

Fort Worth Independent School District
002 Arlington Heights High School
2024-2025 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

Revised/Approved: September 26, 2024

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. We are located on the west side of Fort Worth in the Arlington Heights and Alamo Heights neighborhoods. Arlington Heights was established in 1920 and moved into our current building in 1936. There have been several construction additions over our 100+ year history, with the most recent renovation adding a new 3-story Math and Science building, a 5 classroom Agriculture and Welding Building and updating the rest of our spaces to meet the needs of our students and programs. 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 for 2023-2024 school year shows that we are C school.

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: All parents and students do not fully understand all that is required for students to be successful - grades, attendance, behavior expectations - causing confusion and lack of success. **Root Cause:** When changing levels between middle and high school, there is a change in the way attendance is counted. Information is not specifically disseminated to students and parents causing confusion and ultimately loss of credit. Belief that there are "online options" when students fall out of attendance compliance also puts students even further behind when it comes to matriculating to the next grade.

Problem Statement 2: All parents and students do not fully understand all that is required for students to be successful - grades, attendance, behavior expectations - causing confusion and lack of success. **Root Cause:** Assimilation to high school is difficult. Sometimes students do not have the supports in place to create a strong foundational experience in their first year of high school.

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 52% of the 521 students taking an AP test receiving college credit in 2023. 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: Scores on EOC Tests have been stagnant of the last 5 years without big gains or losses **Root Cause:** Sever circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation in instruction and spiraling of curriculum with availability technology and textbook support have only been used sporadically.

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:** On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. The Freshman Success Initiative and Support helped address this situation in previous years, but will not be available for the 24-25 school year. There is also a disparity in the number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes.

Problem Statement 3: 78.2% of Seniors in the Class of 2024 reached CCMR status **Root Cause:** There is a lack of focus on data an planning to early identify paths for students to reach CCR status.

School Processes & Programs

School Processes & Programs Summary

Arlington Heights traditionally has offered a wide variety of courses with highly qualified teachers to meet our student's 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 a reduction in staff in both the Administrative and Counseling teams during the summer of '23. Our teams have had to streamline roles and responsibilities to ensure that timelines and students needs are continually met.

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: 78.2% of Seniors in the Class of 2024 reached CCMR status **Root Cause:** There is a lack of focus on data and planning to early identify paths for students to reach CCR status.

Problem Statement 2 (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. Extra freedoms afforded in high school have students making mistakes that, occasionally, are very difficult to recover from. **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. Organizationally, Pyramid alignment from school to school has been sporadic.

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:** On level students transition to 9th grade with significant gaps in knowledge resulting in lower standardized test scores. The Freshman Success Initiative and Support helped address this situation in previous years, but will not be available for the 24-25 school year. There is also a disparity in the number of Black and Hispanic students represented in our Tier 1 and Tier 2 classes.

Problem Statement 4: Scores on EOC Tests have been stagnant of the last 5 years without big gains or losses **Root Cause:** Sever circumstances have caused regression in the level of engagement and participation for students creating gaps in knowledge. Differentiation in instruction and spiraling of curriculum with availability technology and textbook support have only been used sporadically.

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% over the last 4 years, there continues to be a disparity in the drop-out rate for Black students as compared 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 Arlington Heights HS has a fully functioning 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 assist their students at high school and sometimes feel unwelcome. Some perceptions are that parents are not needed in the later grades, only elementary school for support.

Problem Statement 3: 78.2% of Seniors in the Class of 2024 reached CCMR status **Root Cause:** There is a lack of focus on data and planning to early identify paths for students to reach CCR status.

Priority Problem Statements

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. Extra freedoms afforded in high school have students making mistakes that, occasionally, are very difficult to recover from.

Root Cause 1: 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 1 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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

- T-TESS data
- T-PESS 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 2, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 35 % to 40 % by May 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Utilized PSAT / SAT prep materials in AVID, as well as English classes, to prepare students for score improvement

Strategy's Expected Result/Impact: Increase students scores on the Reading section of the PSAT by at least 5%

Staff Responsible for Monitoring: Mimms, Administration, AVID staff

Summative Evaluation: Some Progress Made Toward Strategy

Action Step 1 Details		Reviews			
Action Step 1: Purchase prep material for PSAT Intended Audience: All 9th - 11th grade students Provider / Presenter / Person Responsible: Mimms Date(s) / Timeframe: August, 24 - March, 25 Collaborating Departments: English Delivery Method: Group / Individual Funding Sources: Funding for materials - GT (199 PIC 21) - \$6,512		Formative		Summative	
		Nov	Jan	Mar	June
		N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from __48_% to _53_% by May 2025.

Evaluation Data Sources: None
Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1: Additional Title 1 English Teacher

Strategy's Expected Result/Impact: Increase the number of students passing the English 1 EOC, Decrease the number of students in classes
Staff Responsible for Monitoring: Admin / English Teachers
Summative Evaluation: Met Strategy

Action Step 1 Details		Reviews			
Action Step 1: Continue to utilize Title 1 funds for an English Teacher Intended Audience: English 1 and English 2 students Provider / Presenter / Person Responsible: Admin / Teacher of record Date(s) / Timeframe: August, 24 - May, 25 Collaborating Departments: English Funding Sources: English FTE - TITLE I (211) - 211-11-6119-04N-002-30-510-000000-25F10 - \$70,000		Formative		Summative	
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2025.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from _60_% to _66_% by May 2025.

Evaluation Data Sources: none






Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Provide teachers with necessary support to improve instruction

Strategy's Expected Result/Impact: Increased STAAR EOC Scores

Staff Responsible for Monitoring: Administration

Summative Evaluation: Significant Progress Made Toward Strategy

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies to support instruction Intended Audience: English Teachers Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August, 24 - May, 25 Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-002-11-243-000000- - \$15,000	Formative		Summative	
	Nov	Jan	Mar	June
				
Action Step 2 Details	Reviews			
Action Step 2: Purchase of supplies to support instruction Intended Audience: English and Math and Social Studies Students / Teachers Provider / Presenter / Person Responsible: Administrators / English and Social Studies Students and Math Teachers Funding Sources: General supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-002-11-243-000000- - \$71,104	Formative		Summative	
	Nov	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Strategy 2: Provide support to all departments - specifically Social Studies - to support quality instruction

Strategy's Expected Result/Impact: Increased student performance on English I, English II and US History EOC's

Staff Responsible for Monitoring: Administrators / English Department / Social Studies Department

Summative Evaluation: Significant Progress Made Toward Strategy

Action Step 1 Details	Reviews			
Action Step 1: Purchase of supplies to support instruction Intended Audience: English and Social Studies Students / Teachers Provider / Presenter / Person Responsible: Administrators / English and Social Studies Students Funding Sources: General supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-002-11-243-000000- - \$15,000, Supplies for Teachers - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-002-99-243-000000- - \$21,396	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
<div><div><div></div></div><div></div></div> Continue/Modify				
<div><div><div></div></div><div></div></div> Discontinue				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15 % to 20 % by May 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Utilized PSAT / SAT prep materials in AVID, as well as Math classes, to prepare students for score improvement

Strategy's Expected Result/Impact: Increase number of students who reach the grade level benchmark in math by 5%

Staff Responsible for Monitoring: Mimms / Admin / Math Department

Summative Evaluation: Some Progress Made Toward Strategy

Action Step 1 Details		Reviews			
Action Step 1: Targeting tutoring for students so they can improve there SAT/PSAT scores. Intended Audience: All students Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: 08/2024-05/2025		Formative		Summative	
		Nov	Jan	Mar	June
		N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 9% to _19% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from _7% to 17% by May 2025.







Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: Continue Title 1 Mathematics teacher

Strategy's Expected Result/Impact: Increase the number of students scoring meets or masters on the Algebra I STAAR assessment by at least 10%.

Staff Responsible for Monitoring: Admin / Math Department

Summative Evaluation: Met Strategy






Action Step 1 Details		Reviews			
Action Step 1: Continue Title 1 Math Position Intended Audience: Algebra 1 students Provider / Presenter / Person Responsible: Teacher / Admin Date(s) / Timeframe: August, '24 - May, '25 Collaborating Departments: Mathematics Funding Sources: Title 1 Math Teacher - TITLE I (211) - 211-11-6119-04N-002-30-510-000000-25F10 - \$70,010		Formative		Summative	
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 2: Provide general supplies to support mathematics instruction

Strategy's Expected Result/Impact: Increased STAAR performance on Algebra 1 assessment

Staff Responsible for Monitoring: Admin / Mathematics teachers

Summative Evaluation: Significant Progress Made Toward Strategy





Action Step 1 Details	Reviews			
Action Step 1: Purchase instructional supplies to support math instruction Intended Audience: Algebra 1 students / Mathematics teachers Provider / Presenter / Person Responsible: Admin / Mathematics teachers Date(s) / Timeframe: August, '24 - May, '25 Funding Sources: General supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-002-11-243-000000- - \$15,000	Formative		Summative	
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Provide support to all departments - specifically Science and Math - to support quality instruction

Strategy's Expected Result/Impact: Increased Math and Science EOC Scores

Staff Responsible for Monitoring: Admin / Math and Science Teachers

Summative Evaluation: Significant Progress Made Toward Strategy

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies to support instruction - specifically science instruction Intended Audience: Science Students / Science Teachers Provider / Presenter / Person Responsible: Administration / Science Teachers Date(s) / Timeframe: August, '24 - May, '25 Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-002-11-243-000000- - \$16,948	Formative		Summative	
	Nov	Jan	Mar	June
<div>  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 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from _78_% to 90_% by May 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective






Strategy 1: Monitor pathways that 9th - 12th grade students can achieve CCMR. Ensure that scheduling and funding support students needs and puts students in a position to gain CCMR.

Strategy's Expected Result/Impact: Increase of CCMR rate to at least 80% by the end of the 24-25 school year.

Staff Responsible for Monitoring: Jennifer Pacheco-Mimms, Administrators

Summative Evaluation: Some Progress Made Toward Strategy

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

Action Step 1 Details		Reviews			
Action Step 1: Utilize funding from PIC Code 22 to ensure programs have the supplies and tools needed for students to be successful. Intended Audience: CTE students / CTE Teachers Provider / Presenter / Person Responsible: Pacheco-Mimms / Administration Date(s) / Timeframe: August, '24 - May, '25 Collaborating Departments: Counseling Funding Sources: General supplies for all CTE programs - CTE (199 PIC 22) - \$35,175		Formative		Summative	
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 2: Every Senior who does not have there CCMR point will be scheduled in Texas College Bridge.

Strategy's Expected Result/Impact: To increase CCMR to over 90 percent.

Staff Responsible for Monitoring: Jennifer Pacheco-Mimms, Administrators

Summative Evaluation: Significant Progress Made Toward Strategy

Title I:
2.4, 2.5, 2.6
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
Action Step 1: The Math and English teachers will be working with the students that need to finish there CCMR point.	Formative		Summative	
	Nov	Jan	Mar	June
	<div><div></div>45%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 70 __% to _75_% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _64__% to _68__% by May 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1: By June 2023, all Algebra 1 and English 1 teachers will have met consistently in Professional Learning Community for the entirety of the school year. The focus of the PLC will be deep understanding of the TEKS, and the strategic use of data to drive instructional practices, professional learning and reflection

Strategy's Expected Result/Impact: Grade 9 students scores will rise. AA students will increase there scores as well.

Staff Responsible for Monitoring: Principal

Summative Evaluation: Significant Progress Made Toward Strategy

Title I:

2.4, 2.5, 2.6

Goal 3: CCMR



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

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 51% to 57% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 64% to 68% by May 2025.

Strategy 1: By June 2023, all Algebra 1 teachers will have met consistently in Professional Learning Community for the entirety of the school year. The focus of the PLC will be deep understanding of the TEKS, and the strategic use of data to drive instructional practices, professional learning and reflection. Algebra 1 teachers will also administer common assessments every three weeks to ensure consistent growth for students.

Title I:
2.4, 2.5, 2.6

Action Step 1 Details	Reviews			
Action Step 1: All Algebra 1 teachers will be administering common assessments every 3 weeks. During PLC the teachers will be using the data from the assessments to drive instruction. Intended Audience: Algebra 1 teachers Provider / Presenter / Person Responsible: Dean of Instruction/ Principal Date(s) / Timeframe: 24-25 school year Funding Sources: - TITLE I (211) - 211-11-6399-04N-002-30-510-000000-25F10 - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

Goal 3: CCMR

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

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from _12_% to _17_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _5_% to _9_% by May 2025.

Strategy 1: The school will start targeting tutoring to raise SAT or ACT scores by May 2025.

Strategy's Expected Result/Impact: SAT and ACT scores will go up.
Staff Responsible for Monitoring: All admin

Action Step 1 Details	Reviews			
Action Step 1: SAT focused learning is happening in there Math and English classes. Intended Audience: English and Math Teachers Provider / Presenter / Person Responsible: Dean of Instruction Date(s) / Timeframe: 24-25 school year Collaborating Departments: English and Math Dept	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26 % to 20 % by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37 % to 30 % by May 2025.

Strategy 1: Provide training for parents and students regarding attendance policies and procedures. Provide opportunities for students to recover absences.

Strategy's Expected Result/Impact: Increased numbers of students gaining credit

Staff Responsible for Monitoring: Administrators

Action Step 1 Details	Reviews			
Action Step 1: During PTA / Community meetings, review attendance policies and procedures. Intended Audience: Parents, students Provider / Presenter / Person Responsible: Administrator over attendance Date(s) / Timeframe: August, '24 - September, '24 and January, '25 - February, '25 Collaborating Departments: Stay in school coordinator Delivery Method: Conferences, professional development	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide after school and Saturday Opportunities for students to recover attendance Intended Audience: Students that fall below the 90% attendance requirement in any class Provider / Presenter / Person Responsible: Teachers / Administrators / Data Clerk Date(s) / Timeframe: August, '24 - May, '25 Collaborating Departments: All Delivery Method: after school / hours tutorials Funding Sources: Funding for extra duty pay for teachers - SCE (199 PIC 24) - 199-11-6116-001-002-24-243-000000- - \$21,182, Funding for extra duty pay for clerical assistance - UNDISTRIBUTED (199 PIC 99) - 199-23-6127-XXX-002-99-243-000000- - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 20% to 15% by May 2025.

Strategy 1: Provide Professional Development for teachers and administrators surrounding instructional supports for marginalized student groups - AVID, TASSP

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions for African American students

Staff Responsible for Monitoring: Administration

Action Step 1 Details	Reviews			
Action Step 1: Pay for the fees and travel expenses to send teachers to Professional Development Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August, '24 - June, '25 Collaborating Departments: All Funding Sources: Teacher Travel funding - TITLE I (211) - 211-13-6411-04N-002-30-510-000000-25F10 - \$11,611.80	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Pay for fees and travel expenses to send administrators to Professional Development Intended Audience: Administrators Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August, '24 - June, '25 Funding Sources: Funding for Administrator travel - TITLE I (211) - 211-23-6411-04N-002-30-510-000000-25F10 - \$11,611.80	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

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





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

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

Strategy 1: Provide support to increase parent participation, specifically from underrepresented populations

Strategy's Expected Result/Impact: Increased community support leading to increased student report

Staff Responsible for Monitoring: Administrators / TA for support

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies to support community activities such as AHHS' Annual Literacy Rally Intended Audience: Pyramid schools, broader FWISD community Provider / Presenter / Person Responsible: Administration / Librarian Date(s) / Timeframe: Literacy Rally, Fall, '24, other supplies - August, '24 - May '25 Collaborating Departments: Librarian, Administration Funding Sources: General Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-002-30-510-000000-25F10 - \$7,288	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide academic and community based support through utilization of a Teaching Assistant Intended Audience: All students / Fine Arts Department Provider / Presenter / Person Responsible: Admin / Teaching Assistant Date(s) / Timeframe: August, '24 - May, '25 Collaborating Departments: All Funding Sources: TA Salary - TITLE I (211) - 211-11-6129-04N-002-30-510-000000-25F10 - \$33,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 number of Special Education Students meeting or exceeding their IEP goals from ____% to ____% by May 2025.

Evaluation Data Sources: Easy IEP data, SPED Graduation Rates

Strategy 1: All Special Education Units - Inclusion, Resource, RISE, SEAS - are appropriately staffed and students receive their required services on a daily basis.

Strategy's Expected Result/Impact: Increased the number of SPED students completing their IEP's

Staff Responsible for Monitoring: Administration / SPED Staff including diagnosticians and LSSP's

Action Step 1 Details	Reviews			
Action Step 1: Ensure all SPED Staff have the appropriate materials for students to be successful in meeting their goals Intended Audience: SPED Staff / SPED students / administration Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August, '24 - May, '25 Collaborating Departments: All Funding Sources: Funding for supplies - SPED (199 PIC 23) - \$10,000, Funding for professional development - SPED (199 PIC 23) - \$7,353	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>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 5: Increase the number of students being exited from Long Term ESL status by achieving a composite score of Advanced High on the TELPAS assessment.

Evaluation Data Sources: TELPAS Scores, Percentage of students exiting EB / Long Term LEP.

Strategy 1: Provide Language Center and classes that serve ELL students appropriate support and supplies.

Strategy's Expected Result/Impact: Increase the number of students being successful on TELPAS and successfully exiting EB status.

Staff Responsible for Monitoring: Language Center Teachers, LEP Teachers, Administrators

Action Step 1 Details	Reviews			
Action Step 1: Provide necessary supplies to ensure teachers can meet the needs of all EB students Intended Audience: Language Center and LEP teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August, '24 - May, '25 Collaborating Departments: All academic departments Funding Sources: Supplies - BEA (199 PIC 25) - 199-11-6399-001-002-25-243-000000 - \$3,808	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	English FTE	Title I Reading/ Mathematics Teacher	211-11-6119-04N-002-30-510-000000-25F10	\$70,000.00
2	2	1	1	Title 1 Math Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-002-30-510-000000-25F10	\$70,010.00
3	3	1	1		Supplies and materials for instructional use	211-11-6399-04N-002-30-510-000000-25F10	\$2,000.00
4	2	1	1	Teacher Travel funding	Travel for Teachers (PD)	211-13-6411-04N-002-30-510-000000-25F10	\$11,611.80
4	2	1	2	Funding for Administrator travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-002-30-510-000000-25F10	\$11,611.80
4	3	1	2	TA Salary	Title I Teacher Assistant	211-11-6129-04N-002-30-510-000000-25F10	\$33,000.00
Sub-Total							\$198,233.60
Budgeted Fund Source Amount							\$198,233.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	General Supplies	Supplies and materials for parental involvement	211-61-6399-04L-002-30-510-000000-25F10	\$7,288.00
Sub-Total							\$7,288.00
Budgeted Fund Source Amount							\$7,288.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-002-11-243-000000-	\$15,000.00
1	3	1	2	General supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-002-11-243-000000-	\$71,104.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	General supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-002-11-243-000000-	\$15,000.00
2	2	2	1	General supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-002-11-243-000000-	\$15,000.00
2	2	3	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-002-11-243-000000-	\$16,948.00
Sub-Total							\$133,052.00
Budgeted Fund Source Amount							\$97,500.00
+/- Difference							-\$35,552.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Funding for materials	GENERAL SUPPLIES		\$6,512.00
Sub-Total							\$6,512.00
Budgeted Fund Source Amount							\$6,512.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	General supplies for all CTE programs	INSTRUCTIONAL MATERIALS		\$35,175.00
Sub-Total							\$35,175.00
Budgeted Fund Source Amount							\$35,175.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Funding for supplies	GENERAL SUPPLIES		\$10,000.00
4	4	1	1	Funding for professional development	TRAVEL - EMPLOYEE ONLY		\$7,353.00
Sub-Total							\$17,353.00
Budgeted Fund Source Amount							\$17,353.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Funding for extra duty pay for teachers	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-002-24-243-000000-	\$21,182.00
Sub-Total							\$21,182.00
Budgeted Fund Source Amount							\$21,182.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	5	1	1	Supplies	Supplies and materials - instruction	199-11-6399-001-002-25-243-000000	\$3,808.00
Sub-Total							\$3,808.00
Budgeted Fund Source Amount							\$3,808.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Supplies for Teachers	STAFF DEVELOPMENT GENERAL SUPPLIES	199-13-6399-XXX-002-99-243-000000-	\$21,396.00
4	1	1	2	Funding for extra duty pay for clerical assistance	SCHOOL LEADERSHIP NON-CONTRACT - SUPPORT	199-23-6127-XXX-002-99-243-000000-	\$5,000.00
Sub-Total							\$26,396.00
Budgeted Fund Source Amount							\$26,396.00
+/- Difference							\$0.00
Grand Total Budgeted							\$413,447.60
Grand Total Spent							\$448,999.60
+/- Difference							-\$35,552.00

Policies, Procedures, and Requirements

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

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