

Alpine Middle School Campus Improvement Plan 2019-2020



Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

*Alpine Middle school will provide our children with
learning experiences to be responsible,
productive, and successful citizens.*

Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Jessica Chavez	Principal	Jessica Chavez
Judith Pardo	Assistant Principal	Judith Pardo
Jennifer Beck	Community Member	Jennifer Beck
Tammy Hopkins	8 th ELA Teacher	Tammy Hopkins
Laura Lea Portillo	7 th ELA Teacher	Laura Lea Portillo
Susana Hernandez	8 th Math Teacher	Susana Hernandez
Andrew Fellows	Special Education Teacher	Andrew Fellows
Natalia Castellano	Special Education Aide	Natalia Castellano
Anna Ybarra	Custodian	Anna Ybarra
Darin Nance	Central Office	Darin Nance
Albert Deleon	PE/ Coach	Albert Deleon

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain Teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low- performing schools

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this campus: 1

The process we use to identify students at-risk is: We have a committee consisting of Principal, PIEMS Clerk, and Counselor that meet annually and as students enroll to determine whether each individual student meets the qualifications for classification as at risk according to the state criteria.

The process we use to exit students from the SCE program who no longer qualify is: We have a committee consisting of Principal, PIEMS Clerk, and Counselor who evaluate student information and data annually each summer to determine whether or not a student who is at risk has met the criteria for exit.

At Alpine Middle School, State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	57	67	96	58	62	96	48	62	47	49	71	41	44	63	27
Students Not At-Risk	86	95	210	93	95	210	80	100	44	88	98	99	81	84	36

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
Students At-Risk	192ct/53%	150ct/45%	100%	100%
Students Not At-Risk	170ct/47%	181ct/55%	100%	100%

The comprehensive, intensive, accelerated instruction program at this campus...consists of a 4 tier Response to Intervention program. Tier 1 and 2 interventions are in the classroom. For students in tier 3 intervention, we provide additional math and reading classes called RTI reading and math. We have also purchased and implemented the Character Strong program to reduce the risk for students dropping out of school. This program is utilized in a built-in 30 minute advisory period in the master schedule.

Upon evaluation of the effectiveness of this program the committee finds that the interventions and RTI classes at the middle school are resulting in positive growth on student performance on STAAR.

Comprehensive Needs Assessment Attendees

Date(s): August 16, 2019

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Jessica Chavez	Principal	Jessica Chavez
Judith Pardo	Assistant Principal	Judith Pardo
Jennifer Beck	Community Member	Jennifer Beck
Tammy Hopkins	8 th ELA Teacher	Tammy Hopkins
Laura Lea Portillo	7 th ELA Teacher	Laura Lea Portillo
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Albert Deleon	PE/ Coach	Albert Deleon

Comprehensive Needs Assessment Summary 2019-2020

Section 1 – District Profile

Alpine Middle School serves approximately 331 students. Our population is 48% economically disadvantaged, 64% Hispanic and 30% white. 45% of students classified as at risk and 13% qualify for special education services. Number of full time staff 39, number of full time teachers 34. Building was built in 1997 has 52 rooms, 33 are classrooms. 13:1 student/teacher ratio.

Section 2 – Data Reviewed

2018-19 Alpine ISD enrollment data, 2018-19 Average daily attendance data, 2018-19 Teacher Domain/Dimension Summary, 2019 Academic Growth Data table, 2017-2018 Texas Academic Performance Report, 2018 TELPAS Yearly Summary by grade report, 2018-19 STAAR Campus Drilldown report, 2018-19 Student Survey results

Section 3 – Findings/Conclusions

“We found that academic performance on state assessments increased in many categories.”

Section 4 – Strengths

Students:

- Student Growth
- Closed the performance gaps
- ESL students passed in 5th, 6th, 7th, 8th ELA

Parents/Community:

- Communication between school and parents increased

Staff:

- Team teaching/ inclusion support with special program students
- Content certified teachers
- Technology implemented and used by staff

Facilities:

- Newest building in district (1997)

Section 5 – Weaknesses

Students:

- 6th grade ELA scores did not increase, went down
- At-risk population growing

Parents/Community:

- Limited involvement

Staff:

- Training
- Minimal experience in certain areas

Facilities:

- Updated Technology

Section 6 – Identified Needs

- System in place for students who need RTI support

- Parental Involvement Activities

- Explicit Instruction training
- Data tracking system
- Time for planning and teacher development
- Vertical alignment for the core subjects
- Emotional assistance for students in need prior to events that could lead to violence
- ESL Certification and ELL strategies for teachers
- Technology updates for student labs, student access, and teachers

Goal 1: *By May 2020, All AMS students will achieve 1 or more year's growth.*

Objective 1: *By May 2020, 50% of all students will meet the MEETS standard on all assessments.*

Objective 2: *70% of at Risk Students will meet established standards on the state assessment.*

Objective 3: *80% of all students including all subgroups will make at least expected progress on the state assessment*

Objective 4: *All students will gain at least one year's growth in reading*

Objective 5: *All ELL students will gain at least one proficiency level*

Summative Evaluation: *50% of all students will meet the MEETS standard on all state assessments.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Inclusion teacher per grade level for all tested subjects	1	Principal	August	Local	Master schedule	Special Education students are able to be successful in the classroom and on state assessments
Provide interventions for students at risk in math and reading RTI classes for tier 3 intervention	2	Principal, Counselor	Yearly		Master schedule	increased achievement on state assessments
Provide tutorials for students who are at risk of failure in core subject areas	2	Core subject Teachers Principal	Every 3 weeks	Title I	Tutorial attendance records	Improved six weeks grades Reduced failure rate
Provide flexible, small group instruction in the core subject areas	2	Core subject Teachers Principal	Every 3 weeks	Local Funds	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment

						Student success as evidenced by walkthrough documentation
Provide teachers with ELL strategies to plan instruction that build ELL student academic success into daily instruction.		Teacher, Principal	August	Title III	Teachers use resources to plan instruction and refer to resources during instruction	Students demonstrate progress on TELPAS PLD, students qualify for exit of ELL program
Increase the number of teachers who are ESL certified in all grades.		Principal, Teacher, Federal Program Director	September, November	State BE/ESL, Title III	Core Teachers in grades K-12 are ESL certified	Students demonstrate progress on TELPAS PLD, students qualify for exit of ELL program
Increase access to instructional programs and hands-on practice of technology applications	1	Technology Director, Principal, Teacher	August – December	Title IV, IMA Funds	Ratio of device to student is lowered	Campus program use data increases. Program impact is realized.
Provide Career students with access to Career education using GEAR UP	3	Principal, Teacher GEAR Up Rep	August – May	Local	Master schedule, lesson plans	Fulfilled HB 18 requirements
Provide a STEAM course (Science, Technology, Engineering, Art, and Music)	3	Principal, Teacher	August-May	Local	Master schedule, lesson plans	House bill 18, hands on learning, higher level thinking
Provide teachers with access to PlanBook, to plan instructional activities for students that are aligned to the TEKS and state assessments	2	Principal	August-May	Local	Planbook lesson viewer	Improved performance on state and local assessments
Continue PBIS Strategies (Positive Behavior Interventions and Supports)		Principal, PBIS team	August May	Local	Models of implementation, Sign in sheets, culture survey	Help with consistency amongst the campus, addresses bullying issues, and helps with school climate

Continue purposeful scheduling of special education students to maximize the benefits of the inclusion program		Principal, Counselor, special education staff	August – May	State Special Education, IDEA B	ARD schedule, assessment schedule, completed documentation	Students receive appropriate services and accommodations/modifications, performance on state assessments
Continue to ensure all students served in Special Education are assessed with the appropriate state assessments and meet participation requirements for assessments		Principal, Counselor, special education Teacher	August – September	State Special Education, IDEA B	Training schedule, testing decisions	IEP services result in positive student progress as evidenced in local and state assessments
Using the Texas Middle School Fluency Assessment (TMSFA) Intervention model (RTI) to identify students at risk for failure.	2	Principal, Teachers, Federal Program Director	August – May August	Title II	Campuses have an RTI plan that includes identification, progress monitoring and intervention plans	At risk students are identified. Interim assessment results, state assessments, progress measures
Alpine Middle school career students will utilize GEAR Up for curriculum.	3	Principal	August- May	Title 1	Lesson plans	College, career, military readiness data
Utilize intervention programs: IXL for math and reading, STEM scopes for Science.	2	Principal Teachers	6wk	Title 1	Lesson plans, scheduled classes	Data rooms, student intervention lists, state assessment scores, local assessment scores, grades, graduation rate
Utilize STAR Renaissance as a diagnostic tool in math and reading classes for special education students.	2	Principal Department Chairs	BOY, MOY, EOY	Title 1	Data reports	STAR data

Goal 2: At Alpine Middle School, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide stipends for certifications or content in areas of need: ESL, Science, Math, Special Education	1	Principal, CFO	July 2019	State BE/ESL	AISD Business Office Documentation	100% core academic classes taught by certified teachers;
Provide teachers with tools for effective planning and instruction, data analysis, and student interventions		Principal, Federal Programs Director, Teacher	August – May	Title I, Title II	Planbook, TEKS Resource System, RTI classes, Eduphoria, Team Meetings	6 weeks grades, state assessment scores, graduation
Provide teachers in need with a content coach	1	Principal, Teacher	August – May	Local	Content coach schedule, coach extra-duty stipend	TTESS, teacher retention, state assessment scores
Provide teachers with training and experiences to provide students with a positive, effective learning environment	1	Principal, Teacher	August-May	Title I, Title II, Title III	Professional development schedule, registration, contracts for services, sign-in sheets, agendas, training materials	TTESS, teacher retention, teacher surveys, state assessment scores, student growth measures
Provide teachers with observation feedback	1	Principal, Assistant Principal	August – May	n/a	Walkthrough schedule, feedback notes	Teacher survey, teacher retention, TTESS, state assessment scores, discipline records
Provide teachers with training to meet the needs of gifted and talented students		Principal, Teacher, Federal	August 2019	Local funds, Title II	Training certificates, registration,	GT students receive differentiated instruction,

		Programs Director			professional development sessions	differentiated instruction is evident in lesson plans
Provide teachers with professional development in content specific resources.			August 2019	Title II	Sign in sheets, agenda, planbook	Utilization of resource

Goal 3: Alpine Middle School faculty and staff will work together and be consistent with rules and systems in place to help with campus safety and morale.

Objective 1: *By May 2020 All students at Alpine Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.*

Summative Evaluation: Survey results indicate that students and teachers feel AMS has a positive climate and discipline referrals are reduced by 5%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including dating violence, harassment, alcohol, and drug use.	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	n/a	Agenda Lesson Plans Campus Calendar High Sky Family Crisis Center PermiaCare	Reduction in PEIMS and discipline referrals
Utilize Character Strong curriculum provided by the district.		Principal	August 2019	Title II	Lesson plans, walkthroughs	Less bullying reports, PD 101 referrals
Provide PBIS Training and implementation support		Principal	August – May	Title I	Registration, contract, sign-in sheets, PBIS plan	Reduce unnecessary classroom removals
Implement David’s Law SB1 – bullying prevention		Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports, climate surveys

Goal 4: *The Alpine Middle school will receive the Post-secondary/ Career Readiness distinction.*

Objective 1: *By May 2020, 52% of all students will accomplish the meets standard on state assessments.*

Summative Evaluation: *52% of all students will accomplish the meets standard on all state assessments.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Use student data to identify students with a history of failure on STAAR assessments and implement an immediate intervention plan including tutorials, mentoring, counseling, schedule changes, and RTI classes		Principal, counselors, Teachers	August and each 6 weeks	Local	RTI classes, data rooms, intervention schedules, tutorials, master schedule	Report cards, state assessments, local assessments, graduation
Provide transition activities that ensure successful transitions from middle school to high school and from high school to post-secondary		Principal, counselor	August, September, April, May	n/a	Activity calendar, parent communication, student meetings, assemblies	Passing rate at six weeks reporting periods, discipline referral rates, graduation, CCMR data
Utilize data room to keep track of meets level percentages.		Principal Teachers	August May	Local	Data room	Meets percentage above set percentage

Goal 5: *Parents and Community will be partners in the education of students of Alpine Middle School.*

Objective 1: *By May 2020, at least 70% of all students' parents/guardians and/or family members will participate in at least one school sponsored activity with their child(ren).*

Summative Evaluation: *School records indicate that at least 70% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Distribute and implement District and Campus Parental Involvement Policy		Principal	Annually	Local	Distribution notice, communication to parents	Parental Involvement Policy activities completed, Parent survey results
Schedule semester campus-wide parental involvement activities		Principal,	Semester	Title I	Notices, sign-in sheets, agendas, materials	Parent survey results, participation data
Provide communications through multiple media sources such as district and campus websites, Remind, marquee, social media, newspaper, and parent portal		Principal, Technology Coordinator	August – May	Local	Notices posted, websites, communications home to parents, newspaper articles, parent portal usage	Parent survey, successful communication relayed
Make sure every parent has parent portal access.		Principal Campus Office staff	August-December		Binder checks in office	Communication between parents and teachers. Failure list small