

- Alpine High School
- Improvement Plan
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- 2019-2020
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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 High School will provide a challenging learning environment that encourages students to take responsibility and become successful, productive life-long learners.

Campus Improvement Planning and Decision Making Committee August 15, 2019

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Sandra Alvidrez	AHS Counselor	
Caroline Crawley	AHS Teacher (ELA)	
Vaughn Grisham	AHS Teacher (CTE)	
Terri Pineda	AHS Teacher (Math)	
Rachel Maxwell	AHS Teacher (Fine Arts)	
Caroline Fox	AHS Teacher (SS)	
Barbara Scown	AHS Teacher (Science)	
Christopher Valenzuela	AHS Teacher (Engineer)	
Chuck Wilson	AHS Teacher (Band)	
Sandra Fellows	AHS Teacher (SpEd)	
Desserea Vega	Parent Member	
Angie Portillo	Community Member	
Justin Gonzales	AHS Principal	

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

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: 5

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 a student who is at risk has met the criteria for exit.

At Alpine Independent School District, 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			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Students At-Risk	45	57	55	59	53	55	50	55	52	50	44	58	65	57	73	80	58	58	69	70
Students Not At-Risk	87	87	88	89	95	91	88	88	83	83	80	91	97	92	99	91	91	93	93	87

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016	2017
Students At-Risk	7.7		92	
All Students	1.4		98.6	

AHS Data

STAAR	Algebra I % Met Standard			ELA I % Met Standard			ELA II % Met Standard			Biology % Met Standard			US History % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2018
Students -Meets	48	53	71	54	48	66	77	76	65	80	76	85	88	96	91
Students -Masters	12	22	33	8	9	9	10	12	10	26	24	33	69	72	74

	2016-2017		2017-2018		2016		2017	
Students At-Risk								
All Students								

Comprehensive Needs Assessment Attendees

Date: 08/15/2019

Name	Position	Signature
Sandra Alvidrez	AHS Counselor	
Caroline Crawley	AHS Teacher (ELA)	
Vaughn Grisham	AHS Teacher (CTE)	
Terri Pineda	AHS Teacher (Math)	
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Justin Gonzales	AHS Principal	

Comprehensive Needs Assessment Summary 2019-2020

<p>Section 1 – Campus Profile Alpine High School serves approximately 316 students. Our population is 38.9% economically disadvantaged, 62% Hispanic, 2% African American and 33% white. 22% of students are classified as at risk and 8% qualify for special education services.</p>			
<p>Section 2 – Data Reviewed STAAR EOC 2018 and 2019, TELPAS 2019, attendance rates, discipline data, teacher quality data (TTESS, years' experience), mobility, school climate data, curriculum and assessment processes and procedures, master schedules, current resources and instructional programs, website</p>			
<p>Section 3 – Findings/Conclusions Alpine High School continues to grow in areas on identified campus needs of improvement. The ELL and SPED students grow many points in math, science, and social studies, but is still performing below state average in ELA/Reading. We will provide these students with additional help within the classrooms focusing on student specific ELP strategies. Examination of current processes for attendance and discipline need to be implemented with fidelity and followed up on. Interruptions are too many and need to be reduced.</p>			
<p>Section 4 – Strengths</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Students:</u></p> <ul style="list-style-type: none"> • High school meets and masters levels are above state average in all subjects except ELA/Reading <p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Parent survey indicates satisfaction with schools </td> <td style="width: 50%; vertical-align: top;"> <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Attrition is below state averages • Survey indicates that staff are satisfied with district/campus <p><u>Facilities:</u></p> <ul style="list-style-type: none"> • • </td> </tr> </table>		<p><u>Students:</u></p> <ul style="list-style-type: none"> • High school meets and masters levels are above state average in all subjects except ELA/Reading <p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Parent survey indicates satisfaction with schools 	<p><u>Staff:</u></p> <ul style="list-style-type: none"> • Attrition is below state averages • Survey indicates that staff are satisfied with district/campus <p><u>Facilities:</u></p> <ul style="list-style-type: none"> • •
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<p>Section 5 – Weaknesses</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Students:</u></p> <ul style="list-style-type: none"> • At Risk students perform below non-at risk students on all assessments </td> <td style="width: 50%; vertical-align: top;"> <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Not enough ESL certified teachers </td> </tr> </table>		<p><u>Students:</u></p> <ul style="list-style-type: none"> • At Risk students perform below non-at risk students on all assessments 	<p><u>Staff:</u></p> <ul style="list-style-type: none"> • Not enough ESL certified teachers
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- Economically disadvantaged students perform below students who are not economically disadvantaged
- Student fears associated with school safety

Parents/Community:

- Very low turnout at planned parent involvement events

Facilities:

- Technology in need of replacement
- Additional equipment needed for CTE Programs

Section 6 – Identified Needs

Parental Involvement Activities

Student and school safety

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

Vertical alignment for the core subjects

Time for planning and teacher development

Reduce disruptions

Activities to improve morale

Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2020, 90% of all students will attain a minimum of one year's growth in all subjects taught.

Objective 1: *By May, 2020, 90% 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 ELL students will gain at least one proficiency level*

Summative Evaluation: *87% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2, 4	Core subject teachers Principal	Every 3 weeks	Title I, SCE	Tutorial attendance records	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas	2,4	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	4	Teacher, Principal	August	Title III, BE/ESL	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	1	Principal, teacher, Federal Program Manager	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

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Provide teachers training to incorporate ELL strategies into daily instruction	1	Principal, teacher, Federal Program Manager	August	State ESL	Teacher incorporate ELL strategies into instruction as evidenced in lesson plans and walkthroughs	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	2	Technology Director, Principal, Teacher	August – December	Title IV	Ratio of device to student is lowered	Campus program use data increases. Program impact is realized.
Purchase additional Chromebooks for student use	2	Technology Director, Principal	August	Title I Local	Ratio of devices to student is lowered.	Student satisfaction survey
Provide GT students with access to AP and Dual Enrollment Courses	2	Principal, Teacher	August – May		GT students served in AP and DC courses	GT students earn college credit through DE or AP scores
Provide teachers with access to tools to plan instructional activities for students that are aligned to the TEKS and state assessments	1	Principal, Teacher, Federal Program Manager	August – May	Title II, Title I IMA, Carl Perkins, State CTE	Lesson plans include activities that support learning aligned to the state standards	Improved performance on state and local assessments

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers with training to develop instructional activities that are aligned to the TEKS and state assessments, including strategies that are designed to raise academic achievement of students in special populations such as ELL, SpEd, and At Risk	2	Principal, Teacher, Federal Program Manager	August - May	Title II, Title I, Carl Perkins, Title III,	Walk-throughs indicate that students are receiving instruction that is aligned to the state standards and is differentiated appropriately and effectively	Improved performance on state and local assessments
Provide accelerated instruction for students at risk of not meeting standard on state assessments, being promoted to the next grade level, or earning credit. Edgenutiy	4	Principal, Teacher, Federal Program Manager	August and each 6 weeks period	SCE, Title I,	Master schedule, RTI meetings, disaggregated data	Improved performance on state and local assessments, increased performance on 6 weeks grade reporting
Provide resources and training to enable students to earn or be prepared to earn industry certifications.	3	Principal, Teacher	August, February, July	State CTE, Carl Perkins	Registration, purchase of curriculum materials, registration for certification	Increased number of students earning certifications

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Utilize a licensed professional counselor to provide emotional/social intervention services to students in need including suicide prevention and bullying	4	Superintendent, principals, campus counselors	August	Title I Local	Position filled and scheduled Students with need are identified and scheduled	Incidents of behavior disruption or absence related to trauma are reduced. Improved response on climate survey
Ensure fiscal responsibility and maximization of resources through ongoing cooperation with all federal, state, and local entities	4	Superintendent, CFO, principals, Federal Programs Manager	August - July	n/a	Budget planning, administrator meeting agendas	Audit results, appropriate utilization of funds
AHS will provide pregnancy related services including on-campus support, comprehensive education through home-bound services to pregnant students as required medically, and during the postpartum period as needed to ensure students stay in school and graduate.	4	Principal, teachers	August – May	SCE	Homebound and pregnant students receive comprehensive instruction support	6 weeks grades, state assessment results, and graduation status

<p>If needed, implement the required Seven Areas of Focus of the Migrant Education Program: 1. Service coordination for all levels to include a comprehensive set of instructional, counseling, and support activities in in-school and inter-agency coordination with community agencies 2. Early education for age 3 to PK to include inventories and checklists for needs assessment and evaluation 3. Participation in NGS data transfer system to maintain comprehensive records of each migrant child, to access information provided by other school districts and agencies, and to ensure that all data are consistent with both NGS and PEIMS 4. Continue parental involvement programs for all levels to target the unique needs, values, and strengths of the migrant parent populations including the implementation of migrant Parent Advisory council as required by law. 5. Continue identification and recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant student. 6. Continue graduation enhancement for grades 7- 12 to include, but not limited to, effective instructional services, tutorials, counseling, MSC,</p>	<p>4</p>	<p>Federal Programs Director</p>	<p>August – July</p>		<p>Migrant students identified, COEs Completed, Services provided to individual students</p>	<p>Six weeks grades, state assessment results, credit accrual and graduation status</p>
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dropout recovery, advanced placement courses, college admissions testing, and parent training on graduation requirements. 7. Continue secondary credit exchange and accrual for grades 7-12 performance standards and whose education has been interrupted during the regular school year. As required, migrant children aged 3 and 4 are included in the comprehensive needs assessment. As a migrant funded district, AISD gives service priority to children who are failing or at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year						
Continue purposeful scheduling of special education students to maximize the benefits of the inclusion program	4	Principal, campus counselor	August, January	State Special Education	Master schedule, registration	IEP goals are met, student growth, state assessment scores
Continue to ensure all students served in Special Education are assessed with the appropriate state assessments and meet participation requirements for assessments	4	Principal, campus 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
ARD Trainings will be held and all testing decisions will be made based on the individual student's needs and will be made in the best interest of the student	4	Principal, campus 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

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers and paraprofessionals with special education inclusion training and ongoing supports throughout the school year.	1	Principal, teachers, paraprofessionals	August – May	State Special Education	Inclusion and regular education personnel work collaboratively and effectively to provide instruction to special education students. IEP implementation is effective	6 weeks grades, local and state assessments, progress measures
Continue the MTSS intervention model (RTI) identifying students at risk for failure	4	Principal, teachers, Federal Program Manager	August- May	Local	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
Provide information about credit by exam for both acceleration and credit recovery to all parents and students	4	Principal, counselors	August and quarterly	Local	Notices to parents and community are published on website and in social media	Parents and students interested in credit by examination request assessments

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide an opportunity for teachers to integrate technology into instruction through staff development and equipment purchases.	1	Technology Director, Superintendent	August – October	Title I, Title IV	Technology is replaced as noted by equipment lifespan, professional development is provided to teachers and staff	Technology surveys, program usage reports
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. Parent Engagement Meetings	3	High School Principals, Counselors, Teachers	August – May	n/a	Information regarding postsecondary options is visible and available to parents and students. College and career nights are scheduled	College, career, military readiness data
Provide campus level support and monitoring for GT, ESL, Dyslexia, Migrant, Special Education, Homeless, Foster Care, 504, and Military dependents.	2,4	Principal, Federal Programs Manager, CFO, Superintendent	August – July	n/a	Processes and procedures are in place, calendars for activities, grant activities,	Audits, compliance reports, PER

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Monitor student progress to provide for the academic needs of all students, to identify students who may be at risk, to provide additional instructional assistance to students, to provide information to guide and strengthen the academic program, to inform the adjustment of instruction time and to provide data to inform programs for acceleration or enrichment	4	Superintendent, Federal Programs Manager, Principals, Teachers	August – July	Title I	TELPAS	Data collection, student intervention lists, state assessment scores, local assessment scores, grades, graduation rate
Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact

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				(Local funds, State, SCE, Title)		
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	4	Principal, Superintendent, Federal Programs Manager	Beginning of each semester	Local	PEIMS data HR records	Low income and minority students are taught by certified teachers
Provide teachers with tools for effective planning and instruction, data analysis, and student interventions	1	Principal, Federal Programs Manager, Teacher	August – May	Title I Title II Local	Planbook, TEKS Resource System, RTI classes	6 weeks grades, state assessment scores, graduation
Provide teachers with training and experiences to provide students with a positive, effective learning environment	1	Principal, teacher	August-May	Title I, Title II, State CTE, Carl Perkins, 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

Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2020, 90% of all students will attain a minimum of one year's growth in all subjects taught.

Objective 1: *By May, 2020, 90% 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 ELL students will gain at least one proficiency level*

Summative Evaluation: *87% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
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 on suicide prevention, bullying prevention, blood borne pathogens, and harassment in the workplace	4	Federal Programs Manager, Principal, Teachers	August	Local	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	2	Principal, teacher, Federal Programs Director	August 2018	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	2,4	Federal Programs Director, Superintendent, Principals, Teacher	August – May	Title I, Title II, Title III, Carl Perkins, State CTE Funds	Registration, certificates, sign-in sheets, agendas, training materials, District PD plan	TTESS, student achievement and growth on state assessments, certifications earned, graduation rate, CCMR

Goal 2: School Climate/Safe & Healthy School Goal *All students in Alpine High School will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 1: *By May, 2020 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.*

Objective 2: *90% of student and teachers believe that Alpine High School provides a safe learning environment and a positive campus culture*

Summative Evaluation: *There is a reduction in both incidents noted and discipline referrals by 25%.*

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 date 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	Reduction in PEIMS and discipline referrals
Ensure compliance with the ADA, Drug and Alcohol Free and gun free schools, and safety requirements including scheduled fire/tornado/shelter in place drills	4	Superintendent and Principals	As needed	n/a	Compliance review	All buildings are in compliance
Continue implementation of David's Law SB1 – bullying prevention	4	Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports, climate surveys
The campus will implement a coordinated health program to promote fitness and healthy lifestyle including the implementation of a district School Health Advisory Council	4	Superintendent, Athletic Director, District Nurse, SHAC	August – July	n/a	Coordinated School Health Plan	Attendance
Continue a clear/ mesh backpack policy	4	Superintendent, Principal	July- August	n/a	Clear or mesh backpacks used by students	Climate surveys
Teachers will be trained for active shooter incidents (CRASE)	1	Superintendent, Principal	August	n/a	Sign-in sheets	Climate surveys

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Objective 2: *90% of student and teachers believe that Alpine High School provides a safe learning environment and a positive campus culture*

Summative Evaluation: *There is a reduction in both incidents noted and discipline referrals by 25%.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Students will participate in Shelter in Place and Evacuation Training	4	Principal, Teacher	August	n/a	Log sheet	Climate surveys
AHS will develop and implement 5 methods for increasing teacher moral (Recognize teacher & student birthdays, Luncheon opportunities, Create a Teacher Friendly Lounge,	1	Superintendent, Federal Programs Director, Principals	August – May	Local	Calendar, purchases as needed, communications	Staff climate survey
Continue with the AISD Drug Testing Policy	4	AISD School Board, Superintendent, Principal	August- May	Local	Student permission slips, Contract with drug testing company	Climate survey
Require student and teachers have parking stickers to park on the AHS campus	4	Principal, AISD SRO	August- May	n/a	Student sticker receipts	Climate survey
Require all AHS personnel to wear identifying badges	4	Superintendent, Principal, AISD Technology	August-September	Local Security and Monitoring	Teacher wearing identifying badges	Climate survey

Goal 4: College & Career/Graduation/Dropout Reduction Goal All students in Alpine High School will graduate.

Objective 1: By May 2020, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 95%.

Objective 2: 70% of Alpine High School graduates will be college, career, or military ready

Summative Evaluation: Example: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout (Edgenuity)	4	Principal, Designated teachers	End of each semester	SCE	Attendance records for program	Successful completion of course work to recover credits
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	4	Principal, counselors, teachers	August and each 6 weeks	SCE	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	3	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
Meet with 8 th grade parents before students begin high school to ensure students and parents have a positive transition to high school and understand potential options	3	Principal, Counselor	February	n/a	Parent sign-in sheets Signed 4 year plan in students' Cum folder	Students graduating with an endorsement
Provide students with access to strategies to achieve post-secondary goals such as FAFSA and college application supports, access to the TX grant, Teach for Texas and career development information	3	Principal, counselor	August – May	n/a	College Forward, College information nights, ASVAB registration, website links	CCMR, ACT, SAT scores, college acceptance, scholarships

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Objective 2: 70% of Alpine High School graduates will be college, career, or military ready

Summative Evaluation: Example: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide students access to multiple endorsements and career pathways to ensure students are ready for postsecondary choices	3	Principal, counselor, CTE teachers, Federal programs Director	August – May	Carl Perkins, State CTE Funds	CTE coding, completion of coherent sequences, enrollment in CTE courses	Certification, CCMR, Graduation with Endorsement data
Provide CTE teachers with up-to-date and equipment to enable students to be career ready	3	Principal, CTE teachers, Federal Programs Director	August – May	Carl Perkins, State CTE Funds	Equipment is tied to certification or career standards	Certifications earned, CCMR data
Provide students with access to experiential learning through partnerships with local businesses and through CTE organizations such as Skills USA and FFA	3	Principal, CTE teachers, sponsors	August – May	State CTE Funds, local	Registration, communications, schedules, membership, attendance at conferences and training	CCMR data, number of capstone experiences
Provide students an opportunity to take the SAT & ACT test during the school day (Fall and Spring)	3	Principal Counselor	October March	Local Funds	Registration	Increased SAT scores
Provide students an opportunity to take the PSAT Test during the fall	3	Principal Counselor	October	n/a	Registration	Increased SAT scores
Provide students an opportunity to take the ASVAB test during the fall	3	Principal Counselor	October	n/a	Registration	Opportunity to enlist in military service at higher job

Goal 5: Parent/Community Engagement Goal *Parents and Community will be partners in the education of students at Alpine High School.*

Objective 1: *By May 2020, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Summative Evaluation: *School records indicate that at least 90% 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	3,4	Principal	Within 10 days of receipt of reports	local	Copy of reports; Conference agenda/sign in	Parents receive reports of assessment results
Create a "Parent Information Center" where educational and parenting information can be accessed.	3,4	Counselor, Principal, AISD	Monitor usage each 6 weeks	Title I, State and local funds, PTA funds, Web-based resources, Community agencies	Website; Advertisements	Documentation of usage
Distribute and implement District and Campus Parental Involvement Policy	3,4	Principal	Annually	Local	Distribution notice, communication to parents	Parental Involvement Policy activities completed, Parent survey results
Communicate and participate in monthly district-wide parental involvement activities	4	Principal, Federal Programs Manager	Monthly	Title I	Notices, sign-in sheets, agendas, materials	Parent survey results, participation data
Educate all staff in the value of parents as partners in student success	4	Principal	Annually	n/a	Agenda, schedule, sign-in sheet, materials	Climate survey, campus parental involvement activities

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Summative Evaluation: *School records indicate that at least 90% 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 communications through multiple media sources such as District and campus websites, Remind app, marquee, social media, newspaper, and the parent portal	3,4	Principal, Superintendent, Technology Director, Campus Communications	August – May	Local	Notices posted, websites, communications home to parents, newspaper articles, parent portal usage	Parent survey, successful communication relayed
Continue to hold community events such as Veterans Day program, seasonal community events, and the health fair	4	Superintendent, Principal, Teacher	August – May	Local	District and campus calendars, communications, Event agendas	Parent survey, attendance

Goal 6: Attendance Academic Achievement will improve as student attendance (ADA) increases to 97%

Objective 1: *By May 2020, student attendance and ADA will increase to 96%*

Summative Evaluation: ADA increases to 97%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
SRO Officers and Assistant Principals meet monthly to review attendance and parent contacts	4	Principal, SROs, AP's	Monthly	n/a	Meeting schedule, minutes, plans	Attendance plans result in decreased absences
Work with local municipalities to utilize the full extent of consequences for students with multiple absences	4	Superintendent, SRO	August – October	n/a	Plan developed	Absences decrease
Include attendance as a priority in Student Support Team meetings	4	Principal, Counselor, AP	Monthly	n/a	Minutes	Absences decrease