

Arlington Independent School District

District Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



District Improvement Plan 2008-2009 Arlington Independent School District

Vision, Mission & Beliefs

Our Vision

Our District and its schools will be known for the exceptional academic achievements of our students, the value we bring to the community and its families, the excellence of our staff and leadership and the support given by our diverse constituents.

Our Mission

We teach our students to be reflective thinkers, lifelong learners and productive citizens. We support our employees as they assure the best educational experience for each student. We need parental involvement and community engagement because they are essential in maximizing this experience.

Our Beliefs

- We believe our students are more successful with the active support of their parents, AISD employees, and community members.
- We believe high expectations of our students yield positive self-worth, responsible behavior, and superior performance.
- We believe all school environments must be safe, secure, and positive places to learn, grow and work.
- We believe our students need an educational experience of diverse academic courses and extracurricular activities.
- We believe people of all backgrounds have inherent value and worth.
- We believe in accountability to ourselves and to our community.

Overview

The district's performance on the Spring 2008 *TAKS* was at the Academically Acceptable level. That is, the percent passing for all accountability groups for the Reading/English Language Arts tests exceeded 70%; for Writing and Social Studies, it exceeded 65%; for Mathematics, 50%; and for Science, 45%. Passing rates improved in 21 of 25 categories, remained the same in 2, and fell in 2. In Reading/ELA, Writing and Social Studies, student performance for all groups was at Recognized or higher levels.

The area requiring the most improvement, as in the previous year, is *TAKS Science* where African American and Economically Disadvantaged passing rates remained below 60%.

Objectives where students on average performed less than 70% correct are as follows:

- Grade 3 - **Mathematics:** Mathematical Processes and Tools
- Grade 7 - **Mathematics:** Patterns, Relationships, Algebraic Reasoning; Concepts & Uses of Measurement
- Grade 8 - **Mathematics:** Concepts & Uses of Measurement
 - **Science:** Structures & Properties of Matter; Motion, Forces & Energy; Earth & Space Systems
- Grade 9 - **Reading:** Analysis & Critical Evaluation
 - **Mathematics:** All Objectives
- Grade 10 - **Mathematics:** Properties & Attributes of Functions; Geometric Relationships & Spatial Reasoning; Measurement & Similarity; Percents/Proportions/Probability/Statistics
 - **Science:** Organization of Living Systems; Interdependence of Living Organisms & the Environment; Structures & Properties of Matter
- Grade 11 - **Mathematics:** Geometric Relationships & Spatial Reasoning; Measurement & Similarity; Mathematical Processes & Tools
 - **Science:** Organization of Living Systems; Structures & Properties of Matter

The percent of grade 10 students, who wrote a clearly effective composition, fell from 35% to 28%.

Relative weaknesses in Spanish *TAKS* objectives parallel those for the English versions plus additional objectives in Grade 4 Math and in Grade 5 Reading, Mathematics and Science.



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The Drop-out rate was 3.0% in 2006-2007.

The Attendance rate was 95.6% in 2006-2007.

The graduation rate for the Class of 2007 was 75.2%.

The course passing rate in spring 2008 for grades 9 -11 was 79.9%.

100% of classes are taught by Highly Qualified teachers with assistance of highly qualified paraprofessionals.



**District Improvement Plan 2008-2009
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Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal 1: Develop and implement a system of academic interventions.

Goal 2: Reduce course/subject failure rates.

Goal 3: Develop subject area vertical alignment.

Goal 4: Engage parents and the community in the education process.

Goal 5: Prevent campus violence and ensure appropriate methods of intervention.

Goal 6: Reduce the annual drop-out rate and improve the completion rate of all students.

Goal 7: Maintain compliance with State and Federal Programs.



**District Improvement Plan 2008-2009
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Superintendent's Focus

- 1. Instruction**
- 2. Professional development**
- 3. Reduction in budget**
- 4. Diversity**
- 5. Developing a collaborative approach in all areas of the district**
- 6. Relationships between the district and other public organizations**



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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Each campus will develop Systems of Academic Interventions based on campus TAKS results and comprehensive needs assessments.	None	Dr. Marcelo Cavazos, Associate Superintendent of Instruction	August 2008 through January 2009	Campus Systems of Intervention Plans
2. Criteria will be decided upon for identifying students who are in need of Tier II and Tier III academic interventions.	None	Teresa Cook, Interventions Coordinator; Marsha Sanders, Reading Recovery Lead Teacher; Pat Vollenweider, FOL Instructor; Cynthia Waller, FOL	Monthly meetings: September 2008 – January 2009	District RtI Committee Proposal
3. Additional assessment instruments will be identified and used to specify explicit student interventions.	None	Teresa Cook, Interventions Coordinator; Marsha Sanders, Reading Recovery Lead Teacher; Pat Vollenweider, FOL Instructor; Cynthia Waller, FOL	September 2008 – January 2009	DRA Observation Survey EOY Tests Words Their Way Progress monitoring reports

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4. Assessment results will be evaluated to create an action plan of specific teaching objectives, instructional strategies, and progress monitoring.	None	Teresa Cook, Interventions Coordinator; Marsha Sanders, Reading Recovery Lead Teacher; Pat Vollenweider, FOL Instructor; Cynthia Waller, FOL	September 2008 – May 2009	DRA Observation Survey EOY Tests Words Their Way Progress Monitoring
5. Implementation of Fast ForWord will continue as a reading intervention struggling students.	IRI Grant – \$147,400 Title I – \$18,000	Teresa Cook, Interventions Coordinator; Pat Vollenweider, FOL Instructor	October 2008 – May 2009	IRI End-of-Year Report
6. Monitoring of student progress in Fast ForWord will continue.	IRI Grant Funds	Teresa Cook, Interventions Coordinator	October 2008 – May 2009	Student Tracker
7. Staff development will be provided for grade 2 teachers on the Primary Comprehension Toolkit to support student understanding of nonfiction texts.	Title II – \$16,000 for substitutes Title II – \$3,000 for presenter, Anne Goudvis Title II – \$80 for handouts	Karen Vosdoganes, Language Arts Coordinator	November 10, 2008	TRIAND/EOY Reports ERO



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8. Each grade 2 teacher will receive a Primary Comprehension Toolkit to implement instruction and interventions that focus on the cognitive strategies that students use to construct meaning of nonfiction texts.	ARI – \$44,000 for Primary Comprehension Toolkits	Karen Vosdoganes, Language Arts Coordinator; Campus Principals	November – December 2008	TRIAND/EOY Reports
9. A series of staff development sessions will be provided for grades 2-6 teachers on the six cognitive strategies used by students to construct meaning of nonfiction texts.	Title II – \$250 for handouts	Karen Vosdoganes, Language Arts Coordinator; Language Arts Instructional Specialists: Judy Burcie, Kathy McFarlen, and Renea Kruckemeyer	September 2008 – April 2009	TRIAND/EOY/TAKS Reports ERO
10. Prekindergarten teachers will receive staff development on the new Texas Pre-Kindergarten Guidelines.	None	Karen Vosdoganes, Language Arts Coordinator; Jo McGovern, PreK Lead Teacher	October 2008 – December 2008	TRIAND Reports ERO



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11. Grade 7 reading and writing teachers will receive staff development and be provided with targeted lessons/strategies to provide student support for areas of weakness as demonstrated by benchmark and TAKS 2008 data.	Title II – \$4,400 for substitutes Title II – \$50 for handouts	Karen Vosdoganes, Language Arts Coordinator; Instructional Specialists: Jeanne Maxwell and Kathy Stice, Language Arts; Campus Principals	October 16, 2008	TRIAND/TAKS Reports ERO
12. Principals will be provided with summaries of required staff development sessions matched with lists of classroom look-fors to monitor that interventions are being implemented.	None	Karen Vosdoganes, Language Arts Coordinator; Campus Principals	November 12, 2008	TRIAND/TAKS Reports



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13. Language Arts staff development will be informed by TRIAND/TAKS data; will be linked to TEKS; and will be based on research-based strategies, including differentiated instruction.	None	Karen Vosdoganes, Language Arts Coordinator; Language Arts Instructional Specialists: Judy Burcie, Kathy McFarlen, Renea Kruckemeyer, Kathy Stice, and Jeanne Maxwell	August 2008 – June 2009	TRIAND/TAKS Reports ERO
14. Mathematics timelines, curriculum documents, and benchmarks in elementary, junior high, and high school will be aligned.	Local Funds – \$6700	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	District TRIAND reports
15. Mathematics Academies will be provided for 3 – 11 mathematics teachers on critical TAKS objectives and other areas of weakness.	Title 2 – \$227,700	Kristi Gette, Mathematics Coordinator; Mathematics Department	September 2008 – March 2009	District TRIAND reports ERO
16. Mathematics Academies will be provided for K – 2 mathematics teachers on areas of weakness on the End of Year test.	Title 2 – \$98,000 AMI – \$13,800	Kristi Gette, Mathematics Coordinator	September 2008 – March 2009	District TRIAND reports ERO



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17. A Mathematics Academy will be provided for prekindergarten teachers on the new mathematics guidelines.	Title 2 – \$11,500	Kristi Gette, Mathematics Coordinator	October 2008	District TRIAND reports ERO
18. Differentiated instruction and research-based mathematics strategies will be included in all mathematics staff development.	AMI – \$44,200	Kristi Gette, Mathematics Coordinator; Mathematics Department	September 2008 – March 2009	District TRIAND reports ERO
19. Staff development will be provided for computer-related programs that accompany the new K-5 and recent 6-12 mathematics textbook adoptions.	Local Funds – \$500	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	Teacher feedback ERO
20. The Mathematics Department will collaborate with UTA to provide graduate mathematics coursework.	Title 1	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	Participant feedback
21. Principals will be updated on district strengths and weaknesses on Mathematics TAKS and local assessments.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	Look for (Session updates)



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22. To address student needs in SSI grade levels, materials will be identified and purchased for junior high school TAKS mathematics classes.	AMI – \$4000	Kristi Gette, Mathematics Coordinator; Michelle Lewis, Mathematics Instructional Specialist	October 2008	Lesson Plans of TAKS teachers
23. Carnegie Learning will be purchased for interested TAKS focus high school campuses and used with students who are repeating Algebra I.	TAKS Focus – \$3000	Kristi Gette, Mathematics Coordinator; Sue McGahee, Instructional Technology Director; Technology Department	October 2008	Lesson Plans
24. Destination Learning will be purchased for campuses who qualify for Intensive Mathematics Initiative funds. This purchase will include staff development on the Destination Learning Program.	IMI – \$ 158,750	Kristi Gette Mathematics Coordinator; Sue McGahee, Instructional Technology Director; Technology Department	October 2008	Lesson Plans

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25. Benchmarks and/or EOY tests will be developed and administered for grades K – 11.		Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	EOY tests Benchmark Tests
26. The Mathematics Department will use TRIAND data to guide staff development and support classroom instruction.		Kristi Gette, Mathematics Coordinator; Mathematics Department	September 2008 – July 2009	Local assessment reports Benchmarks EOY tests
27. Train teachers to analyze their benchmark results at the conceptual levels in order to plan focused reteaching and interventions.		Renee Pope, Science Curriculum Coordinator	October 2008	Academy Agenda Presentation Session Evaluations
28. The Social Studies Curriculum Office will provide required professional development for all social studies teachers focused on planning and delivering instruction, and building academic vocabulary.	Title II – \$15,000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	Middle of year and end of year	100% completion of 6 hour requirement ERO, sign-in sheets, session feedback

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29. The Social Studies Curriculum Office will provide required training in content area reading strategies for all new social studies teachers.	Title II – \$2000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	Middle of year and end of year	100% completion of 4 hour requirement ERO, sign-in sheets, session feedback
30. The Social Studies Curriculum office will implement Pre-AP curriculum and continue to train and provide support for Pre-AP social studies teachers in grades 7-9.	Local – \$3000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	September, November, January, March, May	ERO, sign-in sheets, session feedback, office database
31. The Social Studies Curriculum Office will provide technical support for AP teachers to include planning, scoring, and curriculum maps.	Local – \$2000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	September, November, January, March, May	ERO, sign-in sheets, session feedback, office database

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32. The Social Studies Curriculum Office will continue to add differentiated, TEKS based lessons to curriculum documents.	Local – \$7000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	September, November, January, March, May	ERO, sign-in sheets, session feedback, office database
33. The Social Studies Office will provide staff development that uses research based strategies to support TEKS/TAKS and focuses on closing the gaps between performance groups.	Title II – \$2000 Local – \$1418	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	Middle of year and end of year	TAKS, TRIAND, benchmarks, ERO, sign-in sheets, session feedback
34. The Social Studies Office will revise, and edit, TAKS benchmark exams for Junior High and High School campuses.	None	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	September, October, January	TAKS, TRIAND, benchmarks, ERO, sign-in sheets, session feedback



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35. The Social Studies Office will provide instructional support for struggling learners and their teachers.	Title II – \$3000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	September, November, January, March, May	TRIAND, Benchmarks, TAKS
36. The Social Studies Office will provide teachers with staff development information, researched based strategies and other resources through our website.	None	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	Monthly	Web visit counter
37. The Social Studies Office will provide initial staff development sessions which support TEKS/TAKS with researched based strategies for all social studies teachers.	Local – \$8000	Elsa Scott, Social Studies Coordinator; Kathy Riggle, Social Studies Specialist; Larry Harmon, Social Studies Specialist	August	Sign-in sheets, session feedback

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38. Provide staff development along with supplemental materials to improve 5th grade Bilingual/ESL science TAKS results.	Title III – \$30,000.00	Cassandra Perez, Director Bilingual/ESL; Renee Pope, Science Coordinator; Bil/ESL Specialists	Beginning, middle and end of year	Benchmarks, TAKS, PBMAS
39. Provide staff development along with supplemental materials to improve Social Studies TAKS for ESL students in grade 8.	Title III – \$40,000 Local – \$20, 000	Cassandra Perez, Director Bilingual/ESL; Elsa Scott, Social Studies Coordinator; Bil/ESL Specialists	Beginning, middle and end of year	Benchmarks, TAKS, PBMAS
40. Provide staff development along with supplemental materials to improve Reading TAKS for ESL students in 4 th grade-Exit level.	Title III – \$40,000.00 Local – \$10,000	Cassandra Perez, Director Bilingual/ESL; Karen Vosdoganes, Language Arts Coordinator; Bil/ESL Specialists	Beginning, middle and end of year	Benchmarks, TAKS, PBMAS
41. Provide focused staff development on English Language Proficiency Standards (ELPS) to improve exit rate among ELLs.	Local – \$40,000	Cassandra Perez, Director Bilingual/ESL; Bil/ESL Specialists	Middle and end of year	Benchmarks, TAKS, TELPAS, AMAOS



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42. District libraries and the Library Services Department will connect teachers and students with print and online resources available through the Destiny Web Cat and lesson plans.	Destiny Web Cat Campus Library Collections Online databases	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	Monthly	Library Monthly Activity Report Lesson Plans
43. Librarians will collaborate with classroom teachers to support academic intervention endeavors through the campus library programs.	Campus Librarians Campus Teachers	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians; Campus teachers	Monthly	Library Monthly Activity Report Lesson Plans
44. The Library Services Department will support an updated professional library of e-books that are available as instructional resources 24/7 for teachers and staff through the Destiny Web Cat.	Library Services Budget – \$2,968	Lorie Bruns, Library Services Director	Fall 2008	E-books available online



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45. Library Services will provide professional development for campus librarians through workshops and librarians' meetings on reading programs, information literacy, collection development, web resources, Web 2.0 tools, content areas, and cutting edge technology.	Librarian Training Sessions Title 2 Funding – \$40,000	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	Fall 2008 – Spring 2009	ERO sessions Library Monthly Activity Report
46. Provide staff development on alternative strategies to target specific linguistic skills.	Local – \$3,500	Sharon Deering, LOTE Specialist	Beginning, middle, and end of year	Staff development feedback forms; 6 weeks grading reports
47. Support TAKS preparation by implementing content-related activities using the target language while utilizing TAKS strategies in the target language.	Local – \$5,000	Sharon Deering, LOTE Specialist; curriculum writing committee	Beginning, middle, and end of year	Classroom observation
48. Continue to increase participation in the Fine Arts programs.	Campus Funds	Bill Huff, Director of Fine Arts; Vicki Keller, Fine Arts Specialist; Linh Nguyen, Art Coordinator	September 2008 through June 2009	Course Enrollment



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49. Implement mandatory study halls at all secondary athletic programs.	None	I.C. Little, C.A.A. Director, Athletics and Physical Education; Arlington I.S.D. Coaches	August 2008 – May 2009	Report Cards
50. Attend tutorial sessions as needed.	None	I.C. Little, C.A.A. Director, Athletics and Physical Education; Arlington I.S.D. Coaches	September 2008 – May 2009	Report Cards
51. Participate with Region XI in the TEA Vision 2020 grant to evaluate the use of online student courses.	Title IID funds	Nell Fielding, Guidance and Counseling Director; Sue McGahee, Instructional Technology Director	October 2008 through May 2009	Vision 2020 evaluation report provided by Region XI
52. Provide professional development and demonstration lessons to assist K-12 teachers and students to integrate technology and curriculum.	ITD staff, classroom presentation stations, computer labs, mobile labs, Title I funds, Title IID funds, state technology allotment	Sue McGahee, Instructional Technology Director	August 2008 through August 2009	Electronic Registrar Online (ERO), sign-in sheets, session feedback, purchase orders, First Class conferences, online calendars, agendas

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53. Provide and support video conferencing technologies to improve teaching and learning at secondary campuses and the PDC.	ECI, ESC11, state technology allotment, Title IID funds	Jim Wren, Telecommunications Director; Sue McGahee, Instructional Technology Director; Lance McCutchen, Network Services Director	August 2008 through August 2009	Electronic Registrar Online (ERO), sign-in sheets, purchase orders, check requests, First Class conferences, online calendars
54. Assess and report mastery of technology TEKS for eighth-grade students.	ITD staff, campus technology trainers, computer labs, mobile labs, Title IID funds	Sue McGahee, Instructional Technology Director	October 2008 through May 2009	Online reports from learning.com, successful completion of tech apps courses
55. Provide support for TRIAND system including uploading of test data and creation of user accounts.	Local Operating Funds	Mark Murray, Technology Systems Coordinator; Steven Harvey, Assistant Superintendent of Technology	September 2008 through August 2009	Record of test uploads and user account requests
56. Provide timely technology support for all technology systems to ensure their availability for instruction.	Repair funds from local operating, Title I and technology allotment funds	Ed Cannady, Technology Support Director	September 2008 through August 2009	Help ticket notes

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57. Provide increased bandwidth to provide better access to district and Internet resources for instruction.	Local operating funds	Lance McCutchen, Network Systems Director	September 2008 through August 2009	Bandwidth usage reports
58. Provide appropriate intervention strategies to shelter and other homeless students who are identified as needing additional learning time to meet academic standards or to prevent them from dropping out, based upon their needs. These decisions will be made by the Homeless Committee, which is composed of the Homeless Liaison, Agency Coordinators, and school administrators.	TEXSHEP Grant – \$5,000 Title I – \$129,000	Nelva Hardin, Families In Transition Coordinator	August 2008 November 2008 January 2009 March 2009 May 2009	Benchmark TAKS Report cards TEXSHEP data reports SASI student data

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #2: To reduce course/subject failure rates.

Evidence of Need with Supportive Data: Academic excellence indicators and student report card results indicate need to reduce the course/subject failure rates for students in all subgroups and for all subjects.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Continue use of the TRIAND software program for analysis of TAKS scores.	Accelerated Reading Funds – \$58,000 SCE – \$58,000	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Steven Harvey, Assistant Superintendent of Technology; Dr. Waller Carter, Director of Accountability and Testing	September 2008 – August 2009	Registration ERO Participant List
2. Continue to implement the TRIAND Benchmark Analysis Program.	SCE – \$58,000 ARI/AMI Funds – \$58,000	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Steven Harvey, Assistant Superintendent of Technology	August 2008 – May 2009	
3. Provide data driven training to principals regarding TAKS and assessments.	None	Dr. Wally Carter, Director of Accountability and Testing		

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4. Update campuses on passing rates each six week period.	None	Dr. Wally Carter, Director of Accountability and Testing		
5. Regularly scheduled meetings with principals and campus staff to monitor progress toward improving student achievement.	Curriculum Staff	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Executive Directors of Instruction: Debbie Williams, Karen Hill	July 2008 – May 2009	Monthly Agendas
6. Allocation of additional funds to support tutorials, staff development, campus initiatives.	Curriculum Staff Local Funds – \$250,000	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Executive Directors of Instruction: Debbie Williams, Karen Hill	July 2008 – April 2009	Campus Plans Campus Requests
7. Additional time allocated by district instructional support personnel to work with campus staff on teaching strategies, test analysis, and lesson development.	Curriculum Staff	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Executive Directors of Instruction: Debbie Williams, Karen Hill	September 2008 – April 2009	Calendar of Training Agendas Handouts

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8. Instructional Specialists assigned to campuses identified as TAKS Focus.	Curriculum Staff	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Executive Directors of Instruction: Debbie Williams, Karen Hill	September 2008 – May 2009	Support Schedules
9. Each campus will receive a detailed benchmark report specific to the area of deficiency for the purpose of monitoring the effectiveness of their improvement strategies.	None	Dr. Wally Carter, Director of Accountability and Testing	August 2008 – May 2009	Benchmark Reports
10. Design a 3 year support/training system for new teachers.	Research, materials, printing Title II – \$3,000	Teresa Williamson, Director of Professional Development	January 2009 March 2009 June 2009	Electronic modules New Teacher Support Plan Document
11. Develop and implement training for mentors that will result in a pool of mentors with specific skills to support new teachers systemically.	Research, materials, trainers, technology supplies, extra duty pay, stipends Title II – \$30,000 Local – \$5,000	Teresa Williamson, Director of Professional Development	January 2009 March 2009 June 2009	Electronic modules New Teacher Support Plan Document

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12. Provide supplemental professional development at Title 1 campuses in language arts, math, science, and social studies.	Title 1 – \$1,185,000	Executive Directors of Instruction: Debbie Williams, Karen Hill; Curriculum Coordinators; Specialists	Semester	Agendas ERO Documentation
13. Provide support and professional development for instructional facilitators in order to strengthen understanding and capacity in a job-embedded collegial model of campus support.	Title I – \$10,000	Sharon Jensen, Coordinator, Title I; Heidi Bush, Specialist, Title I; Krista McCown, Specialist, Title I	Semester	Agendas
14. Provide opportunities for Title 1 principals and instructional facilitators to attend conferences and professional development workshops in the area of Title 1, supporting at-risk students, professional learning communities, and content curriculum.	Title I – \$20,000	Sharon Jensen, Coordinator, Title I	Semester	Participant Feedback/Sharing

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15. Provide professional development for Title 1 Principals in the areas of designing effective schoolwide programs, as well as utilizing instructional facilitators to improve student achievement.	Title I – \$2,000	Carole Hagler, Director of State/Fed Programs; Sharon Jensen, Coordinator, Title I	Semester	Agendas Title 1 Documentation
16. Provide graduate coursework to improve student performance, in the areas of Reading, Language Arts, Bilingual/ESL, Math, Science and History for teachers from Title I Campuses.	Title I – \$300,000	Carole Hagler, Director, State/Fed Programs; Principals	August January June	Benchmark results by teacher Classroom visits
17. Continue to provide graduate science coursework for Title 1 teachers.	Title 1 – \$60,000	Renee Pope , Science Curriculum Coordinator; Carol Hagler, Title 1 Director	August 2008 – August 2009	Participant feedback Invoices from UTA
18. AISD will continue to provide K-2 teachers a master's level course in Foundations of Literacy.	Title II – \$100,000	Teresa Cook, Interventions Coordinator; Pat Vollenweider, FOL Instructor	Weekly classes for 2 semesters: August 2008 – May 2009	FOL Summative Report

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19. The FOL instructor will continue to support teachers in their efforts to implement instructional strategies learned in Foundations of Literacy.	Local – \$110,000	Teresa Cook, Interventions Coordinator; Pat Vollenweider, FOL Instructor	August 2008 – May 2009	FOL Instructor's Monitoring DRA
20. The FOL instructor will continue to provide research-based instructional strategies to Foundations of Literacy trained teachers through on-going professional development.	Title II – \$30,000	Teresa Cook, Interventions Coordinator; Pat Vollenweider, FOL Instructor; Cynthia Waller, FOL	August 2008 – May 2009	Session Feedback
21. AISD will continue to implement and evaluate Reading Recovery.	Title I – \$85,000	Teresa Cook, Interventions Coordinator; Marsha Sanders, Reading Recovery Lead Teacher	August 2008 – May 2009	Reading Recovery Summative Report DRA
22. The Reading Recovery Lead Teacher will continue to support Reading Recovery teachers in working with at-risk readers.	Title I	Teresa Cook, Interventions Coordinator; Marsha Sanders, Reading Recovery Lead Teacher	August 2008 – May 2009	Reading Recovery Summative Report

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23. The Reading Recovery Lead Teacher will continue to provide Reading Recovery teachers with on-going professional development.	Title I	Teresa Cook, Interventions Coordinator; Marsha Sanders, Reading Recovery Lead Teacher	August 2008 – May 2009	Reading Recovery Summative Report
24. The AISD Dyslexia Committee will continue to identify dyslexic students and serve them with appropriate instructional settings and strategies.	None	Teresa Cook, Interventions Coordinator	Monthly meetings: August 2008 – June 2009	Dyslexia Committee Meeting minutes
25. AISD will continue to provide dyslexia identification and instructional strategies training for AISD teachers and staff.	Local – \$2,000 255 Funds 404 Funds	Teresa Cook, Interventions Coordinator	August 2008 – May 2009	Session Feedback
26. The Interventions Department will continue to monitor the progress of dyslexic students.	None	Teresa Cook, Interventions Coordinator	August 2008 – June 2009	DRA TAKS
27. Develop, design and implement a process to review failures in Special Education classes at one campus from each of the six networks.	None	Special Education Network Coordinators	Spring Semester 2009	Failure Review Process



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28. Develop and implement the AISD Response to Intervention (RTI) model to ensure student success and timely intervention.	SCE – \$5,000	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Special Populations Coordinators: Amy Harsha & Linda Rodgers	Monthly: September 2008 – July 2009	RTI Committee records RTI training agendas ERO records
29. Continue to ensure the process used to identify at-risk students, to plan an instructional program to meet their needs, to evaluate their progress, and to determine how students are exited from the program.	RAP Training Materials LRP Software SCE – \$30,000 ARI/AMI Funds	Special Populations Coordinators: Amy Harsha & Linda Rodgers; Campus RAP Coordinators; Special Education Director	District Testing Schedule, September 2008 – July 2009	Benchmarks DRA2/EDL2 TAKS RAP Log Special Program Referrals SASI Student Data LRP Printouts
30. Ensure the implementation of 504 accommodations for eligible students.	LRP Software SASI	Special Populations Coordinators: Amy Harsha & Linda Rodgers; Campus 504 Coordinators	Minimum of 2 times a year. August 2008 – July 2009	LRP Software records SASI Student Data TRIAND Interventions Teacher monitoring records

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31. Continue to identify and plan interventions for students at risk for reading and or math failure in Grades K – 2.	ARI/AMI Funds	Principal & campus personnel; Amy Harsha, Elementary Special Populations Coordinator; Teresa Cook, Interventions Coordinator	October 2008 February 2009 May 2009	ARI/AMI Program Monitoring Reports DRA2/EDL2 data
32. Develop students' higher order thinking skills across all grade levels and subjects through the implementation of Thinking Maps.	Title II (255) Funds – \$50,000 SCE Funds – \$10,000	Special Populations Coordinators: Amy Harsha & Linda Rodgers	Every 6 weeks: September 2008 – July 2009	ERO Records Campus evidence of use of Thinking Maps Improvement of student performance on state and local assessments Report cards

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33. Provide accelerated instruction and parental notification as required by the Student Success Initiative (SSI) for students who do not meet standards on TAKS reading (Gr. 3, 5, 8) and/or math (Gr. 5 & 8).	Campus funds (SCE, Title I, ARI/AMI, IRI/IMI) OEYP Grant – \$274,295	Principal & campus personnel; Elementary and Secondary Instruction Executive Directors: Karen Hill, Debbie Williams; Special Populations Coordinators: Amy Harsha & Linda Rodgers; Teresa Cook, Interventions Coordinator	August 2008 – July 2009 according to SSI timeline	Progress monitoring documentation Copies of parent communications 2009 TAKS results Student sign in sheets & attendance records Teacher Grade books

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34. Language Arts staff development based on a Gradual Release of Responsibility framework and active student engagement and learning will be provided to PreK-12 teachers.	Title II – \$600.00 for handouts	Karen Vosdoganes, Language Arts Coordinator; Jo McGovern, Pre-K Lead Teacher; Language Arts Instructional Specialists: Judy Burcie, Kathy McFarlen, Renea Kruckemeyer, Kathy Stice, and Jeanne Maxwell; Campus Principals	August 2008 – June 2009	TRIAND/TAKS Reports ERO
35. Reading, Writing, and ELA Benchmarks and EOY tests will be developed and administered.	None	Karen Vosdoganes, Language Arts Coordinator; Dr. Wallace Carter, Director of Accountability and Testing	August 2008 – June 2009	TRIAND/TAKS Reports
36. SIOP, AVID, and differentiated instructional strategies will be embedded in Language Arts staff development.	None	Karen Vosdoganes, Language Arts Coordinator	August 2008 – June 2009	TRIAND/TAKS Reports

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37. Campus support/training will be provided to individual teachers and to grade levels.	None	Karen Vosdoganes, Language Arts Coordinator	September 2008 – May 2009	TRIAND/TAKS Reports
38. Campus support teams will participate and help specific TAKS-focus campuses.	None	Kristi Gette, Mathematics Coordinator; Crystal Lyons, Mathematics Instructional Specialist; Pattie Hardin, Mathematics Instructional Specialist; campus administrators; Central administration	September 2008 – June 2009	CST agendas
39. Extended year materials will be identified and training will be provided on these materials targeting students who have failed the second administration of TAKS in SSI grade levels and for students who failed mathematics course work during the school year.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	February 2008 – June 2009	ERO TAKS

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40. Mathematics Academies and other mathematics staff development will be created with the purpose of increasing students' understanding of assessed mathematics concepts and will emphasize increasing student engagement in mathematics.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	ERO TAKS TRIAND
41. AVID strategies will be included in secondary mathematics staff development.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	October 2008 – June 2009	ERO
42. Utilize and refurbish hands-on science materials in grades 3-9 (i.e. FOSS Kits, SEPUP Kits and Bridging to TAKS Kits).	\$16,000	Renee Pope, Science Curriculum Coordinator	July 28, 2008 – June 5, 2009	Budget
43. Continue to conduct training on science kits that are essential components of the curriculum (FOSS Kits, SEPUP Kits, Bridging to TAKS Kits).	Title 2: Stipends – \$4000	Renee Pope, Science Curriculum Coordinator	September 2008 – January 2009	Agendas Sign-In Sheets Session Evaluations

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44. Continue partnership with the Fort Worth Museum of Science and History to provide TEKS focused staff development for grade 2 teachers.	Title 2: Training Cost – \$3300 Title 2: Substitutes – \$3750	Renee Pope, Science Curriculum Coordinator	February 2009	Agendas Sign-In Sheets Session Evaluations
45. Develop mandatory Science Academies in grades 5, 7, 8, IPC, Biology and Chemistry.	Title II Funds for Stipends and Substitutes – \$45,000	Renee Pope, Science Curriculum Coordinator	October 2008- April 2009	Agendas Sign-In Sheets Session Evaluations
46. Provide Science and Reading Summer Enrichment Camp for interested Title 1 Schoolwide Campuses.	Title I – \$56,000	Sharon Jensen, Coordinator, Title I; Heidi Bush, Specialist, Title I; Krista McCown, Specialist, Title I	August	Pre and post surveys
47. Continue to implement Optional Extended Year Program (OEYP).	State Entitlement – \$268,721 ARI/AMI – \$1,000,000	Executive Directors of Instruction: Debbie Williams, Karen Hill	May 2008 – July 2009	EY Registration

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48. Provide supplemental services for students who are identified as at-risk for dropping out of schools, based upon student need including tutorials, guidance and counseling services; and alternative school placement.	SCE – \$19,200,000	Carole Hagler, Director of State/Fed Programs; Nell Fielding, Director, Guidance & Counseling; Principals	Monthly	Tutoring Roles Counselor Logs
49. Ensure that students at Title I campuses have access to supplemental technology equipment and enhanced library services in order to accelerate their learning; and teachers have support in learning how to effectively utilize the equipment and library resources.	Title I – \$1,500,000	Carole Hagler, Director of State/Fed Programs; Lorie Bruns, Director-Library Services; Sue McGahee, Director, Instructional Technology; Ed Cannady, Director of Technology Support	End of each semester	Site visits Inventories
50. Provide instruction for students placed in residential or Juvenile Justice facilities.	SCE – \$420,000	Malcolm Turner, Executive Director of Student Services; Director of Special Education	Monthly	Class Roles Lesson Plans

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
51. Provide sheltered training so teachers will have the skills needed to improve the ELL passing rate on the grade 5, 8, & 10 science TAKS.	Local – \$18,000	Cassandra Perez, Director Bilingual/ESL; Renee Pope, Science Coordinator; Bil/ESL Specialists	Beginning, middle and end of year	Staff development feedback forms, classroom visits, benchmarks, TAKS, PBMAS
52. Provide sheltered training in grades 7-12 so teachers will have the skills needed to improve the ELL passing rate on all TAKS assessments.	Local and Title III – \$27,000	Cassandra Perez, Director Bilingual/ESL; Renee Pope, Science Coordinator; Elsa Scott, Social Studies Coordinator; Secondary ESL Specialists	Beginning, middle and end of year	Staff development feedback forms, classroom visits, benchmarks, TAKS, PBMAS
53. Provide after school sheltered sessions to support instructional practices PK-12 so teachers will continuously implement strategies for ELLs leading to an increased exit rate and an increased graduation rate.	None	Cassandra Perez, Director Bilingual/ESL; Bilingual/ESL Specialists	Beginning, middle and end of year	Staff development feedback forms, classroom visits, TAKS, PBMAS, AMAOS



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54. Provide ESL certification training for teachers who are at a campus with diverse language needs in an effort to improve ELL performance across content areas.	Title III – \$60,000	Cassandra Perez, Director Bilingual/ESL; Bilingual/ESL Specialists	Middle and end of year	Benchmarks, classroom visits, TAKS, TELPAS, Review teacher certification passing rate
55. Provide Bilingual centers with additional funds to support student growth in second language acquisition through the implementation of tutorials and supplemental materials.	Title III – \$25,000	Cassandra Perez, Director Bilingual/ESL; Bil/ESL Specialists	Beginning, middle and end of year	EDL/DRA levels, TAKS, TELPAS
56. Support the Newcomer Center in fulfilling their improvement goals as stated in the TEA directed CIT plan by providing staff development and supplemental materials.	Title III – \$25,000	Cassandra Perez, Director Bilingual/ESL; Secondary ESL Specialists	Beginning, middle and end of year	Staff development feedback forms, classroom visits, reading inventory summary sheets
57. Continue the training of best practices teaching strategies for faculties at the six traditional high schools and the 12 traditional junior highs in AVID strategies to implement the program school-wide.	High School Allotment, HB 1 – \$ 5,000.	Linda Rodgers, AVID District Director and Coordinator for Secondary Special Populations	August 2008 – July 2009	ERO attendance, evaluations and travel records.

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58. Encourage and train more teachers at AVID campuses to become Trainer of Teachers in AVID best practices teaching strategies.	High School Allotment HB1 – \$ 5,000.	Linda Rodgers, AVID District Director and Coordinator for Secondary Special Populations	August 2008 – July 2009	AVID national training of teachers and certification of the teachers
59. Continue with the implementation of the International Baccalaureate Program on two high school campuses.	Curriculum Staff	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Karen Hill, Executive Director of Secondary Education; Michelle Wilmoth, Principal, and IB Coordinator at Bowie High School; Jennifer Young, Principal, and IB Coordinator at Arlington High School	October 2008 – June 2009	Committee Report

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
60. Continue reviewing and analyzing the expansion of IB program.	None	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Karen Hill, Executive Director of Secondary Instruction	June 2008 – June 2009	Notes from analysis
61. Continue with the implementation of the International Baccalaureate Program on two high school campuses.	Curriculum Staff	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Karen Hill, Executive Director of Secondary Education; Michelle Wilmoth, Principal, and IB Coordinator at Bowie High School; Jennifer Young, Principal, and IB Coordinator at Arlington High School	October 2008 – June 2009	Committee Report

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
62. Continue reviewing and analyzing the expansion of IB program.	None	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Karen Hill, Executive Director of Secondary Instruction	June 2008 – June 2009	Notes from analysis

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63. Continue to send teachers to receive their IB training at designated sites in North America.	Local – \$217,600	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Karen Hill, Executive Director of Secondary Education; Michelle Wilmoth, Principal, and IB Coordinator at Bowie High School; Jennifer Young, Principal, and IB Coordinator at Arlington High School; Jeff Provence, Principal, and IB Coordinator at Lamar High School; Beverley McReynolds, Principal, and IB Coordinator at Sam Houston High School	June 2008 – June 2009	Applications, Feedback forms

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64. Continue to provide information about the IB program to students, parents and teachers in order to gain support.	None	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Karen Hill, Executive Director of Secondary Education; Michelle Wilmoth, Principal, and IB Coordinator at Bowie High School; Jennifer Young, Principal, and IB Coordinator at Arlington High School; Jeff Provence, Principal, and IB Coordinator at Lamar High School; Beverley McReynolds, Principal, and IB Coordinator at Sam Houston High School	June 2008 – June 2009	Presentation Evaluations



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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
65. Librarians will support curriculum and instruction through continuous updating and weeding of the campus library collections and resource sharing through the Destiny Web Cat.	Campus Library Book Budgets Library Services Dept. Budget – \$70,843 (Destiny Web Cat) Title 1 Funding Texas State Library Collection Standards	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians; Carole Hagler, Director of State and Federal Programs	Monthly	AS400 Budget Reports Purchase Orders on File Destiny Reports
66. Librarians will provide formal and informal instruction to both teachers and students in the use of library resources--print and online databases-- to promote academic success.	Instructional Time Library Services Dept. Budget – \$55,357 (Online Databases)	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	Monthly	Library Monthly Activity Report ERO Sessions Lesson Plans
67. Librarians will support academic achievement through dynamic library collections and library reading programs, utilizing such reading lists as the Texas Bluebonnet, 2x2, Tayshas, and Lone Star, Battle of the Books lists, and other curriculum-related and leisure reading lists.	Texas State Library Reading Lists Campus Library Book Budgets – \$434,335 LS Dept. Library Department Budget – \$1400 Title 1 Funding – \$275,170	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians; Carole Hagler, Director of State and Federal Programs	Monthly	Library Monthly Activity Report Lesson Plans

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #2: To reduce course/subject failure rates.

Evidence of Need with Supportive Data: Academic excellence indicators and student report card results indicate need to reduce the course/subject failure rates for students in all subgroups and for all subjects.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
68. Librarians will continue to develop the online library Lesson Plan Bank with a focus on science and mathematics at the elementary level and a focus on information literacy skills at the secondary level.	Librarian Lesson Plan Bank	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	Fall 2008	Lesson Plan Bank Online
69. Provide staff development in integrating academic standards with fine arts.	Title II – \$10,000	Bill Huff, Director of Fine Arts; Linh Nguyen, Art Coordinator	September 2008 – June 2009	Agendas, ERO
70. Provide staff development on best practices including performance-based assessment, active learning, and structured grammatical input.	Local – \$5,000	Sharon Deering, LOTE Specialist; Curriculum writing team	Beginning, middle, and end of year	Staff development feedback forms; classroom visits; 6 weeks grading reports
71. Provide staff development on the following topics: <ul style="list-style-type: none"> • Ways to convey the importance of good physical well being to students. • Methods of increasing participation in Athletics and Physical Education. • Fitness Testing 	None	I.C. Little, C.A.A. Director of Athletics and Physical Education	September 2008 – May 2009	ERO Transcripts

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
72. Provide training in CPR and First Aid to all physical education teachers, extra and co-curricular teachers and coaches.	None	I.C. Little, C.A.A. Director of Athletics and Physical Education	July 2008 – October 2009	Red Cross Certification cards, ERO Transcripts
73. Continue strategies for modification and accommodation for all students.	SCE – \$16,000 Local – \$5,000	Nell Fielding, Director of Guidance and Counseling	August 2008 – November 2009	CATE, Special Education At-Risk
74. Provide Gear UP training materials for counselors.	SCE – \$10,000	Nell Fielding, Director of Guidance and Counseling	September 2008 – April 2009	Training Schedules, Student Schedules
75. Continue to monitor the implementation of Personal Graduation Plans (PGP).	Local – \$500	Nell Fielding, Director of Guidance and Counseling	August 2008 – August 2009	
76. Continue the staff development training sequence for CTE teachers on Boosting Achievement through Content Area Reading Instruction.	Speaker – \$30,000 Substitutes – \$27,000	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	Agendas
77. Begin training sequence for Counselors and Teachers for Career Cruising career planning software.	Software – \$10,000	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	Agendas

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
78. Continue to develop seamless transition opportunities from high school to post-secondary institutions which lead to certifications, associate and/or bachelor degrees.	Career and Technical Education staff	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	Communication materials
79. Implement the CTE continuous improvement plan as developed in response to the Performance Based Monitoring Analysis System.	Career and Technical Education staff	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	PBMAS CIP
80. Collaborate with the YMCA, Boys and Girls Clubs, Arlington Life Shelter, Salvation Army, Safe Haven, Mission Arlington, Special Education, Bilingual/ESL, Attendance, and targeted schools to provide homeless students with additional tutoring services and support as needed.	TEXSHEP Grant – \$98,000 Title I – \$80,000	Nelva Hardin, Coordinator, Families in Transition; Families in Transition social workers: Betsy Foreman, Cindy Ward, Heather Andrews	August 2008 November 2008 January 2009 March 2009 May 2009	1.Social worker notes of contact 2.Phone logs 3.Agendas of meetings 4.TAKS 5.Benchmarks 6.SASI student data 7.Report cards 8. TEXSHEP report of services provided

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Evidence of Need with Supportive Data: Academic excellence indicators and student report card results indicate need to reduce the course/subject failure rates for students in all subgroups and for all subjects.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
81. Ensure that homeless students are able to regularly and safely get to school.	TEXSHEP Grant – \$27,600	Nelva Hardin, Coordinator, Families in Transition; Families in Transition social workers: Betsy Foreman, Cindy Ward, Heather Andrews; Jimmy Womack, Director of Transportation	August 2008 November 2008 January 2009 March 2009 May 2009	1.Social worker notes of contact 2.Phone logs 3.Transportation requests 4. TEXSHEP report of services provided
82. Ensure that physical and mental health needs of homeless children and youth are identified and addressed.	Title I – \$35,000 TEXSHEP Grant – \$29,500	Nelva Hardin, Coordinator, Families in Transition; Families in Transition social workers: Betsy Foreman, Cindy Ward, Heather Andrews; Lee Carol Copeland, Shelter Nurse	August 2008 November 2008 January 2009 March 2009 May 2009	1.Social worker notes of contact 2.Phone logs 3.Agendas of meetings 4.SASI student data 5.Nurse sign-in sheets 6. TEXSHEP report of services provided

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
83. Verify identification and intake documentation of pregnant students by authorized district personnel.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant DSHS Health Matters Grant OAPP Healthy Families/Tomorrows Future	Tori Sisk, Coordinator, Pregnancy Related Services; Campus PEP Counselors	Semester	Intake/PRS packets Annual PEIMS Report

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>84. Provide services to PRS students as needed on a case by case basis, including:</p> <ul style="list-style-type: none"> • counseling services; • health services; • transportation for the student and/or the student's children to school, child care facility, community service agencies, etc; • case management and service coordination, • instruction related to parenting knowledge and skills: • child development, home and family living, and job readiness training; • child care for the student's children; schedule modifications as needed and appropriate; • prenatal/postnatal tutoring services provided while the student is not in regular school attendance because delivery or complications related pregnancy. 	<p>PRS weighted funding</p> <p>Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant</p> <p>DSHS Health Matters Grant</p> <p>OAPP Healthy Families/Tomorrows Future</p>	<p>Tori Sisk, Coordinator, PRS; Campus PEP Counselors</p>	<p>Semester</p>	<p>Intake packet</p> <p>referral forms</p> <p>PRS file</p> <p>Annual PEIMS Report</p>

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
85. Provide required CEHI (Compensatory Education Home Instruction) for pregnancy related students.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant DSHS Health Matters Grant OAPP Healthy Families/Tomorrows Future	Tori Sisk, Coordinator, PRS; Campus PEP Counselors; CEHI Teachers	Semester	CEHI packet PRS file CEHI log Annual PEIMS Report

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the failure rate for students in all subgroups and for all subjects will be reduced by 5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
86. Provide abstinence education to include prevention of violence against peers, bullying, drug/alcohol use and early sexual activity which are deterrents to classroom performance. Abstinence Education is presented through: <ul style="list-style-type: none"> • Classroom presentation • Staff development • Appropriate district/government referral • individual follow up • Common Sense Parenting Training for parents 	DSHS Abstinence Education Grant – \$196,000 Title I – \$60,000	Tori Sisk, Coordinator, PRS; Pathways to Success Facilitators: Angela Gardner-Smith, Anna Lee, Terri Chapa	Monthly Progress Report	Pre/Post assessment Teacher satisfaction survey

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #3: To develop subject area vertical alignment.

Evidence of Need with Supportive Data: Academic excellence indicators and disaggregated TAKS results indicate need to improve subject area vertical alignment.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, subject area vertical alignment will be planned and implemented as evidenced by documentation provided by each subject area. In addition, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Establish Vertical Alignment Committee to develop action plan for implementation to ensure K-12 subject area and transitional alignment.	None	Dr. Marcelo Cavazos, Associate Superintendent of Instruction; Executive Directors of Instruction: Debbie Williams and Karen Hill		
2. Develop a 3-5 year strategic plan for delivery of professional development that outlines necessary trainings to ensure that professionals are receiving research-based information in all professional development.	Research, materials, printing Local – \$2,000 Title II – \$5,000	Teresa Williamson, Director of Professional Development	January 2009 March 2009 June 2009	Meeting agendas with curriculum staff Strategic Plan document
3. Provide core curriculum area, supplemental instructional support for teachers by district staff to improve student achievement.	Title I – \$600,000 Title II – \$800,000	Marcelo Cavazos, Associate Superintendent of Instruction; Carole Hagler, Director of State/Fed Programs	Semester	Benchmark Testing TAKS scores

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
4. Introduce and implement the Special Education network design for alignment and support by Special Education.	None	Special Education Department Support Staff	August 2008 - August 2009	Mid year and end of year feedback inquiry
5. Develop a system for consistent vertical alignment of 504, SSI, and other student intervention plans (for all subject areas) to ensure smooth student transition between grade levels and schools.	None required	Special Populations Coordinators: Amy Harsha & Linda Rodgers	May 2009	Coordination meeting documentation Student intervention plans
6. Staff development will be provided for teachers in grades K-8 based on Fountas and Pinnell's <i>The Continuum of Literacy Learning</i> .		Karen Vosdoganes, Language Arts Coordinator; Language Arts Specialists: Judy Burcie, Kathy McFarlen, Renea Kruckemeyer, Kathy Stice, and Jeanne Maxwell	August 2008 – June 2009	ERO

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
7. Staff development will be provided for teachers in grades K-12 to support understanding of the new K-12 ELA TEKS.	???	Karen Vosdoganes, Language Arts Coordinator	June 2009 – August 2009	ERO
8. The Mathematics Department will facilitate creation of a TEKS-based, conceptually connected curriculum guide in grades K-12.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	Six week Evaluations Revisions at the End of Each Semester
9. The Mathematics Department will align the content of teacher professional development into a continuum of training, from novice to advanced, to focus on thorough understanding of the TEKS.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	ERO TAKS
10. Research will be used to train educators on cross grade-level instructional strategies.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	ERO

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
11. The need for cross grade-level communications will be emphasized in staff development.	None	Kristi Gette, Mathematics Coordinator; Mathematics Department	July 2008 – June 2009	ERO
12. Continue partnership with the River Legacy Living Science Center to conduct curriculum based field investigations for every 4 th grade student.	Local – \$38,000	Renee Pope, Science Curriculum Coordinator; Sue Ellen Carlson, Science Instructional Specialist	August 2008 – May 2009	AISD calendar with campus dates Session Evaluation End of Year Benchmark Test
13. Develop and solidify vertical alignment through mandatory science academies for combined grade levels: <ul style="list-style-type: none"> • Grades 7-8 • IPC-Biology 	Stipends and Substitutes – \$45,000	Renee Pope, Science Curriculum Coordinator; Rebecca Sales, Science Instructional Specialist	October 2008 – April 2009	Agendas Sign-In Sheets Session Evaluations

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
14. Implementation of Bridging to TAKS Kits (Measuring Matter and Light and Optics) for grades K-6.	None	Renee Pope, Science Curriculum Coordinator; Sue Ellen Carlson, Science Instructional Specialist; Donna Bullis, Science Instructional Specialist	August 2008 – January 2009	Sign-In Sheets Session Evaluation Forms
15. Provide Interactive Science Notebook staff development for grades K-8 using a unified model.	None	Renee Pope, Science Curriculum Coordinator; Sue Ellen Carlson, Science Instructional Specialist; Donna Bullis, Science Instructional Specialist	August 2008 – June 2009	Sign In Sheets Session Evaluations Agendas

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, subject area vertical alignment will be planned and implemented as evidenced by documentation provided by each subject area. In addition, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
16. Develop a PK-6 instructional model including sheltered strategies to assist bilingual classrooms as they incorporate the ELPS across content areas in an effort to increase the Bilingual exit rate.	Title III & Local – \$10,000	Cassandra Perez, Director Bilingual/ESL; Bilingual Principals; Bilingual/ESL Specialists	Beginning, middle and end of year	Classroom visits, feedback from principals and teachers, AMAOS, TELPAS
17. Strengthen the K-7 summer enrichment programs (BE K-1 and GEMS) by incorporating sheltered practices in order to increase the ESL exit rate.	Local, State and Title III – \$ 379,000	Cassandra Perez, Director Bilingual/ESL; Bilingual/ESL Specialists	Beginning and end of summer	Classroom visits, teacher feedback, student report card, AMAOS, TELPAS
18. Train raters to participate in TELPAS process and assist campuses in disaggregating TELPAS data to ensure students attain English proficiency and meet the exit criteria.	Local – \$50,000.00	Cassandra Perez, Director Bilingual/ESL; Bilingual/ESL Specialists	Beginning, middle and end of year	Campus visits, classroom visits, DRA/EDL TELPAS, AMAOS

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
19. District level committees will continue to review advanced academics services for all elementary, junior high, and high school students and will make recommendations for improvement.	None	Dr. Marcelo Cavazos, Associate Superintendent for Instruction; Karen Hill, Executive Director Secondary Instruction; Judy Stringham, Advanced Academics Coordinator	September 2008 – June 2009	Committee Report
20. Curriculum staff will continue to review Dual Credit course offerings and make recommendations for additions to dual credit programs offered on all high school campuses.	HB1 – \$500,000	Dr. Marcelo Cavazos, Associate Superintendent for Instruction; Karen Hill, Executive Director Secondary Instruction; Judy Stringham, Advanced Academics Coordinator	October 2008 – June 2009	Committee Report

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Evidence of Need with Supportive Data: Academic excellence indicators and disaggregated TAKS results indicate need to improve subject area vertical alignment.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, subject area vertical alignment will be planned and implemented as evidenced by documentation provided by each subject area. In addition, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
21. Curriculum staff will continue to review Advanced Placement course offerings and test results and will make recommendations for additions to the Advanced Placement courses offered.	None	Dr. Marcelo Cavazos, Associate Superintendent for Instruction; Karen Hill, Executive Director Secondary Instruction; Judy Stringham, Advanced Academics Coordinator	October 2008 – June 2009	Committee Report
22. Curriculum staff will continue to review the SAT/PSAT preparation classes for high school students and make recommendations as needed for improvement.	HB1 – \$60,300	Karen Hill, Executive Director Secondary Instruction; Judy Stringham, Advanced Academics Coordinator	September 2008 – June 2009	Student Sign-In Sheets

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
23. Curriculum staff will implement strategies and initiatives that address the high school allotment funds.	HB1 Funds – \$7.1 million	Dr. Marcelo Cavazos, Associate Superintendent for Instruction; Karen Hill, Executive Director Secondary Instruction; Judy Stringham, Advanced Academics Coordinator	September 2008 – July 2009	Evaluation Reports
24. Curriculum staff will implement strategies and activities that address elementary gifted and talented services.	None	Dr. Marcelo Cavazos, Associate Superintendent for Instruction; Debbie Williams, Executive Director Elementary Instruction; Judy Stringham, Advanced Academics Coordinator	September 2008 – July 2009	Committee Report

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
25. Librarians from elementary, junior high and senior high school will collaborate to improve communication about the Library Skills Scope and Sequence to support vertical and curriculum alignment.	Library Meetings Library Skills Scope and Sequence	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	Spring 2009	Library Meeting Notes Draft of Scope and Sequence
26. Librarians will develop a new Library Skills Scope and Sequence for PreK-6 to support vertical and curriculum alignment.	Librarian Meetings Time for Revising the Library Skills Scope and Sequence	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	January 2009 – July 2009	Draft of Scope and Sequence Calendar of Meeting Dates
27. Continue to develop and monitor the 6 th grade band program.	Fine Arts Funds Individual campus funds	Bill Huff, Director of Fine Arts	September 2008 – June 2009	Monitor enrollments and develop a formative evaluation instrument for documenting growth and learning improvement
28. To promote through art competition and shows, scholarship opportunities that support student's continued art education.	Arlington Arts League Arlington Arts Educators TAE	Linh Nguyen, Art Coordinator	September 2008 – June 2009	Portfolio reviews, competitions, and art shows

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Goal #3: To develop subject area vertical alignment.

Evidence of Need with Supportive Data: Academic excellence indicators and disaggregated TAKS results indicate need to improve subject area vertical alignment.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, subject area vertical alignment will be planned and implemented as evidenced by documentation provided by each subject area. In addition, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
29. Continue to align elementary music and art TEKS with core subject TEKS and TAKS.	None	Vicki Keller, Fine Arts Specialist; Linh Nguyen, Art Coordinator	September 2008 – June 2009	Improved student test scores
30. Write, produce, and implement curriculum guides for Spanish I and II.	Title II – \$7,500 Local – \$2,500	Sharon Deering, LOTE Specialist; Curriculum Writing Team	Beginning, middle, and end of the school year	Performance-based assessment; classroom
31. Include junior high level I teachers with high school department meetings to strengthen the alignment process in grades 7-12.	None	Sharon Deering, LOTE Specialist; LOTE Department Chairs	Beginning, middle, and end of the school year	Attendance at department meetings; teacher feedback
32. Approve coaches to attend core subject staff development.	Curriculum Budget Money	I.C. Little, C.A.A. Director, Athletics and Physical Education; Arlington I.S.D. Coaches; Curriculum Specialists	August 2008 – May 2009	Testing Results

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Goal #3: To develop subject area vertical alignment.

Evidence of Need with Supportive Data: Academic excellence indicators and disaggregated TAKS results indicate need to improve subject area vertical alignment.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, subject area vertical alignment will be planned and implemented as evidenced by documentation provided by each subject area. In addition, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
33. Conduct monthly Physical Education departmental meetings.	None	I.C. Little, C.A.A. Director, Athletics and Physical Education; Department Leaders	August 2008 – May 2009	Testing Results
34. Approve coaches to attend Physical Education staff development.	Physical Education Budget Money	Assistant Directors of Athletics: O.J. Kemp and Anthony Criss	August 2008 – May 2009	
35. Implement a training of trainers' model to assist approximately 190 K-12 educators to provide technology-related, campus-based mentoring and professional development.	PDC facilities, ITD staff, 3 pullout days, 10 summer days, state technology allotment funds, Title IID funds	Sue McGahee, Instructional Technology Director	August 2008 through August 2009	Electronic Registrar Online (ERO) reports, agendas, session feedback, purchase orders, First Class conferences and group calendars
36. Follow established procedures to review and update instructional software and online resources.	ITD staff, curriculum staff, First Class conferences and group calendars, state technology allotment funds, Title IID funds	Sue McGahee, Instructional Technology Director	August 2008 through August 2009	Agendas, session feedback, work orders, purchase orders

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Goal #3: To develop subject area vertical alignment.

Evidence of Need with Supportive Data: Academic excellence indicators and disaggregated TAKS results indicate need to improve subject area vertical alignment.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, subject area vertical alignment will be planned and implemented as evidenced by documentation provided by each subject area. In addition, the TAKS passing rate for students in all subgroups and for all subjects will improve by 3%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
37. Provide additional technology resources to Title I campuses to improve classroom instruction.	Title I funds	Sue McGahee, Instructional Technology Director; Deann Thompson, Instructional Technology Specialist; Ed Cannady, Technology Support Director	August 2008 through August 2009	Technology Purchase Order, Inventory of Campus Technology Items
38. Provide activities that encourage a coherent, seamless transition for homeless students through staff development, collaboration and training of district staff.	TEXSHEP Grant – \$2,000 Title I – \$25,000	Nelva Hardin, Coordinator of Families in Transition	August 2008 January 2008 March 2008	Agendas of training Sign-in sheets Department calendar TEXSHEP reports

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #4: To engage parents and the community in the educational process.

Evidence of Need with Supportive Data: Parent surveys, Drop-out Summit summary, parent conference/contact records, and Academic excellence indicators indicate the need to engage parents and the community in the educational process.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Continue to provide parents with student progress information, including results of state assessments, in a language they can understand.	No Cost	Principals; Dr. Wallace Carter, Director of Testing & Research	Every 3 - 6 weeks Spring 2009 – TAKS results	Report cards, progress reports, parent conference documentation, Student Confidential Report (TAKS) sent to parents.
2. Maintain an up-to-date district website.		Bruce Barrs, Webmaster	August 2008 through August 2009	Website access report
3. Maintain an AISD Special Education Website that will serve as a reference and resource tool for the parents, teachers and students.	No Cost	Karen English, Assistant Director of Special Education	August 2008 - August 2009	Special Education Website usage
4. Provide parents with the opportunity to serve on the Special Education Advisory Committee.	No Cost	Karen English, Assistant Director of Special Education; Anne Weydeck, Parent Support Specialist; Paula Morone, Special Education Curriculum Coordinator	August 2008 through August 2009	Agendas Meeting Updates (Posted on Sp. Ed. Website)
5. Continue to implement truancy meetings for parents and community.	Local funds	Dr. Malcolm Turner, Executive Director of Student Services	September 2008 – May 2009	Students' attendance records Meeting sign-in log

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #4: To engage parents and the community in the educational process.

Evidence of Need with Supportive Data: Parent surveys, Drop-out Summit summary, parent conference/contact records, and Academic excellence indicators indicate the need to engage parents and the community in the educational process.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
6. Provide education and training to parents/caregivers that actively involves them in their children's education with activities that include, but are not limited to: <ul style="list-style-type: none"> • Adult English as a Second Language (ESL) • General Education Development (GED) preparation • English Literacy Civics (ELCivics) • Parents and Children Together training 	Title I – \$540,000 State Adult Basic Ed – \$34,712 Federal Adult Basic Ed – \$69,033 E.L. Civics Grant – \$100,000	Dawn Brown, Family Program Coordinator; Maggie Sohel, Family Literacy Specialist	Monthly	Data Reflecting: <ul style="list-style-type: none"> • Participation Rates • Completion Rates • Formative and Summative Student Competency Levels • Training Agendas and Minutes • Sign-in Sheets
7. Provide Parent Education events such as: <ul style="list-style-type: none"> • Parents as Partners in Education • Building Self Esteem • Child Discipline • Toddler Time • Common Sense Parenting 	Title I – \$100,000	Dawn Brown, Family Program Coordinator; Debbie Simmons, Family Involvement Specialist	Monthly	Event Plans Event Summary Reports

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
8. Ensure that Family Involvement events at Title I Campuses incorporate academic (TEKS) objectives and are designed to increase family involvement in the school. Family Events may include, but not limited to: <ul style="list-style-type: none"> • Math Nights • Reading Nights • Science Nights • Social Studies Nights • Literacy Book Give-Aways 	Title I Funds – \$100,000 Dolly Parton Grant	Dawn Brown, Family Program Coordinator; Debbie Simmons, Family Involvement Specialist	Monthly	Event Plans Event Summary Reports
9. Provide staff development for Conversational Spanish for Educators to help teachers engage Spanish-speaking parents.	Title III – \$13,670	Sharon Deering, LOTE Specialist; lead teacher for Conversational Spanish for Educators	Beginning, middle, and end of year	Staff development feedback forms
10. Provide professional development on “Reclaiming Your Classroom” with Dr. Rita Pierson for Title 1 campuses.	Title I – \$22,000	Sharon Jensen, Title I Coordinator; Krista McCown, Title I Specialist	September	Participant Feedback

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
11. Parent information regarding local, state, and national opportunities for students to take part in reading and writing camps, contests, and conferences will be communicated to teachers and department chairs by the Language Art Department.	No cost	Karen Vosdoganes, Language Arts Coordinator	August 2008 – June 2009	First Class Department Chair Meeting Agendas
12. Provide campuses with access to the “Language Line” in an effort to strengthen communication between parents of students who speak languages other than English and school personnel.	Title III – \$5,000	Cassandra Perez, Director Bilingual/ESL	End of year	Review usage by campus
13. Provide campuses with a translator for parent meetings as needed.	Title III and Local – \$2,000	Cassandra Perez, Director Bilingual/ESL	End of year	Review number of requests for translators by campus
14. Provide department and district documents in multiple languages as needed.	Title III – \$20,000	Cassandra Perez, Director Bilingual/ESL	End of year	Review number of requests for translations by language, department and campus

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
15. Monitor campus parent involvement in the AVID program and encourage collaboration between programs for parent education.	N/A	Campus AVID coordinator; Linda Rodgers, Secondary Special Populations Coordinator	July 2008 – June 2009	AVID campus certification document, program agendas, sign in sheets
16. Librarians will engage parents and the community by promoting, participating, and/or conducting <u>three</u> family-oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or guest speakers.	Campus Library Collections LS Dept. Library Budget – \$2000 (Author Travel Fees) Title 1 Funding	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Carole Hagler, Director of State and Federal Programs; Campus Librarians	Fall 2008 – Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars
17. The Library Services Department will partner with the Arlington Public Library to promote reading projects (GO Card Campaign, Arlington Read Project) that reach out to the Arlington community.	Arlington Public Library Staff AISD Library Services Department Personnel Campus Librarians	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Campus Librarians	Fall 2008 – Spring 2009	Arlington Reads Project calendar Go Card Campaign Calendar

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
18. The Library Services Department will maintain a website that will serve as a reference tool for students and parents.	Access to AISD Webpage Portal System Webmaster	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Bruce Barrs, Webmaster	Fall 2008 – Spring 2009	Library Services Department Website
19. Library Services will provide professional development and support for Title 1 librarians in the area of family involvement and community outreach.	Professional Development Sessions	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist	Monthly	ERO sessions Library Services Dept. Calendars
20. Continue to foster an appreciation of the Fine Arts by all students.	Campus Funds	Bill Huff, Director of Fine Arts; Vicki Keller, Fine Arts Specialist; Linh Nguyen, Art Coordinator	September 2008 – June 2009	Course Enrollment
21. Continue to improve relations with the Arlington community by publishing a district Fine Arts calendar.	None	Bill Huff, Director of Fine Arts; Vicki Keller, Fine Arts Specialist; Linh Nguyen, Art Coordinator	September 2008 – June 2009	Concerts, Performances, Shows and other presentations

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Goal #4: To engage parents and the community in the educational process.

Evidence of Need with Supportive Data: Parent surveys, Drop-out Summit summary, parent conference/contact records, and Academic excellence indicators indicate the need to engage parents and the community in the educational process.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
22. Promote and increase student participation in UIL and TMEA activities.	Fine Arts Funds Campus Funds	Bill Huff, Director of Fine Arts; Vicki Keller, Fine Arts Specialist	September 2008 – June 2009	UIL Concert and Sight-reading ratings TMEA individual student honors
23. Continue to seek grants to finance special student opportunities.	None	Bill Huff, Director of Fine Arts; Vicki Keller, Fine Arts Specialist; Linh Nguyen, Art Coordinator; Sylvia Nichols, Grant Liaison for AISD	September 2008 – June 2009	Special performances, shows, and presentations
24. Develop strong working relationships with community fine arts organizations.	No Cost	Bill Huff, Director of Fine Arts; Vicki Keller, Fine Arts Specialist; Linh Nguyen, Art Coordinator	September 2008 – June 2009	
25. Continue to recognize artistic achievements through student art displays within the district and community.	No Cost	Linh Nguyen, Art Coordinator	September 2008 – June 2009	Art Shows

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Evidence of Need with Supportive Data: Parent surveys, Drop-out Summit summary, parent conference/contact records, and Academic excellence indicators indicate the need to engage parents and the community in the educational process.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
26. Encourage secondary schools to have a Booster Club for parent involvement.	No Cost	I.C. Little, Athletic Director; Arlington I.S.D. Coaches	August 2008 – May 2009	Survey
27. Encourage parents to attend athletic events.	No Cost	I.C. Little, Athletic Director; Arlington I.S.D. Coaches	August 2008 – May 2009	Athletic Attendance, Tickets, Records
28. Ask community/business leaders to support Arlington I.S.D. athletic programs.	No Cost	I.C. Little, Athletic Director; Assistant Athletic Directors: O.J. Kemp and Anthony Criss	August 2008 – May 2009	Survey
29. Continue to plan College Night for all high school students by providing post secondary planning and information from 200 colleges and universities.	Local – \$10,000	Nell Fielding, Director of Guidance and Counseling	August 2008 – August 2009	Session Feedbacks
30. Continue to provide scholarship information via the internet to all high schools and implement e-scholarships.	Local – \$15,000 SCE – \$15,000	Nell Fielding, Director of Guidance and Counseling	August 2008 – August 2009	Usage reports

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
31. To provide an OUTREACH AGENCY Resource Fair for AISD Caregivers to update available resources and services for students.	SCE – \$500	Nell Fielding, Director of Guidance and Counseling	BOY	Session Feedbacks
32. Implement Education Go Get It week HB2237.	No cost	Nell Fielding, Director of Guidance and Counseling	BOY	Counselor Feedback
33. Provide identified support staff training in crisis response, ethics, CPS reporting, learning, mental or physical handicaps, and working with high needs students' families.	SCE – \$20,000 Title II – \$10,000	Nell Fielding, Director of Guidance and Counseling	July 2008 – June 2009	ERO registrations
34. Continue the development and implementation of the Champion Education initiative.	Career and Technical Education staff	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	Champion Education activities
35. Continue the development and participation in Jobs Now Forum (a job fair for juniors and seniors) with the Arlington Chamber of Commerce and Tarrant County College.	Career and Technical Education staff	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	Publication materials

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
36. Continue to implement and review the Arlington Scholars Program and make recommendations as needed for improvement.	Career and Technical Education staff	Craig Wright, Career and Technical Education Director	August 2008 – July 2009	Speaker schedules
37. Provide an evening event for parents and students to examine exemplary electronic projects that demonstrate the integration of curriculum and technology.	PDC facilities, ITD Staff, campus technology trainers, volunteers, programs, medals, state technology allotment funds	Sue McGahee, Instructional Technology Director	August 2008 through April 2009	Online entry forms, judges' evaluation sheets, attendance, verbal feedback from parents, students and employees
38. Provide secondary campuses with Intouch Online to allow parents to access student data for their child.	Local Operating Funds	Mark Murray, Technology Systems Coordinator	August 2008 through August 2009	Intouch online usage reports
39. Provide all campuses with access to the Intouch Dialer System to improve communications with parents.	Local Operating Funds	Mark Murray, Technology Systems Coordinator	August 2008 through August 2009	Intouch dialer usage reports, training schedule

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
40. Provide education and training to the parents/caregivers about actively participating in their children's education.	TEXSHEP grant – \$1,000 Title I – \$12,000	Nelva Hardin, Coordinator of Families in Transition; Betsy Foreman, Social Worker; Cindy Ward, Social Worker; Heather Andrews, Social Worker	August 2008 November 2008 January 2009 March 2009 May 2009	1. Log of parent participation in transportation to Open House, ARDS, and conferences. 2. Parent/training agendas 3. Staff training agendas 4. Parent surveys 5. Log of parent consultations. 6. Social Worker notes, including attendance calls

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Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, parent and community engagement will improve according to parent contact records, records of AISD website visits, and survey results.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>41. Maintain a parent education mandate to inform and educate parents of substance abuse issues relating to all ages of students. This is accomplished through:</p> <ul style="list-style-type: none"> • maintenance of a very rich web-site with appropriate links to informative and educative sites regarding many issues surrounding substance abuse • parent meetings throughout the year at PTA meetings • special programs presented district wide • one-on-one meetings with parents as requested • training for parents to deliver information through the Parent-to-Parent program • Common Sense Parenting Programs • distributing written materials throughout the year and as requested. 	<p>Title IV – \$ 304,850</p>	<p>Dr. Tony Arangio, Director Title IV, Safe and Drug-Free Schools and Communities; Safe and Drug-Free Intervention Specialists as follows: Marla Pollan, lead James Tucker, Deborah Vation Debbie Steele, Judith Bazan, Eric Smedema, Dianna Flores, AEPs; Helen Downes, Secretary to the Director.</p>	<p>Reports submitted monthly.</p>	<p>Feedback sought for each meeting and analyzed as to relevance, substance, best and worst agenda items, and suggestions for improvement.</p>



**District Improvement Plan 2008-2009
Arlington Independent School District**

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Evidence of Need with Supportive Data: PEIMS 425 Report indicates the need to prevent campus violence and ensure appropriate intervention.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the campus violence rate for campuses will be reduced by 1%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Train New Principals, Assistant Principals, Counselors on District Crisis Management Plan.	SCE – \$8,000	Nell Fielding, Director of Guidance and Counseling	BOY	Agenda, Sign-In Sheets
2. Continue district-wide Boys Town training for teachers and administrators, including follow-up support at the campus level to ensure fidelity of implementation.	Trainers and materials Title II – \$15,000 Local – \$19,000	Teresa Williamson, Director of Professional Development; Boys Town Trainers: Eleanor Ward and Betty Sims	July 2008 – July 2009 Monthly	Discipline Reports Campus data Logs of requests for assistance to BT trainers
3. Assign Arlington Police Department officers and security guards to athletic functions.	Budget Money	Jimmy Womack, Director of Security	August 2008 – May 2009	Arlington Police Department Reports
4. Inservice on gang activity in Arlington I.S.D.	None	Lee Shelinbarger, Gang Specialist; Arlington I.S.D. Coaches	August 2008 – May 2009	Arlington Police Department Reports
5. Collaborate with Gang Specialist to provide translation as needed for family outreach events.	Local – \$3,000	Cassandra Perez Director Bilingual/ESL; Bilingual/ESL Specialists	End of year	Session Feedback Forms

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Evidence of Need with Supportive Data: PEIMS 425 Report indicates the need to prevent campus violence and ensure appropriate intervention.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the campus violence rate for campuses will be reduced by 1%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
6. Library Services and four Title 1 Elementary Campus Libraries (Atherton, Roark, Short, and Webb) will pilot a Community Outreach Library Program for their school families for after school and/or Saturday access.	Title 1 Funding – \$12,000 (\$3000 per campus)	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Carole Hagler, Director of State and Federal Programs; Campus Librarians	Fall 2008 – Spring 2009	Library Monthly Activity Report
7. Twenty percent of elementary, junior high and high school libraries will form books clubs that promote leisure reading for their students.	Campus Library Book Collections	Lorie Bruns, Library Services Director; Campus Librarians	Fall 2008 – Spring 2009	Library Monthly Activity Report
8. The Library Services Department, in conjunction with the Title 1 office, will sponsor an annual Literacy Fair Day (Razzle Dazzle Reading Day) for voluntary Title 1 campuses which promote parental and community involvement.	Title 1 Funding – \$10,000	Lorie Bruns, Library Services Director; Julie Moore, Title 1 Library Services Specialist; Carole Hagler, Director of State and Federal Programs; Campus Librarians	Fall 2008	Razzle Dazzle Reading Day Event Published photos Event statistics
9. Implement HB 121 regarding dating violence awareness and prevention initiative.	Local – \$500	Nell Fielding, Director of Guidance and Counseling	September 2008 – June 2009	Board Policy, Training agendas

Overall District Goal: To become a Texas Education Agency Recognized school district.

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Evidence of Need with Supportive Data: PEIMS 425 Report indicates the need to prevent campus violence and ensure appropriate intervention.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the campus violence rate for campuses will be reduced by 1%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
10. Continue to implement Discovery Health Connection as teacher resource for interventions.	SCE – \$24,000	Nell Fielding, Director of Guidance and Counseling	August 2008 – July 2009	Training agendas, Usage logs
11. Continue to implement support services for students (i.e. mentoring, family counseling).	SCE – \$81,000	Nell Fielding, Director of Guidance and Counseling	July 2008 – July 2009	Participant Database, Counselor Referrals
12. To implement a district-wide plan in providing awareness training for employees in the characteristics of potential suicides among students and staff through an added internet-based program and staff training in suicide awareness.	Local – \$6,000	Nell Fielding, Director of Guidance and Counseling	October 2008 – June 2009	ERO registration
13. Assist parents, students, teachers and administrators to understand acceptable use guidelines and possible risks of online activities.	ITD Staff, campus technology trainers, AISD portal, Instructional Technology Handbook, Code of Conduct Book, Employee Handbook	Sue McGahee, Instructional Technology Director	August 2008 through April 2009	Campus websites, First Class calendars and conferences, agendas, lesson plans
14. Provide a web filter system to protect system users from inappropriate internet content.	Local Operating Funds	Lance McCutchen, Network Services Director	August 2008 through August 2009	
15. Provide a spam filter system and email archiving system.	Local Operating Funds	Lance McCutchen, Network Services Director	August 2008 through August 2009	

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Evidence of Need with Supportive Data: PEIMS 425 Report indicates the need to prevent campus violence and ensure appropriate intervention.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the campus violence rate for campuses will be reduced by 1%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>16. Provide individual intervention strategies when appropriate to students who are experiencing pressure from peers to become involved in risky behavior through:</p> <ul style="list-style-type: none"> • Consultation with parents and school assistant principals regarding interventions needed. • Providing incentives for students who have good attendance, acceptable grades and appropriate behavior. • Providing small group counseling as needed to discuss student concerns. 	<p>TEXSHEP Grant – \$10,000 Title I – \$70,000</p>	<p>Nelva Hardin, Coordinator of Families in Transition; Social Workers: Betsy Foreman Cindy Ward Heather Andrews; Drop-Out Prevention Department; Campus Assistant Principals</p>	<p>August 2008 November 2008 January 2009 March 2009 May 2009 July 2009</p>	<p>SASI attendance records Social Worker logs SASI student reports TEXSHEP grant requirements</p>



**District Improvement Plan 2008-2009
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Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Evidence of Need with Supportive Data: PEIMS 425 Report indicates the need to prevent campus violence and ensure appropriate intervention.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the campus violence rate for campuses will be reduced by 1%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
17. Assign a District Intervention Specialist to each network and the alternative schools to deliver intervention and prevention services related to alcohol, drugs, tobacco district-wide.	Local Funds – \$366,371 Title IV – \$304,850	Dr. Tony Arangio, Director of Parent Relations; Title IV Staff: Marla Pollan, James Tucker, Debbie Steele, Deborah Vation, Judith Bazan, Eric Smedema, Diana Flores.	Monthly activity statistics & staff meetings. Compliance Report for NCLB, Title IV submitted each August 15. Weekly statistical data monitoring Drug/Alcohol referrals in and returning students to home campus out of the Alternative Schools	All statistical data is reviewed each semester to determine status of strategies and yearly (mid spring) by schools. End of the year assessments are conducted to determine past year and future strategies. District-wide surveys of students are held every two years using the Texas A&M Public Policy Research Institute’s State Survey to determine incidence and prevalence data.



**District Improvement Plan 2008-2009
Arlington Independent School District**

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Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Evidence of Need with Supportive Data: PEIMS 425 Report indicates the need to prevent campus violence and ensure appropriate intervention.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the campus violence rate for campuses will be reduced by 1%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
18. The Safe-and Drug Free Department (Title IV) aids in funding only, two major Staff Development programs for District Personnel: <ul style="list-style-type: none"> • Discover Health Education , an online resource on all facets of health education including major emphasis on substance abuse and bullying • PALS Program teacher training. 	Title IV – \$33,000 Title IV – As requested by H.S. Principals up to \$10,000 total	Dr. Tony Arangio, Director of Parent relations; Title IV Staff	Review monthly usage of Discovery Health Campus by Campus, using the provided administrative online tally. Principals’ Yearly Summative Evaluations of PAL teacher. Records maintained by each High School.	Semester by semester monitoring to determine extent of usage online. Teacher evaluations of class as part of the student’s course curriculum.

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #6: To reduce the annual drop-out rate and improve the completion rate of all students.

Evidence of Need with Supportive Data: Academic excellence indicators and the Drop-out Summit summary report indicate the need to reduce the drop-out rate and improve the student completion rate.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the drop-out rate will be reduced by .5% and the completion rate will improve by .5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Update campus staffs in the High School Completion standards for state accountability and AYP ratings.	None	Wendy Carrington, Dropout Prevention Director	August 2008 – June 2009	Agendas for Principals’ Meetings and Curriculum Staff Meetings
2. Train new campus staff in the use of the AISD Dropout Database to ensure accurate dropout reporting to PEIMS.	None	Wendy Carrington, Dropout Prevention Director	August 2008 – June 2009	Campus database listings
3. Provide academic assistance and grade and credit recovery through Plato at the secondary level during school, after school, and at home.	SCE – \$208,000 Dropout Prevention Grant – \$125,000	Wendy Carrington, Dropout Prevention Director	By semester and school year and cohort completion	Plato Reports and Credits in Course History earned in Credit Recovery Classes
4. Create before and after school programs that provide tutoring, homework help, and other academic assistance and enrichment at 15 campuses.	21 st CCLC Grant – \$1.8 Million	Mary Beth Ravenscroft, 21 st CCLC District Grant Coordinator; Wendy Carrington, Dropout Prevention Director	Programs will be monitored continuously, by semester and year	TAKS test scores, Six Weeks Grades, Semester Grades , External Evaluation
5. Provide TAKS tutoring to any student who has failed one or more portions of the Exit Level TAKS.	SCE – \$30,000	Wendy Carrington, Dropout Prevention Director	Scores will be checked after each administration of TAKS	TAKS Scores



**District Improvement Plan 2008-2009
Arlington Independent School District**

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #6: To reduce the annual drop-out rate and improve the completion rate of all students.

Evidence of Need with Supportive Data: Academic excellence indicators and the Drop-out Summit summary report indicate the need to reduce the drop-out rate and improve the student completion rate.

Performance Objective/Summative Evaluation Data: By the end of the 2008-2009 school year, the drop-out rate will be reduced by .5% and the completion rate will improve by .5%.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
6. Offer 3 Community Involvement Activities per semester at the 15 CCLC campuses.	21 st CCLC Grant – \$4,500	Mary Beth Ravenscroft, District 21 st CCLC Grant Coordinator; Wendy Carrington, Dropout Prevention Director	By Semester	Family Participation and Evaluation

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #7: To maintain compliance with State and Federal Program regulations.

Evidence of Need with Supportive Data: State and Federal Program requirements as set forth in NCLB, TEC, and TAC are monitored through reports submitted to TEA in a timely manner.

Performance Objective/Summative Evaluation Data: AISD will remain in 100% compliance with State and Federal Program requirements.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Provide training and assessment to ensure that all paraprofessionals working with students, meet the Highly Qualified requirements under No Child Left Behind.	Title II – \$3,000	Marilyn Evans, Assistant Superintendent of Personnel; Carole Hagler, Director of State/Fed Programs	Monthly	Personnel Records
2. AISD’s HQ plan achieves the goal of 100% of classes taught by highly qualified teachers focused on immediate needs, as well as on providing stability for future needs. The plan is designed to increase student achievement by elevating teacher and principal quality through preparation, recruitment, hiring, and retention strategies, coupled with scientifically-based high quality professional development interventions.	Local – \$25,000	Marilyn Evans, Assistant Superintendent of Personnel; Directors of Personnel: Rhonda Clark, Linda English; Eve Motamed, Coordinator of Personnel; Rick Tice, Personnel Specialist	Ongoing: August 2008 – June 2009	TEA HQ Validation Report

Overall District Goal: To become a Texas Education Agency Recognized school district.

Goal #7: To maintain compliance with State and Federal Program regulations.

Evidence of Need with Supportive Data: State and Federal Program requirements as set forth in NCLB, TEC, and TAC are monitored through reports submitted to TEA in a timely manner.

Performance Objective/Summative Evaluation Data: AISD will remain in 100% compliance with State and Federal Program requirements.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>3. Recruitment of hiring of highly qualified teachers</p> <ul style="list-style-type: none"> The personnel staff and campus administrators will attend career fairs to recruit teachers who meet the standards set by NCLB for highly qualified status. Advertise on the district and other professional websites for teachers who meet the NCLB HQ requirements. Credentials of all teachers recommended for employment will be reviewed by appropriate staff to ensure that they meet the criteria for HQ in the subject area for which they have been recommended. 	<p>Title II – \$50,000</p>	<p>Marilyn Evans, Assistant Superintendent of Personnel; Directors of Personnel: Rhonda Clark, Linda English; Eve Motamed, Coordinator of Personnel; Rick Tice, Personnel Specialist</p>	<p>Ongoing: August 2008 – June 2009</p>	<p>TEA HQ Validation Report Principal Attestations</p>



**District Improvement Plan 2008-2009
Arlington Independent School District**

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Performance Objective/Summative Evaluation Data: AISD will remain in 100% compliance with State and Federal Program requirements.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
4. Continue to ensure that each Title 1 schoolwide campus conducts a comprehensive needs assessment, incorporates the ten schoolwide components in the CIP, and evaluates program effectiveness as stated in the NCLB standard application.	Title I – \$135,000	Carole Hagler, Director of State/Fed Programs; Sharon Jensen, Coordinator, Title I	Semester	Documentation Audit
5. The District and Hutcheson Junior High will continue to implement the strategies required by NCLB in Stage 2 of School Improvement (SIP Campus Plan requirements, School Choice and SES, focused allocation of Title 1 and SIP funds, District review of CIP and peer review of CIP).	SIP – \$144,000 Title I – \$100,000	Carole Hagler, Director of State/Fed Programs; Sharon Jensen, Coordinator, Title I; Rose Mary Bolden, Principal	Semester	SIP Application AYP Results



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Arlington Independent School District**

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Goal #7: To maintain compliance with State and Federal Program regulations.

Evidence of Need with Supportive Data: State and Federal Program requirements as set forth in NCLB, TEC, and TAC are monitored through reports submitted to TEA in a timely manner.

Performance Objective/Summative Evaluation Data: AISD will remain in 100% compliance with State and Federal Program requirements.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
6. The District, Nichols Junior High and Workman Junior High will continue to implement the activities required by NCLB in Stage 1 of School Improvement (SIP Campus Plan requirements, School Choice, focused allocation of Title 1 and SIP funds, District review of CIP and peer review of CIP).	SIP – \$100,000	Carole Hagler, Director of State/Fed Programs; Sharon Jensen, Coordinator, Title I; Sandra Knox, Principal; David Bellile, Principal	Semester	SIP Application AYP Results



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Megan Hale (AHS)	07-08	Bailey Junior High School	English Teacher	682-867-0700-W 817-801-0705-F	mhale1@aisd.net
Jana Mulkey (AHS)	★ 07-08	Key Elementary School	6th Grade Math Teacher	682-867-5500-W 817-419-5505-F	jmulkey@aisd.net
Marshal L. Westfall-Haessig (BHS)	★ 07-08	Bowie High School	LOTE Teacher	682-867-4400-W 817-472-4444-F	mwestfal@aisd.net
Dave McGarity (BHS)	08-09	Barnett Junior High	7th Grade Science	682-867-5000-W 817-419-5005-F	dmcgarit@aisd.net
Laura Pyles (BHS)	07-08	West Elementary School	2nd Grade Teacher	682-867-4300-W 972-595-0105-F	lpyles@aisd.net
Patricia Connor (LHS)	08-09	Lamar High School	AP Psychology & US History	682-867-8300-W 817-801-6255-F	pconnor@aisd.net
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Grade 3 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4063	92%	4270	90%	-1%	4335	91%	1%	92%	1%
Afri Amer	896	89%	975	88%	0%	923	89%	0%	91%	2%
Hispanic	1501	87%	1677	86%	-2%	1807	88%	2%	90%	2%
White	1374	97%	1306	97%	0%	1309	98%	0%	99%	1%
Eco Disadv	2301	87%	2547	86%	-1%	2587	88%	2%	90%	2%
LEP	1236	87%	1273	84%	-3%	1461	87%	3%	88%	1%
SpEd	156	93%	202	87%	-6%	189	84%	-3%	85%	1%

Grade 4 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4022	81%	3953	81%	0%	4027	81%	-1%	83%	2%
Afri Amer	906	74%	859	75%	0%	902	74%	0%	77%	3%
Hispanic	1412	75%	1485	75%	1%	1587	74%	-1%	77%	3%
White	1401	91%	1329	91%	1%	1224	92%	0%	93%	1%
Eco Disadv	2195	73%	2234	74%	1%	2312	74%	0%	77%	3%
LEP	1122	74%	962	70%	-4%	1242	73%	3%	75%	2%
SpEd	204	77%	179	74%	-3%	308	48%	-27%	67%	19%

Grade 5 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3943	87%	4162	88%	2%	4006	89%	1%	91%	2%
Afri Amer	838	83%	940	87%	4%	878	87%	0%	89%	2%
Hispanic	1418	80%	1528	82%	2%	1534	83%	1%	85%	2%
White	1392	95%	1383	96%	1%	1295	98%	2%	99%	1%
Eco Disadv	2063	79%	2342	83%	3%	2256	84%	1%	86%	2%
LEP	991	75%	686	72%	-3%	1130	80%	8%	81%	1%
SpEd	161	85%	178	82%	-3%	148	79%	-3%	80%	1%

Arlington Independent School District District Improvement Plan 2008-09

Grade 6 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3735	95%	3968	94%	-1%	3994	94%	1%	95%	1%
Afri Amer	829	93%	892	93%	-1%	912	93%	0%	94%	1%
Hispanic	1168	91%	1384	90%	-1%	1432	91%	2%	92%	1%
White	1442	99%	1388	98%	-1%	1357	98%	0%	99%	1%
Eco Disadv	1843	92%	2030	90%	-2%	2151	91%	1%	92%	1%
LEP	528	86%	405	75%	-11%	581	82%	7%	83%	1%
SpEd	146	90%	154	90%	1%	328	58%	-32%	67%	9%

Grade 7 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3888	82%	3760	86%	4%	3922	87%	1%	89%	2%
Afri Amer	969	73%	856	80%	8%	932	82%	2%	84%	2%
Hispanic	1181	74%	1176	78%	4%	1358	81%	3%	83%	2%
White	1451	92%	1427	94%	1%	1328	95%	1%	96%	1%
Eco Disadv	1891	73%	1836	78%	5%	1979	80%	2%	82%	2%
LEP	414	47%	336	56%	9%	438	59%	3%	67%	8%
SpEd	119	64%	186	55%	-9%	385	38%	-17%	67%	29%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3996	86%	3996	88%	2%	3710	97%	9%	98%	1%
Afri Amer	859	79%	992	83%	4%	880	97%	14%	98%	1%
Hispanic	1225	77%	1252	82%	5%	1169	95%	13%	96%	1%
White	1586	95%	1448	95%	0%	1371	99%	4%	99%	0%
Eco Disadv	1853	77%	1926	82%	4%	1723	95%	14%	96%	1%
LEP	393	52%	312	58%	6%	305	83%	25%	84%	1%
SpEd	173	65%	176	56%	-9%	175	83%	28%	84%	1%

Arlington Independent School District District Improvement Plan 2008-09

Grade 9 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4695	84%	4606	84%	0%	4555	82%	-2%	84%	2%
Afri Amer	1214	79%	1121	77%	-2%	1161	76%	-1%	79%	3%
Hispanic	1382	76%	1500	77%	0%	1569	74%	-3%	77%	3%
White	1788	94%	1640	94%	0%	1485	93%	-1%	94%	1%
Eco Disadv	2025	76%	2145	75%	-1%	2017	75%	0%	78%	3%
LEP	400	45%	323	37%	-7%	394	40%	2%	67%	27%
SpEd	269	52%	292	61%	9%	390	40%	-20%	67%	27%

Grade 10 TAKS-ELA II										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3511	84%	3554	83%	0%	3565	84%	0%	86%	2%
Afri Amer	775	78%	821	78%	0%	806	79%	0%	81%	2%
Hispanic	899	74%	952	75%	1%	1006	77%	2%	80%	3%
White	1542	92%	1506	91%	-1%	1439	89%	-2%	90%	1%
Eco Disadv	1243	73%	1337	75%	1%	1259	78%	3%	80%	2%
LEP	237	35%	208	35%	0%	221	50%	15%	67%	17%
SpEd	136	57%	144	46%	-11%	251	43%	-2%	67%	24%

Grade 11 TAKS-ELA III										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3023	86%	3021	90%	4%	3106	89%	-1%	91%	2%
Afri Amer	662	83%	663	88%	6%	724	85%	-3%	87%	2%
Hispanic	644	77%	750	83%	7%	778	82%	-1%	84%	2%
White	1438	90%	1345	95%	5%	1335	95%	0%	96%	1%
Eco Disadv	809	76%	966	83%	8%	941	81%	-2%	83%	2%
LEP	171	46%	175	38%	-9%	188	48%	10%	67%	19%
SpEd	131	69%	119	62%	-7%	180	44%	-18%	67%	23%

Arlington Independent School District District Improvement Plan 2008-09

Grade 3 TAKS-Mathematics

	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
	ALL	4175	75%	4292		72%	-3%		4251	
Afri Amer	956	60%	983	62%	3%	893	67%	71%	4%	
Hispanic	1534	68%	1676	63%	-4%	1779	74%	76%	2%	
White	1391	91%	1319	86%	-5%	1292	88%	90%	2%	
Eco Disadv	2399	64%	2561	63%	-2%	2556	73%	75%	2%	
LEP	1263	68%	1269	62%	-6%	1449	76%	77%	1%	
SpEd	202	71%	244	61%	-10%	308	56%	58%	2%	

Grade 4 TAKS-Mathematics

	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
	ALL	4052	80%	4008		78%	-1%		4055	
Afri Amer	911	71%	871	67%	-4%	904	70%	73%	3%	
Hispanic	1420	72%	1502	73%	2%	1604	72%	74%	2%	
White	1418	91%	1347	89%	-2%	1233	91%	93%	2%	
Eco Disadv	2208	71%	2277	71%	0%	2336	72%	74%	2%	
LEP	1131	73%	982	70%	-3%	1247	74%	75%	1%	
SpEd	210	80%	219	68%	-13%	337	47%	58%	11%	

Grade 5 TAKS-Mathematics

	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
	ALL	3935	86%	4164		86%	0%		4040	
Afri Amer	841	78%	942	80%	1%	865	78%	80%	2%	
Hispanic	1407	81%	1529	80%	-1%	1559	81%	83%	2%	
White	1393	95%	1381	94%	0%	1317	94%	95%	1%	
Eco Disadv	2057	79%	2343	80%	0%	2295	80%	82%	2%	
LEP	991	79%	658	70%	-9%	1158	79%	80%	1%	
SpEd	193	80%	201	80%	0%	172	79%	80%	1%	

Arlington Independent School District District Improvement Plan 2008-09

Grade 6 TAKS-Mathematics

	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
	ALL	3738	86%	3988		82%	-4%		3993	
Afri Amer	823	75%	902	71%	-4%	913	76%	5%	78%	2%
Hispanic	1177	83%	1387	77%	-6%	1438	78%	1%	80%	2%
White	1442	93%	1393	90%	-3%	1349	91%	1%	92%	1%
Eco Disadv	1849	80%	2054	74%	-6%	2158	77%	3%	79%	2%
LEP	533	80%	414	64%	-16%	588	71%	7%	72%	1%
SpEd	150	74%	167	65%	-9%	329	39%	-26%	58%	19%

Grade 7 TAKS-Mathematics

	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
	ALL	3886	74%	3765		77%	3%		3923	
Afri Amer	966	60%	856	65%	4%	932	70%	5%	73%	3%
Hispanic	1177	67%	1179	72%	5%	1355	70%	-1%	73%	3%
White	1453	86%	1427	86%	0%	1330	90%	4%	91%	1%
Eco Disadv	1890	64%	1838	69%	4%	1980	71%	2%	73%	2%
LEP	420	51%	344	54%	3%	442	56%	2%	58%	2%
SpEd	113	45%	190	46%	1%	386	25%	-21%	58%	33%

Grade 8 TAKS-Mathematics

	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
	ALL	3985	72%	3982		73%	0%		3790	
Afri Amer	851	57%	991	58%	1%	901	74%	16%	76%	2%
Hispanic	1231	63%	1249	65%	1%	1202	81%	16%	83%	2%
White	1574	83%	1436	86%	2%	1389	94%	8%	95%	1%
Eco Disadv	1853	62%	1922	62%	0%	1801	79%	16%	81%	2%
LEP	399	46%	319	44%	-2%	325	65%	21%	68%	3%
SpEd	157	39%	165	33%	-6%	171	55%	22%	58%	3%

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Grade 9 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4524	57%	4495	61%	4%	4423	59%	-2%	70%	11%
Afri Amer	1163	41%	1083	47%	6%	1117	44%	-3%	70%	26%
Hispanic	1323	43%	1468	48%	5%	1503	46%	-2%	70%	24%
White	1729	74%	1604	77%	3%	1464	77%	0%	78%	1%
Eco Disadv	1936	43%	2066	49%	6%	1940	46%	-3%	70%	24%
LEP	381	25%	308	24%	-1%	380	23%	-1%	58%	35%
SpEd	218	19%	253	24%	5%	366	11%	-13%	58%	47%

Grade 10 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3421	65%	3468	67%	2%	3457	68%	1%	75%	7%
Afri Amer	744	45%	791	50%	5%	776	52%	3%	70%	18%
Hispanic	857	57%	925	56%	-1%	976	57%	1%	70%	13%
White	1527	76%	1479	79%	3%	1391	80%	1%	82%	2%
Eco Disadv	1187	52%	1298	53%	1%	1213	57%	4%	70%	13%
LEP	226	35%	203	28%	-7%	213	35%	7%	58%	23%
SpEd	118	34%	127	24%	-9%	243	12%	-12%	58%	46%

Grade 11 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3001	80%	3031	83%	3%	3061	81%	-2%	83%	2%
Afri Amer	652	64%	664	70%	7%	722	69%	-1%	75%	6%
Hispanic	639	68%	752	76%	7%	753	74%	-2%	76%	2%
White	1431	89%	1353	91%	2%	1323	89%	-2%	91%	2%
Eco Disadv	800	65%	973	73%	8%	924	72%	-1%	75%	3%
LEP	172	49%	182	49%	0%	180	54%	5%	58%	4%
SpEd	132	46%	124	51%	5%	180	24%	-27%	58%	34%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3946	89%	3908	88%	-1%	4022	89%	1%	91%	2%
Afri Amer	912	86%	860	83%	-3%	903	87%	4%	89%	2%
Hispanic	1384	86%	1473	86%	-1%	1588	87%	1%	89%	2%
White	1352	92%	1301	93%	1%	1218	93%	-1%	94%	1%
Eco Disadv	2179	85%	2213	84%	-1%	2312	86%	2%	88%	2%
LEP	1121	86%	958	84%	-2%	1244	87%	2%	88%	1%
SpEd	192	82%	161	78%	-4%	300	54%	-23%	60%	6%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3822	91%	3660	93%	2%	3922	90%	-2%	91%	1%
Afri Amer	951	88%	842	90%	2%	936	89%	-2%	91%	2%
Hispanic	1166	85%	1154	90%	6%	1364	86%	-5%	88%	2%
White	1420	96%	1370	95%	-1%	1321	96%	0%	97%	1%
Eco Disadv	1867	86%	1797	89%	4%	1985	86%	-3%	88%	2%
LEP	408	66%	323	77%	10%	445	71%	-6%	72%	1%
SpEd	112	76%	152	72%	-4%	379	46%	-27%	60%	14%

Arlington Independent School District

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Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4144	71%	4291	74%	3%	4160	76%	2%	78%	2%
Afri Amer	927	60%	980	65%	5%	916	66%	1%	71%	5%
Hispanic	1470	59%	1579	64%	5%	1589	68%	4%	72%	4%
White	1447	88%	1420	90%	2%	1358	90%	0%	91%	1%
Eco Disadv	2211	59%	2434	65%	6%	2355	67%	2%	71%	4%
LEP	1031	52%	720	51%	-1%	1175	64%	13%	68%	4%
SpEd	276	65%	370	68%	4%	340	52%	-16%	68%	16%

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4057	55%	4156	62%	6%	3955	66%	4%	71%	5%
Afri Amer	910	37%	1048	46%	9%	942	52%	6%	70%	18%
Hispanic	1224	38%	1305	46%	8%	1262	52%	6%	70%	18%
White	1594	77%	1492	82%	6%	1451	83%	0%	85%	2%
Eco Disadv	1899	39%	2035	46%	7%	1900	52%	6%	70%	18%
LEP	396	18%	365	16%	-3%	369	23%	7%	35%	12%
SpEd	237	32%	367	30%	-1%	394	20%	-10%	35%	15%

Grade 10 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3443	64%	3554	59%	-4%	3524	66%	7%	71%	5%
Afri Amer	747	44%	832	41%	-3%	811	49%	8%	70%	21%
Hispanic	864	50%	938	43%	-6%	992	51%	8%	70%	19%
White	1540	80%	1508	76%	-4%	1407	83%	7%	85%	2%
Eco Disadv	1201	47%	1345	42%	-5%	1251	49%	7%	70%	21%
LEP	230	23%	207	15%	-9%	222	23%	9%	35%	12%
SpEd	145	38%	231	21%	-17%	248	28%	7%	40%	12%

Grade 11 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3029	76%	3074	78%	2%	3069	81%	4%	83%	2%
Afri Amer	668	60%	686	62%	2%	728	69%	7%	72%	3%
Hispanic	640	59%	754	67%	8%	755	72%	5%	74%	2%
White	1439	89%	1371	90%	1%	1320	92%	2%	93%	1%
Eco Disadv	810	56%	994	63%	8%	927	70%	7%	73%	3%
LEP	174	34%	180	34%	0%	183	45%	11%	55%	10%
SpEd	152	41%	157	46%	5%	187	30%	-16%	50%	20%

Arlington Independent School District District Improvement Plan 2008-09

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	4054	87%	4142	88%	1%	3939	88%	1%	90%	2%
Afri Amer	904	83%	1047	85%	2%	943	86%	1%	88%	2%
Hispanic	1225	77%	1299	80%	2%	1257	82%	2%	84%	2%
White	1596	95%	1486	95%	0%	1440	94%	-1%	95%	1%
Eco Disadv	1898	80%	2032	81%	1%	1895	82%	2%	84%	2%
LEP	395	59%	359	54%	-6%	370	65%	11%	70%	5%
SpEd	237	71%	362	57%	-14%	390	55%	-1%	70%	15%

Grade 10 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3420	86%	3528	87%	1%	3475	89%	2%	91%	2%
Afri Amer	742	78%	825	81%	3%	784	83%	2%	85%	2%
Hispanic	857	78%	929	79%	1%	980	84%	6%	86%	2%
White	1528	94%	1502	94%	1%	1400	95%	1%	96%	1%
Eco Disadv	1187	78%	1324	80%	2%	1228	84%	4%	86%	2%
LEP	230	49%	207	53%	4%	225	66%	13%	70%	4%
SpEd	149	64%	230	58%	-6%	246	58%	0%	65%	7%

Grade 11 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	3029	95%	3063	94%	-1%	3058	96%	2%	97%	1%
Afri Amer	668	93%	676	90%	-3%	721	95%	5%	96%	1%
Hispanic	644	89%	752	90%	0%	753	92%	3%	93%	1%
White	1435	98%	1371	98%	0%	1319	99%	0%	99%	0%
Eco Disadv	811	89%	989	89%	0%	925	93%	4%	94%	1%
LEP	173	67%	180	66%	-1%	181	78%	12%	80%	2%
SpEd	162	81%	160	76%	-5%	185	77%	1%	80%	3%



District Improvement Plan 2008-2009
Arlington Independent School District

State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
	6112.00 SUBSTITUTE TEACHERS	69,300.00	166,895.18
	6112.01 SUBSTITUTES - OCS	12,000.00	12,000.00
	6119.00 SALARIES-TEACH & OTH PROF	11,221,966.31	11,221,466.31
	6119.01 EXTRA DUTY-TEACH/OTH PROF	129,600.00	129,100.00
	6119.02 TUTORIAL SERVICES	2,792,045.00	2,698,332.75
	6119.04 TEACH COMP ALLOT SUPPL	55,267.50	55,267.50
	6119.08 P-T TEMP PROFESSIONALS	51,000.00	51,000.00
	6119.09 CONTRACT ADDENDA-STIPEND	19,039.67	19,039.67
	6119.10 ADVANCED DEGREE-STIPEND	69,757.50	69,757.50
	6121.00 EXTRA DUTY-SUPPORT PERS	26,000.00	26,150.00
	6129.00 SAL & WAGES-SUPPORT PERS	2,764,604.88	2,764,604.88
	6129.02 SUPPORT PERS SUBS	5,750.00	5,750.00
	6129.04 PART TIME/TEMPORARY	7,159.00	7,159.00
	6129.10 EDUCATIONAL STIPEND	17,000.00	17,000.00
	6139.00 EMPLOYEE TRAVEL ALLOWANCE	26,284.03	26,284.03
	6139.01 CELL PHONE ALLOWANCE	5,263.20	5,263.20
	6141.00 MEDICARE	177,253.75	177,462.97
	6141.01 FICA	0.00	885.60
	6223.01 PAYMENTS TO JJAEP	300,000.00	300,000.00



District Improvement Plan 2008-2009
Arlington Independent School District

State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
	6249.00 CONTRACTED MAINT & REPAIR	1,650.00	1,775.00
	6249.97 MAINT-CPY MACH-DIST PROVI	16,729.92	16,729.92
	6269.00 RENTALS & OPERATING LEASE	10,000.00	10,000.00
	6299.00 MISC PURCH & CONTR SERV	471,908.90	472,408.90
	6319.00 M & O SUPPLIES	900.00	2,145.00
	6319.01 CAMPUS JANITOR SUPPLIES	12,550.00	12,550.00
	6321.00 TEXTBOOKS	1,000.00	1,000.00
	6321.01 LOST TEXTBOOKS	1,400.00	1,400.00
	6329.00 READING MATERIALS	37,183.56	57,978.56
	6329.10 LIBRARY BOOKS	14,408.00	14,408.00
	6399.01 GENERAL SUPPLIES	475,902.45	516,587.70
	6399.03 STAMPS & POSTAGE	23,470.00	23,470.00
	6399.20 EXCEPTION ASSETS <\$5,000	8,000.00	8,000.00
	6411.00 EMPLOYEE TRAVEL	34,250.00	37,250.00
	6412.00 STUDENT TVL*NO AISD BUSES	3,150.00	3,150.00
	6494.00 DIST TRANS FOR STDNT TRAV	36,750.00	36,750.00
	6499.00 MISC OPERATING EXPENSES	14,700.00	15,200.00
	6499.01 FEES & DUES	1,100.00	1,100.00
	6639.00 FURN & EQUIP > \$5,000	0.00	8,742.00
TOTAL		18,914,343.67	18,994,063.67



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State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
	PERSONNEL		338.38
TOTAL			338.38



District Improvement Plan 2008-2009
Arlington Independent School District

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
	PERSONNEL		197.90
TOTAL			197.90
Title 1 Budget			
6112.00	SUBSTITUTE TEACHERS	28,000.00	89,105.00
6119.00	SALARIES-TEACH & OTH PROF	8,601,767.00	5,767,529.00
6119.01	EXTRA DUTY-TEACH/OTH PROF	247,130.00	373,326.00
6119.02	TUTORIAL SERVICES	1,519,833.00	1,438,216.00
6119.04	TEACH COMP ALLOT SUPPL	0.00	23,400.00
6119.08	P-T TEMP PROFESSIONALS	16,200.00	49,700.00
6119.09	CONTRACT ADDENDA-STIPEND	3,000.00	86,250.00
6119.10	ADVANCED DEGREE-STIPEND	13,425.00	51,695.00
6121.00	EXTRA DUTY-SUPPORT PERS	16,744.00	58,486.00
6129.00	SAL & WAGES-SUPPORT PERS	299,290.00	1,351,874.00
6129.02	SUPPORT PERS SUBS	0.00	841.00
6129.04	PART TIME/TEMPORARY	20,560.00	43,560.00
6129.10	EDUCATIONAL STIPEND	1,000.00	3,000.00
6139.01	CELL PHONE ALLOWANCE	4,536.00	4,536.00
6141.00	MEDICARE	26,470.00	112,314.00
6141.01	FICA	1,065.00	8,512.00



District Improvement Plan 2008-2009
Arlington Independent School District

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
	6142.01 HEALTH INSURANCE	86,112.00	512,772.00
	6146.00 TEACHER RETIREMENT	138,135.00	556,440.00
	6146.01 TRS-CARE CONTRIBUTION	10,022.00	58,170.00
	6219.00 OTH PROFESSIONAL SERVICES	12,988.00	12,988.00
	6221.00 STAFF TUIT/ FEES-COLLEGES	302,500.00	302,500.00
	6249.00 CONTRACTED MAINT & REPAIR	1,765.00	1,765.00
	6299.00 MISC PURCH & CONTR SERV	173,319.00	254,432.00
	6321.00 TEXTBOOKS	28,120.00	28,120.00
	6329.00 READING MATERIALS	57,220.00	280,311.00
	6329.10 LIBRARY BOOKS	275,170.00	275,170.00
	6339.00 TESTING MATERIALS	5,000.00	5,950.00
	6399.01 GENERAL SUPPLIES	743,116.00	711,595.00
	6399.03 STAMPS & POSTAGE	1,929.00	1,929.00
	6399.20 EXCEPTION ASSETS <\$5,000	1,003,688.00	1,134,410.00
	6411.00 EMPLOYEE TRAVEL	275,745.00	153,963.00
	6412.00 STUDENT TVL*NO AISD BUSES	0.00	91,320.00
	6413.00 NON-EMPLOYEE STIPENDS	60,133.00	59,451.00
	6419.00 NON-EMPLOYEE TRAVEL	3,500.00	3,500.00
	6494.00 DIST TRANS FOR STDNT TRAV	0.00	61,450.00
	6499.00 MISC OPERATING EXPENSES	27,224.00	35,626.00
	6499.01 FEES & DUES	0.00	500.00



District Improvement Plan 2008-2009
Arlington Independent School District

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
TOTAL		14,004,706.00	14,004,706.00