Amarillo Independent School District

North Heights Alternative High School

2016-2017 Goals/Performance Objectives/Strategies

Board Approval Date: September 19, 2016

Mission Statement

Graduate every student prepared for success beyond high school.

CORE VALUES

Amarillo ISD has established four core values that specify how we will bring value to our students and community, guide our decision-making process, and help determine the outcome or answer to major issues.

CORE VALUE: STUDENT PERFORMANCE

The district's focus is to improve the academic performance of all the students it serves. Our teaching is aligned to the Texas Essential Knowledge and Skills and focused to meet our students' needs in order to foster the skills necessary for their future success. Learning is evaluated, in part by performance on state assessments, as well as other important student achievements.

CORE VALUE: CUSTOMER SERVICE

Great communities have great schools. Great schools provide quality educational services. They do so by building positive, constructive relationships with students and parents. The individual student is the focus. Rather than treating students as a group, AISD staff will treat each student as an individual with his or her own special set of unique needs and goals. Listening to parent concerns and requests demonstrates a high degree of respect and concern. Providing solutions, when possible, demonstrates the partnership we want with parents.

CORE VALUE: QUALITY STAFF

Student performance and effective district operations are directly related to staff quality. Highly qualified staff plan and deliver appropriate strategies and actions to ensure success. In addition, the district values and understands the benefits of a diverse educational staff and the importance of quality student-adult relationships.

CORE VALUE: COST EFFECTIVENESS

Great communities expect good stewardship of the public resources. Resources will be effectively used in ways that improve student performance and provide quality experiences that will enhance each child's future.

Belief Statements

Developed by the Amarillo ISD Board of Trustees, June 2006

We believe all students can learn given the proper motivation, time and resources.

We believe that education is the equalizer in our society and that our schools can and should provide a culture of hope for all children.

We believe students benefit when provided appropriate, distraction-free learning environments and personalized instruction.

We believe students will rise to meet high expectations and take responsibility for their own learning.

We believe all of our students should graduate from high school prepared to earn a living wage or ready to pursue a college education or additional training.

We believe decision-making should involve the use of quality data when appropriate.

We believe parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.

We believe schools are an essential part of neighborhood communities and that the community plays a role in the education of its children.

We believe resources should be focused on the district's mission to prepare our students for life after high school.

We believe classroom lessons that authentically engage students will result in high levels of student learning.

Modified: May 2014

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Goals

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 1: Campus 1-To move North Heights from a campus in need of improvement, to a campus performing above expectations during the 2016-2017 school year.

Evaluation Data Source(s) 1: Data will be collected using weekly assessments from running records, daily oral reading, weekly writing samples, and EOC results.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Pre-assess each student to determine reading level and intervention need.	Teachers, Tutors	Students are working on grade appropriate lessons and are demonstrating success daily.	◑	◑		
2) Individualize programs designed to enhance and advance each student's reading level at their own pace.	Teachers, Tutors	Students will demonstrate weekly progress on reading level and comprehension level.	◑	◕		
3) Review progress through the use of running records to ensure measureable growth every week.	Teachers, Tutors	Students will take ownership in their learning by tracking their progress and setting individual goals.	⚪	◕		
4) Provide staff development for ELA teachers to effectively implement guided reading, sheltered instruction, and LLI interventions.	Teachers, SIOP Trainers	Teachers are comfortable with the value and purpose of instructional changes. Ownership in the results by staff and students reflects a real partnership in education.	◑	◕		
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 2: Campus 2-NHAS will manage its data to accurately monitor and track 100% of the students enrolled in all intervention programs.

Evaluation Data Source(s) 2: Data will be collected, reported, and shared on a quarterly basis with the district.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Campus 2-GED reports will reflect number of students enrolled, home campus, pre-assessment scores, and testing outcomes.	Administration, GED director	Students will remain enrolled in the district and pursuing living wage opportunities.	◔	◔		
2) Campus 2-PASS reports will reflect number of students enrolled, home campus, and attendance during their enrollment. Graduation data and higher ed information is also documented on each student.	Counselors and Administration	Students are accounted for and not falling through the gaps of accountability.	◕	◕		
3) Campus 2-Students who do not meet graduation requirements at the home campus within 4 years are referred to the DAC program. This program allows students to complete graduation requirements and receive assistance in the enrollment of higher ed or career training programs.	Administration and DAC counselor	Higher accountability on all students not graduating with their cohort and a reduction in dropouts.	◕	◕		
4) Campus 2-AEP reports will reflect student enrollment, home campus, cause for placement, and length of placement, grade, gender, and ethnicity. Student recidivism list is also shared to monitor students who return to the program.	Administration	Increased communication with home campus to ensure smooth and successful academic/behavioral transitioning.	◕	◕		
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Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 3: Campus 3-For the 2016-2017 school year, all at-risk and intervention programs will share a common vision and culture of No Excuses. This will establish an expectation that 95% of our enrolled students will graduate with a post secondary plan.

Evaluation Data Source(s) 3: 95% of our enrolled students will graduate, complete FAFSA forms, and have a completed college application on file.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			**Summative**
			Oct	Jan	Apr	July
1) Campus 3-All students will be enrolled and complete all high school testing and course requirements for graduation.	Teachers, Counselors, Administrators	Graduation counts and student progress will be monitored weekly through collaboration.	◕	◕		
2) Campus 3-After graduation, each student will meet with a counselor and develop a post secondary plan. This meeting includes college applications, financial assistance, and TSI prep.	Teachers, Counselors	More students enrolling in post secondary programs.	◕	◕		
3) 3) Campus 3- Students will be exposed to all post secondary options available to them after graduation. These choices will include: military, technical schools, trade schools, colleges, and universities.	Teachers, Counselors, Administrator	Students will be able to articulate their post secondary plans with specific information.	◕	◕		
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Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 4: Campus 3-During the 2016-2017 school year, AEP programs will prepare 100 % of the students for successful transition back to their home campus.

Evaluation Data Source(s) 4: 100% passing rate at time of return to home campus. Students will also demonstrate behavior skills to allow for success at their home campus.

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			**Summative**
			Oct	Jan	Apr	July
1) Campus 3-Review and assess each AEP student weekly, than develop differentiated lessons based on need.	AEP teachers	Increase each students academic readiness level before returning to their home campus.	◕	◕		
2) Campus 3-Integrate behavior expectations into the orientation process. Collaboratively teach students how to appropriately solve their behavior problems.	AEP Staff	Decrease in repeated behavior problems in AEP.	◕	◕		
3) Campus 1&3-Implement new exit questionnaire for all students and parents before returning to home campus.	AEP Staff	Student/Parent Feedback	◕	◕		
4) Campus 3-AEP staff will make referrals to the counselor for any student needing assistance in the areas of academic, behavioral, or social concerns.	AEP Staff and counselors	Increase in student behavior achievement.	◕	◕		
5) Campus 1&3-All students and parents will attend orientation that will explain the expectation of their child during the program.	Assistant Principal	Parent and Student Feedback	◕	◕		
6) Campus 3-All students are pre-assessed in all four cores after enrollment. Based on that assessment, teachers will individualize curriculum to help the student get caught up with the scope and sequence of that class.	AEP Staff	Students are engaging in work at the appropriate level and will advance through a project based curriculum.	◕	◕		
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Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 5: Campus 3-NHAS will make the appropriate accommodations for 100% of the students who requires assistance through a special population program.

Evaluation Data Source(s) 5: All students will be served at a high level and given the opportunity to demonstrate success.

Summative Evaluation 5:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Campus 3-All students who qualify for GT services will be identified and accommodated according to the district policy.	Counselors, GT Coordinator	Students will be challenged and given the rigor necessary to meet their academic needs.	◔	◔		
2) Campus 3-All students who qualify for ELL/Migrant services will be identified and accommodated according to the district policy.	Counselors	Students will be given the needed accommodations to demonstrate success in the classroom.	◔	◔		
3) Campus 3-All students who qualify for Dyslexia services will be identified and accommodated according to the district policy.	Counselors, Dyslexia Coordinator	Students will be given the needed accommodations to demonstrate success in the classroom.	◔	◔		
4) Campus 3-All students who qualify for 504 services will be identified and accommodated according to the district policy.	Counselor, 504 Coordinator	Teachers of the student will be given required documentation so that appropriate accommodations may be made to ensure implementation.	◔	◔		
5) Campus 3-All students who qualify for Special Education services will be identified and accommodated according to the district policy.	Counselor, Teachers, Diagnostician	Teachers of the student will be given required documentation so that appropriate accommodations may be made to ensure implementation. Teachers will also be involved in the ARD meetings.	◔	◔		
6) Campus 3-All at-risk students will be coded and identified according to district policy.	Counselor, Teachers, Diagnostician	PEIMS reports will reflect all students enrolled qualify for at-risk services.	◔	◔		
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Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 6: Campus 1- NHAS will closely monitor and enforce daily attendance and participation by all students in all classes.

Evaluation Data Source(s) 6: NHAS daily attendance will increase to 90% for the 2016-2017 school year.

Summative Evaluation 6:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Students attendance will be documented every period, every day.	Teachers	Daily attendance reports	🟠	🟠		
2) Staff will make phone calls daily to those students not in attendance.	Teachers, Counselors, Clerks.	Phone logs	🟠	🟠		
3) Students with attendance issues will be addressed weekly to discuss reasons and solutions.	Counselor, Principal	Student conference log	🟠	🟠		
4) Students not present for testing will be contacted the morning of the test and given transportation options.	Clerks, counselors, prinipals	increased student participation in testing.	🟠	🟠		
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Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission

Performance Objective 1: Campus 3-100% of our SCE funds will be based on the indicated needs listed on our campus needs assessment. These needs directly impact instruction and personal needs of our at-risk population.

Evaluation Data Source(s) 1: Data will indicate that our students continue to graduate in-spite of their at-risk conditions.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Campus 3-Program teams will complete a program needs assessment to address their areas of concern. SCE resources are requested to help support needed changes.	Team Leaders, Teachers, Counselors	Resources are directed in the areas of concern and programs continue to serve the needs of the students.	◑	◕		
	Funding Sources: SCE - 0.00					
2) Campus 3-Site based committees and administrators will review and oversee all expenditures to ensure resources are directly impacting instructional needs.	Teachers, Counselors, Administrators	Students will be served at the highest level in all available programs.	◑	◕		
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Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission

Performance Objective 2: Campus 3-North Heights will continue to refresh technology so that 100% of our students will have access to updated equipment.

    Evaluation Data Source(s) 2: Students will be ready for the demands of post secondary technology requirements.

    Summative Evaluation 2:

			Reviews			
Strategy Description	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**July**
1) Campus 3-As funding becomes available, new technology is purchased to replace the oldest equipment on campus.	Principal, Technology Department	Students have access to technology that is operational and will prepare them for post secondary opportunities.				
2) Campus 3-As new programs arise, new types of technology may be needed. We attempt to split fund this with district level funding.	Principal, Department of Technology	Giving students the opportunity to experiment with the latest trends prepares them for more post secondary opportunities.				
		✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue				

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 1: Campus 1-By the end of the 2016-2017 school year, all at-risk and intervention programs will implement parental involvement activities to increase parent participation by 10%.

Evaluation Data Source(s) 1: Parent surveys and conferences.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			**Summative**
			Oct	Jan	Apr	July
1) Campus 1-Teachers will initiate weekly contact with parents to discuss successes and concerns.	Teachers, Counselors, Administrators	Positive feedback in parent conferences and surveys.	◔	◔		
2) Campus 1-Teachers will collaborate during staff development days and PLC to review individual students progress in each class. This information will be forwarded to the parent.	Teachers,PLC Leaders, Administrators	Improved trust and support from the parent. More positive conferences that lead to improved student behavior.	◔	◔		
3) Campus 1-Administration and staff will work with the home campuses to schedule and attend 504 and ARD meetings that take place prior to the students enrollment on our campus. This establishes early relationships with students and parents.	Teachers	Improved Scores on EOC and TAKS, and periodic assessments	◔	◑		
4) Campus 3-Integration of technology to provide additional remedial teaching and learning opportunities (ie iPads, smartboards, Kahn academy)	Teachers and Administrators	Improved Scores on EOC, TAKS, and periodic assessments.	◔	◔		
5) Campus 3-Comply with TEA System Safeguards as it applies to participation in state assessments.	Administration, Teachers, Counselors, and Assistants.	Increased numbers in participation during testing. Specific areas of concern noted by TEA are Hispanic and SPED coded students. Satisfactory compliance with TEA testing safeguards.	◔	◔		
6) Campus 3-Formative and summative updates will be reviewed quarterly during the academic school year.	Teachers, Counselors, and administrators for each program evaluated	Academic goals are being accomplished and moving our students toward the desired goals of success and graduation.	◔	◔		
7) All at-risk and intervention programs will require a parent to attend an orientation. This will allow an opportunity to answer parent questions and concerns.	Administration	Students and parents will have a smooth transition to alternative education programs and will be reflected in student success and parental feedback.	◔	◔		
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 2: Campus 1-Through campus-wide training's, 100% of students and staff will feel safe on campus and students needs will be met.

Evaluation Data Source(s) 2: Through the use of parent and student surveys, comments will reflect customer satisfaction. In addition, effective student services will prepare each student for success in the classroom.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Apr**	**July**
1) Campus 1-NHAS will put in place crisis drills, tornado drills, fire drills, and lock and secure measures.	Administrator	Students and faculty surveys will reflect a safe and secure environment.				
2) Campus 1-Students will have access to conflict resolution, sexual harassment, physical aggression, and suicide prevention resources.	Teachers, Counselors, Administrators	Students social needs will be met and be better prepared for learning.				
3) Campus 1-100 % of students identified as needing social services will be referred to the appropriate person	Teachers, Counselors, Administrators	Students social needs will be met and be better prepared for learning.				
4) Campus 1-NHAS will provide on campus drug and violence prevention programs available to all students	Counselors	Students will have resources and support in place to help them become better learners.				
5) Campus 1-100% of students coded at-risk will have access to appropriate accommodations.	Teachers, Counselors, Administrator	Students will have interventions in place to assist in the learning and promote success.				
6) Campus 1-100% of students with disabilities will have access to our Positive Behavior Support System that will enable students to have access to services in the least restrictive environment and to participate successfully in the TEKS based curriculum.	Counselors	Students will be placed in the best environment to promote learning				
7) Campus 1-All students assigned to an off campus DEAP will be coded and monitored for disproportionality, progress, and achievement.	Teachers, Counselors, Administrator	Students will return to their home campus on level and successful.				
8) NHAS crisis team will attend TBSI training and meet all requirement for an annual update.	administration, counselor, teacher	Intervention strategy in place to assist behavior students during time of crisis.				
9) NHAS crisis team will attend TBSI training and meet all requirement for an annual update.	administration, counselor, teacher	Intervention strategy in place to assist behavior students during time of crisis.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 1: Campus 3-100% of teachers will receive professional development in techniques that impact students such as curriculum, behavior modification, technology, targeting tools, and lesson cycle.

Evaluation Data Source(s) 1: Quality instruction by a highly trained staff.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Campus 3-Teachers will continue professional growth through weekly collaboration, targeting tools, and workshops.	Teachers, PLC Leaders, Administrators.	Professional Growth of staff.	◕	◕		
2) Campus 3-Core teachers will participate in district staff development so that they can effectively deliver the district's adopted curriculum.	Teachers, PLC Leaders, Administrators	Increase in student achievement via completion grades and assessment scores.	◕	◕		
3) Campus 3-All READY and STAEP staff will receive annual Handle with Care training.	Assistant Principals	Increase in the level of security of the classrooms.	✔	✔	✔	✔
4) Campus 3-PASS ELA teachers will receive training in guided reading, sheltered instruction, and LLI so we can offer and strong instructional reading program for our struggling readers.	Principal Assistant Principal	Teachers working daily with students on assessing reading and writing skills and monitoring growth through weekly assessments.	◔	◔		
5) Campus 2- Teachers will be trained in Google Docs to enhance communication with home campuses. This is a result of our Clarity survey taken in the Spring.	Teachers	Communication and curriculum will be shared quickly and efficiently.	◔	◔		
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 2: Campus 3-100% of all teachers hired will be considered highly qualified by the SBOE.

Evaluation Data Source(s) 2: Students will receive quality instruction by highly qualified staff members.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Campus 3-All teachers hired for any professional position will have the proper credentials to be considered highly qualified by the SBOE.	Principal	Personnel roster will reflect all teaching staff has appropriate certification.	✓	✓	✓	✓
2) Campus 3- Teacher candidates are screened for credentials before interviews.	Principals	Teachers are hired as highly qualified candidates.	✓	✓	✓	✓
3) Campus 3- Teacher candidates are screened for credentials before interviews.	Principals	Teachers are hired as highly qualified candidates.	✓	✓	✓	✓
4) Campus 3- Human Resources attends job fairs through out the state searching for highly qualified candidates.	Administrator	Teachers are hired as highly qualified candidates	◔	◔		
5) Campus 3- Human Resources attends job fairs through out the state searching for highly qualified candidates.	Administrator	Teachers are hired as highly qualified candidates	◔	◔		
6) Campus 3- All new teachers attend a new teacher academy and are assigned a mentor to provide support and mentor-ship.	Administrator	Teacher support produces more effective teaching.	✓	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue						