

Fort Worth Independent School District

002 Arlington Heights High School

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

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

Student Learning Summary

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs 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

Perceptions Summary

Priority Problem Statements

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

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





Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

Action Step 2 Details	Reviews			
<p>Action Step 2: 9th Grade PLC time will focus on grades, attendance and behavior and strategies for improvement. Time will also be used for parent and student conferences.</p> <p>Intended Audience: Freshman Teachers</p> <p>Provider / Presenter / Person Responsible: Freshman Success Coach, Freshman Teachers, AVID Teachers</p> <p>Date(s) / Timeframe: September, 23 - May, 24</p> <p>Collaborating Departments: AVID, PSSS</p> <p>Delivery Method: PLC time, PLC Mega Meeting during lunchtime</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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Fluvtkv" I qcn"3< 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.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"6< 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

Fluvtkv" I qcn"3< 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.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"7< Increase the number of Special Education students performing at the Meets or Exceeds level on English 1 and English EOC's.

High Priority

Evaluation Data Sources: STAAR Data

Uvtevgi {"3< Provide extra duty pay and supply money to support SPED students inside the classroom and at after school tutoring.

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

Staff Responsible for Monitoring: SPED Staff, Johnson, Weeks

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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





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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews
<p>Action Step 1: Provide 11th grade students with individualized PSAT Prep</p> <p>Intended Audience: 11th grade GT Students</p> <p>Provider / Presenter / Person Responsible: Mastery Prep? / Weeks / Pacheco Mimms</p> <p>Date(s) / Timeframe: Early October</p> <p>Collaborating Departments: English, Math, GT</p> <p>Delivery Method:</p>	

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



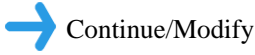

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Uvwfgpv"Ngctpkpi

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

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

Action Step 3 Details	Reviews			
Action Step 3: Proved students with quality, rigorous educational experiences through CTE courses by properly outfitting all courses with all supplies needed. Provide opportunities for students to test for industry certifications Intended Audience: AHHS Students Provider / Presenter / Person Responsible: All CTE Teachers, Administrators Date(s) / Timeframe: August '23 - May '23 Collaborating Departments: Budgeting, Administration Delivery Method: PO Process	Formative			Summative
	Nov	Jan	Mar	June

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

Fkvtkev" I qcn"5< CCMR

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

Uejqqn"Rgthqt o cpeg"Qdlgevkg"4< Increase the percentage of Grade 9 students "On Track" from 71 % to 90% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 59 % to 90 % by May 2023.

High Priority

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

Uvtcvgi {"3< Continue Freshman Success program to monitor all 9th grade students attendance, grades, and behavior to ensure students are on track to graduate.

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

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

Title I:

2.4, 2.6

Problem Statements: School Processes & Programs 2

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

Future Impact CCMR

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

UejqqnRgthqt o cpegQdlgevkg5 Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 80 % to 90 % by May 2024.

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

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

Uvtvgi {3 Provide systematic, ongoing feedback and coaching to improve quality tier 1 instruction in all content areas, for all students.

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

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

Title I:

2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
<p>Action Step 1: Provide professional development in lesson design that engages reluctant learners</p> <p>Intended Audience: All teachers</p> <p>Provider / Presenter / Person Responsible: Administrative staff</p> <p>Date(s) / Timeframe: August, 2023</p>	

Fkvtke" I qcn"5< CCMR

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

Uejqqn"Rgthqt o cpeg"Qdlgevkg"6< Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 12% to 25 % by May 2024.

Action Step 2 Details

Reviews

Action Step 2: Utilize CTE Funding to support student progress on CCMR through the purchase of supplies, pay fees for certification exams.

Intended Audience: CTE Department, all students

Provider / Presenter / Person Responsible: Weeks, Strom

Date(s) / Timeframe: August, 2023 - April, 2024

Collaborating Departments: Administration

Funding Sources: Money

Fluvtkv" I qcn"6< Learning Environment (based on the BOE constraints)

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

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

Future Impact: Learning Environment (based on the BOE constraints)

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

Fluvtker" I qer"6 Learning Environment (based on the BOE constraints)

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

Uejqqn"Rgthqt o cpeg"Qdlgevxxg"5 Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 5% to 1% by May 2024.

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


Uvtcvgi {"3 Utilize Student Support Groups, ie Girls, Inc., MBK, to assist students with problem solving and handling of difficult situations with other students.

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

Staff Responsible for Monitoring: Administrators, Counselors

Title I:

2.6

Action Step 3 Details	Reviews			
<p>Action Step 3: Continue with TAIII Position to increase participation in community activities and events</p> <p>Intended Audience: Students and Parents</p> <p>Provider / Presenter / Person Responsible: Weeks</p> <p>Date(s) / Timeframe: 08/14/2023 - 05/23/2023</p> <p>Collaborating Departments: All Academic Departments, Counseling Department, Student Council, National Honor Society</p> <p>Delivery Method: Various performances and events throughout the year - Theater events, Student Council sponsored events, Literacy Rally, Homecoming events, etc</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Title I Personnel

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

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Title I Teacher	211-11-6119-04N-002-30-510-000000-24F10	\$63,031.00
1	3	1					

Gifted & Talented (199 PIC 21)

District Goal	School
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