

Alpine Elementary School Improvement Plan 2018-2019

**September 19, 2018
Date of School Board Review**

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

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Alpine Elementary strives to provide a quality learning environment promoting Respectful, resourceful, and productive citizens with a positive attitude.

Vision Statements

Our commitment is to provide a safe, positive, and nurturing culture with high expectations for academic, social, and emotional competence.

District/Campus Improvement Planning and Decision Making Committee

Name	Position
Nancy Bustamante	4th Teacher
Monica Soto	3rd Teacher
Allyson Scown	2nd Teacher
Kathy Galindo	1st Teacher
Elda Fuentes	Kinder Teacher
Kendra DuBois	Parent
Jami Gray	Business Rep
Amy Struthers	Community
Kimra Rogers	Counselor
Sarah Broz	Assistant Principal
Judith Pardo	Principal
Nancy Roll	District Rep

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 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

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: 4 FTEs

The process we use to identify students at-risk is: The process we use to identify students at-risk is: Campus teams 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: Campus teams 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.

Comprehensive Needs Assessment Attendees

Date(s): 5/16/18, 5/23/18, 5/24/18, 9/10/18, 9/11/18

Name	Position	Name	Position
Nancy Bustamante	4th Teacher-CIP	Gloria Canaba	2 nd Teacher
Monica Soto	3rd Teacher CIP - CLT	Bonnie Lujan	4 th Teacher- CLT
Allyson Scown	2nd TeacherCIP	Eileen Hogue	Art Teacher - CLT
Kathy Galindo	1st Teacher CIP -CLT	Nancy Roll	Fed. Prog. – Curriculum Dir- CLT
Elda Fuentes	Kinder Teacher –CIP-CLT	Angela Smith	PK Teacher
Lara Wash	PE Teacher	Twila Hardaway	PK Teacher
Kendra DuBois	Parent -CIP	Debbie Hardin	1 st Teacher
Jami Gray	Business Rep - CIP	Sharon Morrissey	1 st Teacher

Amy Struthers	Community -CIP	Michelle Rojo	2 nd Teacher
Kimra Rogers	Counselor	Julie Hawkins	3 rd Teacher

Name	Position	Name	Position
Sarah Broz	Asst. Principal CIP, CLT	Brenda Criddle	4 th Teacher
Judith Pardo	Principal, CIP - CLT	Belen Losoya	RTI Teacher

Comprehensive Needs Assessment Summary 2018-2019

Section 1 – District Profile

Alpine Elementary serves the students and the community, our school is the central location for our community, our facilities are often used for events that serves our children and community. Alpine ISD serves approximately 1130 students. Our population is 50% economically disadvantaged, 63% Hispanic and 33% white. 38% of students are classified as at risk and 9% qualify for special education services.

Section 2 – Data Reviewed

STAAR 2017 and 2018, TELPAS 2017, TPRI 2018, attendance rates, discipline data, teacher quality data, mobility, school climate data, curriculum and assessment processes and procedures, master schedules, current resources and instructional programs, parental involvement activities, website.

Section 3 – Findings/Conclusions

We found that teachers and students have access to a variety of quality programs and resources although the quality of the access is hampered by out of date technology. Systems for curriculum and instruction are weak or non-existent. At risk students and students who are economically disadvantaged are performing below their peers who are not at risk and not economically disadvantaged. The need is for the development of processes and procedures, including vertical alignment and communication and problem solving between and among teachers and schools. Parental involvement activities are limited to Open House.

Section 4 – Strengths

Students:

- ELL students reached their goals
- Students reaching goal

Parents/Community:

- Parent survey indicates satisfaction with schools
- Parent involvement in campus increasing
- Involved in projects

Staff:

- Low Student-Teacher ratio
- Survey indicates that staff are satisfied with district/campus

Facilities:

Section 5 – Weaknesses

Students:

- Students were not given opportunity to engage in learning activities and perform work aligned to the level of rigor of the TEKS and STAAR
- 49% of reading and math assessments did not show growth
- 37% of Students did not meet approaches in all subject areas

Parents/Community:

- Very low turnout at planned parent involvement events

Staff:

- Need time to plan (PLC Time)
- Due to a lack of systems for observations and feedback, teachers did not receive instructional feedback for classroom instruction or lesson plans.
- Teachers hired who do not have a certification
- Alternative certification teachers
- Not enough ESL certified teachers

Facilities:

- Technology in need of replacement
- Computers in all classrooms

Section 6 – Identified Needs

Protocols and processes for feedback

Protocol and processes for PLC

Protocol and processes for rigor in the classroom

Parental Involvement Activities

RTI classes at all levels

ESL Certification and ELL strategies for teachers

Technology updates for student labs, student access, and teachers

Intervention materials for reading, math, and science K-12

Focus on written communication

Vertical alignment for the core subjects

Time for planning and teacher development

Reduce disruptions

Activities to improve morale

District Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2019, 90% of all students will attain a minimum of one year’s growth in all subjects taught.

Campus Goal - By May 2019, 88% of all AES STAAR assessments will meet criteria for approaches, 51% of all AES STAAR assessments will meet criteria for meets, and 20% of all AES STAAR assessments will meet criteria for masters.

Objective 1: By May, 2019, 85% of all students and each sub group including Economically Disadvantaged will meet established standards on the state assessments

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

Objective 3: 85% 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 level

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

Summative Evaluation: 80% of assessments for reading and math will show expected or accelerated growth on the 2019 STAAR test and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Monitor classroom instruction through lesson plans and classroom walk-through documentation to ensure that the reading TEKS and guidelines are being taught	2,4	AES Principal	Aug.-May	local	lesson plans, walk-through documentation, minutes of team meetings	TTESS Evaluations, Team Meeting Minutes
Provide accountable reading time and practice PK -4	2,4	AES Principal	Aug.-May	local	TPRI, Running Record, STAR reading, Reading A-Z, I-Station	Summative I-Station Reports TPRI EOY
Provide supplies and materials for continued implementation of scientifically based reading and instruction	2,4	AES Principal	Aug.- May	Title I, Local	walk through documentation, purchase orders	I- station Reports, Reading Levels
Conduct reading assessments for students in grades PK-4 to identify areas of need for struggling readers	2,4	AES Principal Teachers RTI teachers	Sept., Jan., May	Title I, Local	TPRI, Fountas and Pinnell, STAR Reading ,I-Station, Unit Assessments	RTI reports, Unit Assessments, TPRI reports
Ensure sustained silent reading and/or read-aloud time for all students on a daily basis	2,4	AES Principal, teachers	Aug.-May	Title I, Local	Walk-through documentation, purchase orders, classroom book sets	Fountas and Pinnell Reading A-Z Levels

Implement a goal based program in grades 1-4 to encourage independent reading	2,4	AES Principal, Accelerated Reading teachers, Librarian	Aug.-May	Title I, Local	Renaissance Learning Assessments I-Station Reading Logs	Student Data folders A-Z reading Levels
Continue the use of Dyslexia Programs in grades K-4 during intervention	2	Intervention teacher	Aug.-May	Local	Student attendance and student data folders	Data folders
Pre-Kinder - 4th will use Guided Reading as well as differentiated instruction	2,4	AES Principal teachers	Aug.-May	Title I	Reading program reports classroom programs	Fountas and Pinnell Reading A-Z levels
Attend Professional development for teachers to enhance their instructional strategies	1	AES Principal teachers	Aug.- May.	local campus staff development funds	walkthrough documentation lesson plans	PD records
Reading Interventions (RTI) Math RTI	2,4	AES Principal teachers RTI teachers	Aug.- May	local	reading assessments	RTI data
Continue the use of Reading A-Z, I-station , ABC Mouse, Starfall, reading programs in grades pk-4	2,4	AES Principal teachers	Aug.-May	Title I funds	Reading program reports	Program Reports
Maintain a phonics program for K-2	2,4	AES Principal teachers	Aug.-May	local funds	TPRI, I-Station and EOY reading scores	EOY reports
Incorporate cross-curricular teaching in grades pk-4	2,4	AES Principal teachers	Aug.-May	local fund	lesson plans, walkthroughs	student projects
Implement Extended Day Schedule	1,2,4	administrators teachers	Sept.-May	allotted time	PLCs, RTI, agendas	data

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

Summative Evaluation: 80% of assessments for reading and math will show expected or accelerated growth on the 2019 STAAR test and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Use grade level writing rubrics for student writing	2,4	AES Principal teachers	Aug.-May	local funds	classroom assessments writing rubric	STAAR scores student data folders
Implements writing centers and writing journals PK-4	2,4	AES Principal teachers campus improvement committee	Aug.-May	local funds	classroom assessments	writing journals
Provide staff development opportunities for teachers on the writing process including specific strategies for improvement	1,2,4	AES Principal	Aug.-May	local funds special education	professional development sign-in sheets	PD records
Continue the use of interactive word walls or interactive journals pk-4	2,4	AES Principal teachers	Oct.-May	local funds	classroom walkthrough documentation	word walls

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Analyze STAAR data to guide instruction	2,4	AES Principal teachers counselor Math RTI teacher	Aug.-Apr.	Local	STAAR benchmarks DMAC, time (PLC)	tutorial - RTI list STAAR results
Supply instructional materials needed to support math curriculum	2,4	AES Principal teachers Math RTI teacher	July-May	Local, Tittle I	I-Station instructional materials updated Countdown and The Gauntlet fraction bars, Cuisenaire rods, 3D shapes	Tutorial - RTI list STAAR results
Continue differentiated math instruction in grades pk-4	2,4	AES Principal teachers Math RTI teacher	July - May	local funds	benchmarks STAAR math	tutorial - RTI list STAAR results
Implement the use of Math program in grades pk-4	2,4	AES Principal teachers Math RTI teacher	Aug.-May	Local, Tittle I	lesson plans walkthroughs I-Station instructional materials	tutorial - RTI list STAAR results I-station records

Provide staff development opportunities for improvement	1,2,4	AES Principal	Aug.-May	Title I funds local funds	professional development sign-in sheets, lesson plans reflecting strategies	PD records
Implement Extended Day Schedule	1,2,4	administrators teachers	Sept.-May	Local	PLCs, RTI, agendas	data
Provide social studies materials so that students have hands-on experiences in social studies	1,2,4	AES principal teachers	Aug.-May	Local	materials ordered, lesson plans, walkthrough documentation	student social studies projects
Analyze assessment data to determine objectives that need to be reinforced	2,4	AES principal teachers	Oct.-Mar.	Local	teachers, common planning, TEA website	student data folders
Social Studies Night	2,3,4	AES principal teachers	Nov. and April	Local	SS night participation	Projects teachers, parents, resource materials, awards
Provide science materials for the campus science lab so that students have hands-on experiences in science	2,3,4	AES principal teachers	Aug.-May	Local	materials ordered, lesson plans, walkthrough documentation	science labs, science resource center, teachers
Maintain inventory of the science lab and the materials closet in order to provide needed science materials for student labs	1,2,3,4	AES principal teachers	Aug.-May	Local	purchase orders, walkthrough documentation	inventory and supply list science resource center, teachers
Analyze assessment data to determine objectives that need to be reinforced	2,4	AES principal teachers	Oct. - March	Local	common planning minutes, unit assessments	student data folders teachers, common planning, TEA website, TEKS resource
Science night	1,2,4	AES principal science committee teachers	Nov. and April	Local	science participation	science projects teachers, parents, science resource materials, awards, judges

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Summative Evaluation: 80% of assessments for reading and math will show expected or accelerated growth on the 2019 STAAR test and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide training on ESL strategies and relationship building	1,2,3,4	Curriculum director, AES principal	August-May	local and federal funds,	TELPAS sign in sheets, walkthrough data	increased student performance on TELPAS
Provide training on vocabulary development strategies and develop specific plans for vocabulary development	1,2,4	Curriculum director, AES principal	August-May	local and federal funds,	TELPAS sign in sheets, walkthrough data	students move up one proficiency level
Provide training to assist teachers with planning for and implementing modifications and accommodations in the classroom for special education students	1,2,4	Curriculum director, AES principal	August-May	local and federal funds	STAAR sign in sheets, walkthrough documentation	increased student achievement data
Provide teachers with resources to provide special education students with rigorous high quality instruction	1,4	AES principal teachers	August – May	State Special Ed funds	Resources	Program evaluation, Student progress
Provide PK program following PK grant guidelines PK is open for all families	2,4	AES principal teachers	Aug.-May	PK- Grant	ongoing evaluations	program evaluation
Implement family engagement plan	2,4	AES principal teachers	Aug.-May	Local PK Grant	ongoing evaluation family engagement plan	program evaluation

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<p>Goal 2: Alpine ISD 100% will have all academic core classes by appropriately certified teachers and 100% of effective staff will be maintained</p> <p>Campus Goal: Campus will recruit and retain effective staff.</p> <p>Objective 1: 100% of AES teachers will be appropriately certified.</p> <p>Summative Evaluation: AES 100% of core academic core classes will be taught by appropriately certified teachers.</p>						
Provide teachers with training on suicide prevention, bullying prevention, blood borne pathogens, and harassment in the workplace	1	Federal Programs Manager, Principal, Teachers	August	Title II	Training materials, videos, certificates, sign-in sheets	Reports of suicide, bullying, contamination and harassment are reduced
Provide teachers with training to meet the needs of gifted and talented students	1	Principal, teacher, Federal Programs Director	August -May	Local funds, Title II	Training certificates, registration	GT students receive differentiated instruction, differentiated instruction is evident in lesson plans
Provide staff development based on scientifically based research and identified as appropriate through district/campus Comprehensive Needs Assessment for all teachers	1, 2	Federal Programs Director, Superintendent, Principals, Teacher	August – May	Title I, Title II, Title III,	Registration, certificates, sign-in sheets, agendas, training materials, District PD plan	TTESS, student achievement and growth on state assessments, certifications earned, graduation rate, CCMR
The campus will develop and implement 5 methods for increasing teacher moral	1	Superintendent, Federal Programs Director, Principals	August – May	n/a	Calendar, purchases as needed, communications	Staff climate survey
Provide new teachers at elementary school with a team mentor	1	Superintendent, Principal, Teachers	August – May	HSA	Stipend, communications, assignment of mentor	TTESS, state assessments, TPRI

AISD Goal 3: All students in Alpine ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Campus Goal: Address student discipline and school safety

Objective 1: Implement a positive behavior support plan

Summative Evaluation: Positive behavior support participation, discipline referrals, and PEIMS reports.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Incorporate character education programs into lessons and counselor time for small/large groups	1,2,4,6	counselor all staff	Aug.- May	Local, Tittle I	Character Strong, 6 traits of character, incorporate character building strategies into lessons, teacher lesson plans	lesson plans, student projects Character Strong, other character resources
Attend staff development on positive discipline techniques	1,2,4,6	counselor all staff	Aug. - May	Title I funds, local funds	decrease in discipline referrals	PD records, data on discipline referrals
Provide all staff with Relationship Training	1, 4	Principal, teacher, Federal Programs Manager	August 2018	Title II	Contract, sign-in sheets	Climate survey, student discipline records, student engagement data
Provide character education curriculum and supports	1, 3	Principal, teacher, Federal Programs Manager	August – May	Title I	Advisory plans, contract, materials	Reduce bullying reports, provide positive campus climate
Evaluate campuses and buildings for compliance with the ADA, Drug and Alcohol Free and gun free schools, and safety requirements including scheduled fire/tornado/shelter in place drills	1,3,4	Superintendent and Principals	As needed	n/a	Compliance review	All buildings are in compliance
Implement David’s Law SB1 – bullying prevention		Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports, climate surveys
Update the Emergency Operation Plan		Superintendent, Fed. Progs Director, Principals, CFO	September	n/a	Updated Plan	In emergency, plans exist and can be followed

AIISD Goal 5. Parents and community will be partners in the education of students in Alpine ISD.
Campus Goal: Increase the number of parents and community members involved in Volunteers in Public Schools (VIPS) by 10% by the end of the school year. Encourage and support the Parent Teacher Organization (PTO)
Objective 1: Increase parental/community involvement in the school.
Summative Evaluation: number of VIPS and PTO membership.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Distribute VIPS application form and guidelines to all parents in the beginning of the year packet	4	AES principal office staff	Aug. -May	local funds	increase in number of VIPS working on campus	number of VIPS
Encourage parents to volunteer by providing a list of ways that they can help	4	AES principal office staff	Aug.	Local	number of VIPS	paper, copies, newsletter numbers of VIPS
Recognize VIPS at the end of the year with a token of appreciation	4	AES principal office staff	Aug.-May	Local	log of VIPS hours	recognition certificates
Collaborate with PTO in hosting family fun nights including reading/math nights	4	AES principal	Aug.-May	Local	attendance at events, parent surveys	family night events AES principal, teachers, PTO
Hosting PTO meetings	4	AES principal PTO	Oct.-May	Local	sign in sheets	number of PTO meetings
Hold public meeting to discuss campus rating and CIP	4	AES principal teachers	Aug.	Local	sign in sheets	PTO sign in sheets
Implement School Messenger for parents	4	AES principal	Aug.-May	Local	number of parents signed up, Remind	number of parents School Messenger
Conduct a beginning of the year "Meet the Teacher" orientation for students and parents	4	AES principal	Aug.	local funds, Title I funds	sign in sheets	sign in sheets
Distribute a weekly newsletter to parents	4	teachers	Aug. - May	Local	feedback from parents newsletters, weekly notes	newsletters
Emphasize college and career readiness by educating students and parents on the importance of receiving a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs, or the military	3	AES principal counselor	Aug.	time schedule	meeting agendas, sign in sheets	CCR standards covered

