

# Alpine Independent School District Improvement Plan

2011- 2012



October 19, 2011

Date of School Board Approval

## 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 Independent School District will provide our children with learning experiences to be responsible, productive, and successful citizens of an ever changing world.

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Name	Position Parent, Business, Community, Teacher, etc
Charlotte O'Brien	Teacher, AMS	Lisa Gordon	Teacher, AMS
Mary Musgrave	Teacher, AHS	Marsha Roach	Professional, Admin
Daniel Sharp	Principal, AES	Elaina Sharron	Teacher, AMS
Jackie Molesbee	Teacher, AES	Panchi Scown	Principal, AMS
James Saunders	Teacher, AHS	Patricia Erickson	Teacher, AMS
Johanna Pontasch	Teacher, AMS	Ray Bullock	Teacher, AHS
Julie Wise	Teacher, AES	Shelly Akers	Teacher, AHS
Julie Wright	Teacher, AHS	Marina Azar	Teacher, AMS
Diana Walker	Teacher, AMS	Verl O'Bryant	Principal, AHS
Kathy Owens	Librarian, AES		
Monica Soto	Teacher, AES		

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on Sept. 7, 2011.**

Participants in Attendance	Data Sources Examined
James Saunders	AEIS TAKS Data—disaggregated (i.e. AEIS IT) District PEIMS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student attendance data Campus parent participation records Community education program records SAT/ACT/AP/IB data Teacher retention data District Staff Satisfaction Surveys Parent Satisfaction Surveys Student Safety Surveys Discipline Data including DAEP placements Highly Qualified Data District Longitudinal Data
Mary Musgrave	
Shelly Akers	
Julie Wright	
Lisa Gordon	
Daniel Sharp	
Panchi Scown	
Belen Losoya	
Marina Azar	
Patricia Ericsson	

**Comprehensive Needs Assessment:  
Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<b>Economically Disadvantaged Students not performing as well as students not Eco. Dis.</b>	<b>AEIS Data, Longitudinal data</b>

# 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 SCE funds allotted to this District \_\_\_\_\_ \$537,633 \_\_\_\_\_

Total FTEs funded through SCE at this District \_\_\_\_\_ 10 \_\_\_\_\_

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 4, 6, 7, 9, 10 and 11**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students Ec. Dis.	76	79	81	96	93	88	93	92	93	67	74	79	95	95	95
All Students	82	84	87	96	95	92	95	95	95	76	78	86	96	96	95

	Drop Out Data %		Completion Data %	
	2008	2009	2008	2009
Students Ec. Dis.	0	0	98	96.7
All Students	0	0	97	98.7

The comprehensive, intensive, accelerated instruction program at this district consists of after school tutorials, pull-out small group intervention with HQ teachers, additional staff at every school to reduce pupil:teacher ratio, reading improvement teacher at AES, reading and math acceleration classes at AMS, and summer AYD program for math.

Upon evaluation of the effectiveness of this program the committee finds that additional assistance is needed for at risk students in science, perhaps similar to AYD program for rising freshmen and expansion of AYD program to rising 5<sup>th</sup> graders.

# 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.
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.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Carl Perkins</i>
<b>State Programs/Funding Source</b>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>

**Goal 1:** By 2014, all Alpine ISD students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

**Objective 1:** By May 2012, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This District will meet AYP in every area measured.

**Summative Evaluation:** All students and all sub-groups attain “required improvement” for meet standard for next level. The District will meet AYP.

Data Year	All Students	H	W	ED	Male	Female
06-07 % Met Standard	65	58	74	56	65	64
07-08 % Met Standard	75	70	87	66	75	75
08-09 % Met Standard	77	72	87	67	75	80
09-10 % Met Standard	77	76	88	74	79	82

Data does not reflect impact of Texas Projection Model.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement and support district-wide ESL inclusion program with language arts program with appropriate scheduling, professional development	2, 9	Principals	Aug 2011	Title IA	Campus Master Schedule Class lists Schedules Professional Development Rosters
Expand ESL strategies to all core content areas K-12. Provide staff development in ESL strategies to core content teachers including Sheltered Instruction and Differentiated Instruction	2, 9	Principals	Aug 2011 – March 2012	Title III Title IIA	Professional Development Registration/certificates of completion
Provide MELL strategies to math teachers through Region 18 staff development opportunities	2, 9	Principals	Aug 2011 – March 2012	Title III Title IIA	Professional Development Registration/certificates of completion

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Use data such as , MCLASS, ITBS, TPRI to identify students at risk of failing STAAR or not reaching instructional targets to provide targeted instructional intervention for subgroups and individual students	8, 9	Principals	Aug 2011 to May 2012	SSI Local funds Time	Intervention groups identified Tutorials/interventions implemented Data analyzed/Data rooms
Each campus will continue a weekly planning time that is dedicated to reviewing student data, sharing or researching strategies, and planning to provide appropriate interventions	2	Principals	August 2011	Time	Master Schedule
Provide staff development for teachers, paraprofessionals, and principals in: PDAS, GT, ESL, parent involvement, technology integration, curriculum alignment, data disaggregation and using data to make instructional decisions, STAAR analysis, scientifically based instructional strategies in math, science, ELA, and social studies,	3	Superintendent Principals	August 2011	Title IIA Carl Perkins Local Funds	Professional development registration Certificates of completion
Ensure fiscal responsibility and maximization of resources through on-going cooperation with all federal, state, and local entities	10	Superintendent Director of Finance	August 2011	n/a	Budget summaries Program evaluations
AISD will provide pregnancy related services that include on-campus support and comprehensive education through home-bound services to pregnant students as required medically, and during the postpartum period as needed to ensure that students stay in school and graduate		Counselors Principals	August 2011	Local funds	Homebound schedule Credits earned Graduation rate

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<p>Implement the required Seven Areas of Focus of the Migrant Education Program:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. Early education for age 3 to PK to include inventories and checklists for needs assessment and evaluation</li> <li>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</li> <li>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.</li> <li>5. Continue identification and recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant student.</li> <li>6. Continue graduation enhancement for grades 7-12 to include, but not limited to, effective instructional services,</li> </ol>		Principals Migrant Coordinator	August 2011	Title IC	<p>Building Bridges participations</p> <p>NGS reports</p> <p>PAC meeting agendas and minutes</p> <p>COE's</p> <p>Summer school enrollment Graduation rate Credits</p>

<p>tutorials, counseling, MSC, dropout recovery, advanced placement courses, college admissions testing, and parent training on graduation requirements.</p> <p>7. Continue secondary credit exchange and accrual for grades 7-12 performance standards and whose education has been interrupted during the regular school year.</p> <p>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.</p>					Transcripts
Continue full day Pre-K program	7, 2	Elementary Principal	May 2012	PK Grant	Staffing and enrollment
Purposeful scheduling of special education students to maximize benefits of inclusion program	2	Principals	August 2011	n/a	Schedule
Provide special education inclusion training – and ongoing support throughout school year for special education, regular education teachers and paraprofessionals	2	588 Co-op Principals	August 2011		Professional development registration/schedule
Implement three tiered intervention model, identifying students at risk for failure early through assessments. Provide training on 3-tiered model	2, 9	Principals Teachers	August 2011	SSI	Tier 2 and Tier 3 groups and interventions

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Continue district level support for ESL, GT, Dyslexia, Migrant, Special Education, Homeless, and 504 programs	10	Superintendent Principals Director of Finance	July 2011	Title IIA Local funds Title IC	Budgetary and coordinator and evaluation documentation
Provide resources and support to all campuses to ensure career investigation information is incorporated and available through resources such as Career Cruising, Tech Prep Brochure, and Career Cluster guides. Incorporate career awareness activities within the general curriculum at all levels.		CTE Teachers Teachers Principals	August 2011	Carl Perkins Local funds	Brochures, guides, software
Provide in-class and/or additional opportunities outside the regular classroom for identified students to participate in accelerated instruction. Provide staff development about accelerated instruction strategies to all teachers.	2, 9				Benchmark data Achievement data
Provide information about credit by exam for both acceleration and credit recovery to all parents and students	6	Principals Counselors	May 2012	Local funds	Course selection guide Student handbooks Board policy
Provide and monitor supplemental intervention support for students in reading and math intervention programs, ESL, Dyslexia, and 504	2, 9	Principals	August 2011	Title III SSI	Achievement data
Continue to provide opportunities for teachers to integrate technology into instruction through staff development and equipment purchases		Technology Director Principals	August 2011		Staff development registration Budget summaries Equipment inventories Classroom observations

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Each campus will have a consistent, age appropriate homework policy, including planning, execution, and consequences		Principal Teachers	August 2011	Time	Policy developed
Review schedules of athletes to ensure school-related absences do not negatively impact learning		Principal Counselor AD	August 2011	Time Schedules	Athletes are successful in all classes
Consider matching Tier 2 students to a different Tier 2 teacher		Principal Teacher	September 2011	Time	Tier 2 rosters

**Goal 2:** In Alpine ISD, all students will be taught by highly qualified teachers. All instructional aides will be highly qualified.

**Objective 1:** By May 2012, 100% of all classes will be taught by highly qualified teachers, 100% of all paraprofessionals assisting with student instruction will be highly qualified, and 100% of all teachers will receive high quality professional development.

**Performance Measures:**

1. 100% of core area teachers will be highly qualified by the end of the school year.
2. 100% of the instructional paraprofessionals will be highly qualified by the end of the school year.
3. 100% of new hires will meet highly qualified prior to employment
4. The percentage of classes being taught by highly qualified teachers in the district will be 100%
5. The percentage of teachers receiving high-quality professional development will be 100%.
6. The percentage of instructional paraprofessionals who are highly qualified will be 100%.

**Summative Evaluation:** Personnel files, HQ worksheets/database, and principal attestations, professional development database, PD certificates of completion.

	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
Data 07-08	99	99	100
Data 08-09	99	99	100
Data 09-10	97	96	100
Data 10-11			

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions, including participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage	3, 5	Superintendent	Immediately following an opening		Number of applications posted. Posted locations. Number of HQ applicants. Participation in recruitment activities.
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all staff meet highly qualified status	3, 4, 5		August 1, 2011 and update as personnel changes occur	Time	Completed database with all information
Assist teachers in maintaining or attaining certification through alternative programs. Assist teachers in attaining GT certification, ESL certification, coursework, and ExCET testing to ensure all staff are highly qualified as student needs and populations change	3, 5		August 1, 2011 and update as changes occur		Number of teachers in ACP. Number of teachers taking coursework. Number of new certifications. Record of progress toward required goals
Implement a teacher mentoring system to develop and retain highly qualified staff	3, 5		August 1, 2011	Beginning Teacher Induction Mentoring Grant	Mentoring program in place. Mentors training and appropriate personnel assigned to mentors
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified	3, 5		August 2011	Time	Completed database
Require any instructional aides not highly qualified to complete Region 18 TOP Training before end of school year	3, 5	Principal	August 2011	Title IA	Enrollment and completion of TOP Training

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide staff development based on scientifically based research and identified as appropriate through district/campus Comprehensive Needs Assessment to all teachers	3, 4, 5	Campus Principal, Superintendent	Ongoing	Title IA Title IIA	Professional Development Registration/Contracts Sign-in Sheets PD Plan
Collaborate with all campuses to ensure implementation of campus Highly Qualified Improvement Plan and Highly Qualified Recruitment and Retention Plan	3, 5	Campus Principal,	August 2011	Time	Master schedule HQ database Campus HQCIP HQR&R Plan
Ensure maximization of resources through coordination with federal, state, and local institutions	3, 5, 10		Ongoing	Time	Minutes, Budget summaries
Stipend to highly qualified and certified math, science, special education, and ESL teachers. Teacher must have Texas teaching certificate and be highly qualified	5	Superintendent	August 2011		All math, science, special education and ESL teachers with highly qualified/certified status. Budget. Payroll
Update all staff sick leave, state leave, and personal leave days.	3	Superintendent, Director of Finance	May 2012		Updates will show on staff monthly pay statements.

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

**Objective 1:** By May 2012 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 10% as measured by PEIMS and number of discipline referrals.

**Summative Evaluation:** There is a reduction in both incidents noted and discipline referrals by the amount stated.

Year/All Students	2006-07	2007-08	2008-09	2009-10
Discipline/Incidents	295	400	288	103

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Strengthen character education programs targeting suicide prevention, conflict resolution, bullying, and violence intervention & prevention	1	Counselor All staff	August 2011	Local	Character education lessons Teacher lesson plans
Implement and clearly articulate a Discipline Management Program at elementary, middle, and high school campuses to decrease referrals	4	Principals Teachers	August 2011	Local	Incidents and referrals
Evaluate Discipline Management plan		Principal Teachers	April 2012	None	Survey

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Ensure coordination between and among federal, state, and local organizations to maximize resources	10	Superintendent, Principals	August 2011	Local	Budget summaries
Improve communication between principal and teacher concerning discipline outcomes		Principals	August 2011	None	Surveys
Monitor the effectiveness of the ISS and DAEP programs and make changes as need indicates		Principals	August 2011	None	Survey Observations
Programs, strategies, and Safe & Drug Free Schools activities implemented for youth will be evaluated to assess progress toward reducing violence and illegal drug use	8	Counselors	April 2012	Local funds	Survey Discipline referrals
Investigate appropriate anti-bullying program for elementary school		Counselor Principal	July 2011	Local funds	Program in place

<b>Activity/Strategy</b>	<b>*Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Alpine ISD transfers no more than 50% of its formula allocation under Title II or Title III to supplement its allocation under any of the programs listed above, as well as the Title I program	10	Director of Finance	August 2011	None	Budget summaries
Increase security and safety on campuses through purchase of walkie-talkies		Superintendent Technology Director Principal	August 2011	Local funds	Purchase orders
Update Crisis Intervention Plan		Principals Superintendent	July 2012	n/a	Update completed
Schedule safety audit every three years as required by SB11. Address concerns identified by audit.		Superintendent	August 2011	Local funds	Safety Audit completed Identified concerns addressed
Evaluate campuses and building for compliance with ADA, Drug and Alcohol Free and gun free schools, and safety requirements including scheduled fire/tornado/shelter in place drills		Superintendent	August 2011	None	Evaluation complete Drills scheduled and carried out

**Goal 4: All students in Alpine ISD will graduate from high school.**

**Objective 1: By May 2012, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 85%.**

**Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 85%.**

Data All Students	04-05	05-06	06-07	07-08	09-10
Dropout Rate %	0	0	.3	0	0
Completion Rate%	86.8	89.7	93	97.4	98.7

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Collect data on students who withdrew to homeschool or did not complete high school to determine unmet social/emotion or educational needs and investigate possible means to meet these needs	9	District SBDM	April 2012	Time	Data and lists of needs
Use student data to identify students in grades 9-11 with a history of failure on TAKS and implement an immediate intervention plan including tutorials, mentoring, counseling, and schedule changes	8	Principal Teachers	August 2011	Time	Intervention plans PGP's
Coordinate and provide the following opportunities that develop awareness of the TEXAS Grant Program and the need to begin careful graduation planning and course selection beginning with 7 <sup>th</sup> grade 1. Distribute the TEXAS grant brochure to every parent/student in grades 7-12 2. Distribute course selection guide to all students in grades 8-11	6	Counselors Principals	August 2010 April 2012	HS allotment Time	Schedule information meetings, Brochures, Website posted Course selection guide

<p>3. Present financial aide and college entrance information through financial aid nights, scholarship nights, student class meetings, and PTA meetings  4. Include financial aid information in course selection guide  5. Career and transition information to parents, students, and student groups  6. TEXAS Grant website link on district webpage</p>					
<p>Continue credit recovery program with A+ software, enable students opportunity to be placed into District AEP program</p>	<p>9</p>	<p>HS Counselor Principal</p>	<p>August 2011</p>	<p>HS allotment</p>	<p>Credits recovered or earned through program</p>

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

**Objective 1:** By May 2012, at least 90% of all students' parents 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.

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Distribute and implement District Parental Involvement Policy	6	Superintendent	August 2011	Local	Included in student information packets
Campuses seek to create a warm and inviting environment that will encourage parent participation	6	Principals Campus Staff	August 2011	None	Parent survey
Ensure that all communications are in a language that parents can understand	6	Principals District Staff Teachers	August 2011	None	Copies of communications
Educate all staff and parents in the value of parental involvement	4, 6	Principals	August 2011	None	Staff development/agendas

**Goal 6: AISD will provide a positive working and learning environment**

**Objective 1:** Staff satisfaction survey results indicate that 90% of all staff agree that AISD has provided a positive working and learning environment.

**Summative Evaluation:** Promoting positive morale and character traits will result in a targeted 20% yearly improvement on staff satisfaction surveys.

<b>District Staff Satisfaction Survey</b>	<b>2008 Survey</b>	<b>2010 Survey</b>
#13 I feel that the administration inspires the very best in the job performance of the teachers		30% Disagree, 16% Strongly Disagree
# 14 Often I find it difficult to agree with this district's policies on important matters relating to teachers.		52.9% Disagree, 5.7% Strongly Disagree
#20 I don't seem to have as much enthusiasm now as I did when I began teaching.		43.7% Agree, 19.5% Strongly Disagree
#6 In this school we solve problems, we don't just talk about them.	50% Agree	47.7% Agree, 10.2% Strongly Agree

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Administrators will increase the emotional bank account of teachers and students by acknowledging efforts and progress.		Superintendent Principals	July 2011 Ongoing	Time	Satisfaction surveys
Survey teachers to determine interpretation of "acknowledgement" and "appreciation"			May 2012	Time	Survey complete
Campus site based teams will schedule a minimum of two regular meetings per year.		Campus Principals	August 2011	Time	Meeting sign-in sheets Meeting minutes
Establish a campus based initiative to boost morale and share ideas.		Campus Principals Campus Site Based Team	August 2011	Time	Satisfaction surveys

**Goal 7: AISD will provide a safe environment for all students and staff**

**Objective:** Staff satisfaction survey results indicate that 90% of all parents, students, and staff agree that AISD has provided a safe working and learning environment.

**Summative Evaluation:** A district crisis management plan will increase the safety of students and staff as evidenced by a targeted 20% increase in the positive perception of the district through satisfaction surveys.

Student Safety Survey	% Response 2008 survey	% Response Elementary	% Response Middle	% Response High School
I can talk to my teachers about my problems	56% disagree	14.8 disagree	31.4 disagree	46.2 disagree
I feel very safe	20 % strongly agree	60.9 strongly agree	49.2 strongly agree	54.2 strongly agree

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Installation and utilization of emergency/crisis response system		Superintendent Principals	August 2011	Local	Student safety survey
Utilization of Parent/Staff notification system	6	Superintendent Principals	August 2011	Local	Parent surveys
Utilize student safety surveys to identify areas of school that threaten student safety		Principals Superintendent	April 2012	Local	Student safety surveys Identification of unsafe areas
Ensure zero tolerance for weapons on all campuses		Principals	August 2011	Local	Student safety surveys Gun Free Schools report