05/26/2023 Provider / Presenter / Person Responsible: Weeks Collaborating Departments: English Funding Sources: Teacher - Title I (211) - 211-11-6119-04N-002-30-510-000000-23F10 - \$63,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 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 52% to 70% by May 2023.

High Priority

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

Strategy's Expected Result/Impact: African American students scores on English II EOC will increase from 52% to 70%. English II scores for overall will increase from 62% to 70%

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

Problem Statements: Demographics 1 - Student Learning 1

School Performance Objective 3 Problem Statements:

Demographics
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.
Student Learning
Problem Statement 1: Prior to the pandemic, 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. Instructional Pyramid alignment from grade to grade has been sporadic.

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

Strategy 1: Practice Listening and Speaking portions of TELPAS with computer equipment to get used to the process.

Strategy's Expected Result/Impact: Increased comfort in the testing process leading to better results

Staff Responsible for Monitoring: Language Center, Esparza

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase additional recording equipment and microphones for student use / practice</p> <p>Intended Audience: Language Center Students / Targeted ESL Students</p> <p>Date(s) / Timeframe: September, 2022</p> <p>Provider / Presenter / Person Responsible: Weeks</p> <p>Collaborating Departments: Language Center</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6398-001-002-25-243-000000 - \$2,917</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 17.3% to 50 % 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 8 % to 25% by May 2023.

Strategy 1: Improve high quality, rigorous Tier 1 instruction in Algebra 1 to refocus on increased student engagement, student voice, and classroom culture.

Strategy's Expected Result/Impact: STAAR Algebra 1 EOC, Algebra 1 Benchmark scores for Black students will improve by at least 21%

Staff Responsible for Monitoring: Freshman Success Team

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 2023. 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 2023.





High Priority

Strategy 1: Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction, aligning performance tasks in Algebra 1.

Strategy's Expected Result/Impact: Reduce gap performance on Algebra 1 EOC for African American Students

Staff Responsible for Monitoring: Freshman Success Team, Data Analyst, Administrative team.

Action Step 1 Details	Reviews			
Action Step 1: Utilize a Data Analyst to assist in all aspects of monitoring student data Intended Audience: All teachers Date(s) / Timeframe: 07/25/2022 - 08/25/2023 Provider / Presenter / Person Responsible: Weeks Collaborating Departments: All Funding Sources: Data Analyst Position - Title I (211) - 211-13-6119-04N-002-30-510-000000-23F10 - \$80,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Utilize TAIII CAI for student support Intended Audience: All Students Date(s) / Timeframe: 08/15/2022 - 05/25/2023 Provider / Presenter / Person Responsible: Weeks Collaborating Departments: All Funding Sources: TAIII CAI - Title I (211) - 211-11-6129-04U-002-30-510-000000-23F10 - \$40,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Extra duty funding Intended Audience: All students Date(s) / Timeframe: 08/15/2022 - 05/25/2023 Provider / Presenter / Person Responsible: Weeks Collaborating Departments: All Delivery Method: Extra duty pay for teachers providing extended day support Funding Sources: Tutoring Funding - Title I (211) - 211-11-6116-04N-002-30-510-000000-23F10 - \$5,810	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: Continue progress with Freshman Success Team, monitoring and targeting all 9th grade students success in all core content areas, attendance, and behavior indicators.

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

Staff Responsible for Monitoring: Freshman Success Team, Assistant Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

Problem Statements: Student Learning 1

Strategy 3: Utilize FST to provide opportunities for students to be successful within the 9th grade.

Strategy's Expected Result/Impact: Increased matriculation rates of students moving from 9th to 10th grade

Staff Responsible for Monitoring: FST, Johnson, Strom

Action Step 1 Details	Reviews			
Action Step 1: Utilize State Comp Ed funding for tutoring and supplies related to freshman success. Intended Audience: 9th Grade Students Date(s) / Timeframe: 09/01/2022-005/26/2023	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Weeks, FST, Johnson, Strom

Funding Sources: - SCE (199 PIC 24) - 199-13-6117-001-002-24-243-000000- - \$5,611, - SCE (199 PIC 24) - 199-11-6399-001-002-24-243-000000- - \$6,000



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Prior to the pandemic, 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. Instructional Pyramid alignment from grade to grade has been sporadic.

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 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 43 % to 60 % by May 2022.

Evaluation Data Sources: CCMR tracker and companion data

Strategy 1: Utilize tracking system and develop capacity of staff to monitor and align course sequencing to ensure all students have a pathway to attaining CCMR

Strategy's Expected Result/Impact: Increase percentage of seniors that attain CCMR to at least 70%. Increase the number of AA students attaining the CCMR indicator from ___% to 50%.

Staff Responsible for Monitoring: Administration, CTE Teachers, PSSS, CCMR Coach, Counselors

TEA Priorities:

Connect high school to career and college

Problem Statements: School Processes & Programs 2

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: 32% of Seniors in the Class of 2022 reached CCMR 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 CCMR 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 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.

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

Strategy 1: Continue 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

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.

Staff Responsible for Monitoring: Administrators, 9th Grade Success Team, Counselors, Freshman Success Coach

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

School Performance Objective 2 Problem Statements:

Demographics
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.
Student Learning
Problem Statement 1: Prior to the pandemic, 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. Instructional Pyramid alignment from grade to grade has been sporadic.
School Processes & Programs
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. Organizational Pyramid alignment from school to school has been sporadic.

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 2023.

Increase the passing percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50 % to 75 % by May 2023.

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

Strategy 1: Improve high quality, rigorous Tier 1 instruction in Algebra 1 to refocus on increased student engagement, student voice, and classroom culture.

Strategy's Expected Result/Impact: Increase freshman that successfully complete Algebra 1 from 16% to 30%

Staff Responsible for Monitoring: Algebra 1 teachers, 9th Grade success team, administrators

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 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 5 % to 25% by May 2022.

Evaluation Data Sources: SAT / ACT Data, CCMR Tracker

Strategy 1: Improve teacher efficacy related to ACT / SAT preparation, testing practice, curriculum alignment and a focused course sequencing to include content prior to scheduled testing dates.

Strategy's Expected Result/Impact: Increase the number of 11th and 12th grade students that meet SAT / ACT CCMR criteria

Staff Responsible for Monitoring: PSSS, Administrative staff

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 38% to 10% by May 2023.

Evaluation Data Sources: Attendance data

Strategy 1: Develop a comprehensive attendance plan that monitors and incentivizes improvements in students daily attendance; specifically, the attendance of the chronically absent.

Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease by at least 10%.

Staff Responsible for Monitoring: Administrator over attendance, SISC,

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 ___ to ___ by May 2023.

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 ___ to ___ by May 2023.

Strategy 1: Additional training to build teacher capacity to create a more engaging, more supportive classroom environment that meets SEL needs of all students.

Strategy's Expected Result/Impact: Increase positive student responses on Panaroma data regarding learning environment.

Staff Responsible for Monitoring: Counselors, intervention specialist, administrators, teachers

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 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 2023.

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

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

Strategy's Expected Result/Impact: Decrease the number of suspensions from African American students.

Staff Responsible for Monitoring: MBK Staff, Girls Inc., Just Say Yes, Administrative, Division of Equity and Excellence

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 ___ to ___ by May 2023.

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 famly support resources.

Strategy's Expected Result/Impact: Increase the amount of positive support and family interaction experienced by stakeholders

Staff Responsible for Monitoring: FCL, Administration

District Goal 5: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 5: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 5: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 6: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 6: 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 ___% to ___% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2023.

District Goal 7: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 7: 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 __% to __% by May 2023. A
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2023.

District Goal 7: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 7: 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 ___% to ___% 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 ___% to ___% by May 2023.

District Goal 8: 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 __% to __% by May 2023.

Strategy 1: Strategy 1

District Goal 8: 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 ___ to ___ by May 2023.

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 ___ to ___ by May 2023.

District Goal 8: 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 ___ to ___ by May 2023.

District Goal 8: 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 less than 10 to over 20 by May 2023.





Evaluation Data Sources: Sign in sheets

Strategy 1: Continue with Family Communication Outreach Specialist

Strategy's Expected Result/Impact: Increase the number of parents engaging in all school activities.

Staff Responsible for Monitoring: Weeks

Action Step 1 Details	Reviews			
Action Step 1: Parent Engagement Supplies Intended Audience: All parents Provider / Presenter / Person Responsible: Sara Guerra Collaborating Departments: All Funding Sources: Parent Engagement Supplies - Parent Engagement - 211-61-6399-04L-002-30-510-000000-23F10 - \$6,573	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Continue Parent Engagement Specialist position Intended Audience: All parents Date(s) / Timeframe: 07/25/2022 - 06/23/2023 Provider / Presenter / Person Responsible: Weeks Collaborating Departments: All Funding Sources: Parent Engagement specialist - Title I (211) - 211-61-6119-04L-002-30-510-000000-23F10 - \$55,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Increase number of actively participating parents by increased communication and visibility. Intended Audience: All parents Date(s) / Timeframe: September, '22 - May, '23 Provider / Presenter / Person Responsible: Sara Guerra Collaborating Departments: All departments Delivery Method: Blackboard, attending meetings, visibility and greeting parents while assisting in the reception area.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 002 Arlington Heights High School

Total SCE Funds: \$23,222.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

AHHS Freshman Success Team supports the regular education program, as well as our at-risk student population. Additional resources purchased with these moneys will support students who have not been successful with their core classes as well as the EOC.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment for the 22-23 school year was completed in the spring of 22 by various stakeholders including teachers / staff, parents and administrators. The SBDM Committee reviewed the problem statements and root causes and prioritized them for our 22-23 CIP.

2. Campus Improvement Plan

2.2: Regular monitoring and revision

The CIP is regularly monitored by staff during faculty meetings, ILT meetings and PLC's and is reviewed by the SBDM committee during the six required meetings each school year.

2.3: Available to parents and community in an understandable format and language

The FWISD Board approved CIP is located on the campus website for parents and community to view. Acronyms and educational jargon are defined to make content understandable to laypersons.

2.4: Opportunities for all children to meet State standards

FWISD and Arlington Heights HS strive for high-quality, Tier 1 instruction for all students. Students are provided daily opportunities to access and master grade-level standards and are provided targeted assistance when mastery is not achieved. Students with disabilities are educated in the least restrictive environment as determined by their individual educational plans.

2.5: Increased learning time and well-rounded education

Students who are not meeting standards in ELA and Math are recommended for High Impact Tutoring to provide more time to access and master grade-level standards. Students are provided multiple opportunities to attend HIT throughout the year when targeted interventions are needed. We provide a well-rounded education where students have opportunities to explore various elective interest through our many Programs of Choice and course offerings while maintaining appropriate blocks of time for core content instruction.

2.6: Address needs of all students, particularly at-risk

Students who are not meeting standards in ELA and Math are scheduled into HIT and additional classes to provide more time to access and master grade-level standards. Students are provided multiple opportunities to attend HIT throughout the year when targeted interventions are needed. We provide a well-rounded education where students have opportunities to explore various elective interest while maintaining appropriate blocks of time for core content instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The CIP is evaluated annually by the SBDM committee to determine progress toward yearly goals.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was distributed during our Fall Title 1 meeting and Open house that occurred on September 7, 2022. Sign-in sheet will be stored in the document center.

4.2: Offer flexible number of parent involvement meetings

Arlington Heights HS will offer a variety of parent meetings typically combined with opportunities to showcase students to encourage greater participation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Economically Disadvantaged students will be target and served with the Targeted Intervention Plan.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Edward Garcia	TA III 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	1	1	1	Teaching position	Title I Teacher	211-11-6119-04N-002-30-510-000000-23F10	\$66,000.00
1	2	1	1	Teacher	Title I Teacher	211-11-6119-04N-002-30-510-000000-23F10	\$63,000.00
2	2	1	1	Data Analyst Position	Data Analyst	211-13-6119-04N-002-30-510-000000-23F10	\$80,000.00
2	2	1	2	TAMM CAI	Computer Lab Assistant	211-11-6129-04U-002-30-510-000000-23F10	\$40,000.00
2	2	1	3	Tutoring Funding	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-002-30-510-000000-23F10	\$5,810.00
8	4	1	2	Parent Engagement specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-002-30-510-000000-23F10	\$55,000.00
Sub-Total							\$309,810.00
Budgeted Fund Source Amount							\$309,810.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Supplies and materials for instructional use	199-11-6399-001-002-24-243-000000-	\$6,000.00
1	1	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-002-24-243-000000-	\$5,611.00
2	2	3	1		Supplies and materials for instructional use	199-11-6399-001-002-24-243-000000-	\$6,000.00
2	2	3	1		Tutors with degree or certified	199-13-6117-001-002-24-243-000000-	\$5,611.00
Sub-Total							\$23,222.00
Budgeted Fund Source Amount							\$23,222.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
8	4	1	1	Parent Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-002-30-510-000000-23F10	\$6,573.00
Sub-Total							\$6,573.00
Budgeted Fund Source Amount							\$6,573.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	4	1	1		Equipment	199-11-6398-001-002-25-243-000000	\$2,917.00
Sub-Total							\$2,917.00
Budgeted Fund Source Amount							\$2,917.00
+/- Difference							\$0.00
Grand Total Budgeted							\$342,522.00
Grand Total Spent							\$342,522.00
+/- Difference							\$0.00