

# **Alpine Middle School Campus Improvement Plan 2023-2024**

**Approved CIP by Campus improvement team: 9-27-23  
Approved by Board of Trustees: 10-11-2023**



## Legal References

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

# Mission Statement

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

## Campus Improvement Planning and Decision Making Committee

Name	Stakeholder	Signature
Judith Pardo	Principal	Judith Pardo
Christopher Thomas	Assistant Principal	Christopher Thomas
Adrienne Reyes	Counselor	Adrienne Reyes
Kendra Dubois	Parent	Kendra Dubois
Kelly Warren	Parent	Kelly Warren
Teresa Huckaby	Community Member/Business	Teresa Huckaby
Darin Nance	Central Office	Darin Nance
Anahi Garcia	SRO/ Community	Anahi Garcia
Mathew Chavez	Special Education Teacher	Mathew Chavez
Eduardo Barraza	6th Science Teacher	Eduardo Barraza
Theresa Prieto	5th ELAR Teacher	Theresa Prieto
Rodelio Creer	Robotics Teacher	Rodelio Creer
Tracy Perdue	7th Science Teacher	Tracy Perdue
Tammy Hopkins	8th Science Teacher	Tammy Hopkins

# Planning and Distribution Procedures

## CNA and DIP Process:

Alpine ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Data Gathering: Alpine ISD collects data for the needs assessment based on demographics, parent and family engagement, technology, school organization, curriculum and instruction, school climate, academic achievement, and staff quality and retention. Stakeholders meet to determine the strengths, weaknesses and needs.
- Meetings: The district uses campus principal recommendations for the decision making team. Meetings are held at least twice a year. Members who are unable to attend are encouraged to come to the district office to view the data offered and make recommendations.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- District/Campus Plan: The DIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft DIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the DIP is refined accordingly.

## Distribution:

- District/Campus Improvement Plan: The DIP is posted on the website in both English and Spanish at the following link: <https://alpine.esc18.net/required-postings>. Hard copies are also available at the campus and district offices.
- District/Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at the following link: <https://static1.squarespace.com/static/5df26417b47f8d120024c8f5/t/5fce9be29b95ec1b512bc08b/1607375842496/Family+Engagement+Plan+for+AISD+-+English.pdf> Hard copies are also available in the district and campus offices.
- School-Parent Compact: The campus School-Parent compact is posted at the following URL <https://bit.ly/3yvNChm>. Hard copies are available at all campuses. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact Caroline Fox for assistance. [cfox@alpineisd.net](mailto:cfox@alpineisd.net)

## 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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### DISTRICT ESSA REQUIREMENTS

**Equity Plan** [ESSA Sec. 1112(b)(2)]: The Alpine ISD Equity Plan findings reveal that Alpine Elementary School has the highest number of teachers who are new to the profession. Alpine Elementary School also has the lowest average years of experience.

**Poverty Criteria** [Sec. 1112(b)(4)]:

Alpine ISD determines Title I eligibility and rank/serve order through the number of students eligible for free and reduced-price lunches.

**Schoolwide Programs** [Sec. 1112(b)(5)]: *Alpine ISD utilizes Title I funds to provide students with supplemental reading, math and science learning opportunities, provides teachers with instructional materials, and provides supplemental reading materials and resources to teachers and students.*

## 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

- o Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand



## 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
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548

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 District: 7

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.

***At Alpine Independent School District, State Compensatory Funds are used to support Title I initiatives.***

STAAR	Math % Met Approaches				Reading/ELA % Met Approaches				Science % Met Approaches				Social Studies % Met Approaches			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Students At-Risk	59	59	56	53	55	64	72	64	80	78	69	76	70	78	58	81
Students Not At-Risk	88	74	83	82	88	75	94	96	91	69	94	94	87	68	91	96

The comprehensive, intensive, accelerated instruction program at this district includes providing additional teachers in grades 5-12 to reduce the teacher – student ratio, funding RTI, and a DAEP teacher to provide continuous instruction to suspended students in grades 5-12 and funding a credit recovery program at the high school for students at risk of not graduating with their peers.

Upon evaluation of the effectiveness of this program the committee finds that credit recovery and interventions at the middle and high schools are resulting in positive student performance on STAAR and graduation requirements. However, overall district results on Math and Reading STAAR indicate that at risk students are performing below non-at risk students.

**Federal, State and Local Funding Sources** Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students. This schoolwide program will consolidate funds in the following way: **The district will not consolidate funds.**

<b>Federal</b>			
<b>Program/Funding Source</b>	<b>Amount of Funding</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Title I Part A	214,993	209,402	219,193
Title II	36,079	33,954	42,238
Title III	7,102	6,633	6,309
Title IV	16,218	15,892	16,700
Carl Perkins	11,254	10,080	12,337
IDEA B	179,255	178,650	179,727
IDEA B Preschool	5,694	5,693	5,805
ESSER III	1,665,324	1,235,184	400,726
ESSER II	741,509	N/A	N/A
ARP Homeless II	N/A	7,247	9,011
Total:	2,877,428	1,695,488	892,046
<b>State</b>			
<b>Program/Funding Source</b>	<b>Amount of Funding</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
State Compensatory Education	807,807	840,917	1,092,144
Bilingual Education/English as a Second Language	34,496	31,293	36,082
Special Education	956,919	1,048,379	1,092,194
Career and Technology Education	434,703	513,212	619,516
Regular Program Allotment	5,041,788	4,686,436	4,545,883
Small/Midsize Allotment	1,576,377	1,573,303	1,567,444
Dyslexia	15,400	11,088	16,016
EEA, Early Education Allotment	125,428	82,630	68,508
CCMR Bonus	46,000	49,000	59,000

School Safety Allotment	8,588	8,068	8,150
Total:	9,047,506	8,844,326	9104,937

**CNA - June 2023. September 27, 2023**  
**Campus Improvement Planning and Decision Making Committee**

Name	Stakeholder	Signature
Judith Pardo	Principal	Judith Pardo
Christopher Thomas	Assistant Principal	Christopher Thomas
Adrienne Reyes	Counselor	Adrienne Reyes
Kendra Dubois	Parent	Kendra Dubois
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Mathew Chavez	Special Education Teacher	Mathew Chavez
Theresa Prieto	5th ELAR Teacher	Gracie Galindo
Eduardo Barraza	6th Science Teacher	Ruby Dominguez
Rodelio Creer	Robotics Teacher	Rodelio Creer
Tracy Perdue	7th Science Teacher	Tracy Perdue
Tammy Hopkins	8th ELAR Teacher	Tammy Hopkins

# Comprehensive Needs Assessment Summary

## 2022-2023

### Section 1 – District Profile

Alpine Middle School serves approximately 285 students. Our population is 53% economically disadvantaged, 64% Hispanic and 34% white. 39% of students are classified as at risk and 12% qualify for special education services. Number of full time staff 32, number of full time teachers 23. Building was built in 1997 has 52 rooms, 33 are classrooms. 12:1 student/teacher ratio.

### Section 2 – Data Reviewed Data Reviewed

**STAAR** TAPR attendance rates, discipline data, teacher quality data (TPESS, years of experience, certification), mobility, curriculum and assessment processes and procedures, current resources and instructional programs, parental involvement activities, CCMR, iStation, enrollment data, Average daily attendance data, Student / Parent / Staff Survey results

### Section 3 – Findings/Conclusions

*Alpine Middle School systems for instruction and assessments are improved as evidenced by the 2020-2021 TAPR accountability data.*

*AMS is above the state average in most areas; we still want to continue to improve.*

*As a campus we still want to improve and work for an A in the accountability system. In order to serve students, class size for RTI classes need to be kept to low teacher to student ratios. There are decreases in writing scores which need to be followed up on.*

*Concerns by teachers to increase training and technology for the current year are being addressed.*

### Section 4 – Strengths

#### Students:

- Most grades in all subjects was higher than state average
- Student Performance in school programs
- Student participation
- 1 to 1 devices
- technology

#### Parents/Community:

- Communication between school and parents increased
- Community - Parent Presentations increased
- Remind

#### Staff:

- Staff High retention
- Content certified teachers
- Technology implemented and used by staff
- Communication
- Electives offered

#### Facilities:

- Technology increased
- New Flooring
- Promethean Boards in every core class

- Activities for students and community

## Section 5 – Weaknesses

### Students:

- Results decreased in few subjects
- Improvement to be above state average in all subjects

### Staff:

- Training (Professional Development)
- Minimal experience in certain areas
- More electives

### Parents/Community:

- Limited involvement

### Facilities:

- Updated Technology

## Section 6 – Identified Needs

- Explicit Instruction training
- Data tracking system- Eduphoria -Training
- CBA's BOY, MOY , EOY
- Time for planning and teacher development
- Vertical alignment for the core subjects
- Diagnostic system Core subjects
- Promethean Board - Every classroom - Training PD

- Parental Involvement Activities
- ESL and ELL strategies for teachers
- Effective student centered strategies and ELL strategies for teachers
- Technology updates and technology Professional Development
- RTI - Coach
- RTI - Professional Development
- RTI system for all students who need it
- Technology Coach/Mentor

**Goal 1: Academic Achievement** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*

*By May 2023, 90% of all students will attain a minimum of one year’s growth in all subjects taught.*

**Objective 1:** *By May, 2024, 90% of all students and each sub group including Economically Disadvantaged will meet established standards on the state assessments*

**Objective 2:** *90% of at Risk Students will meet established standards on the state assessment.*

**Objective 3:** *90% of all students including all subgroups will make at least expected progress on the state assessment*

**Objective 4:** *100% students will gain at least one year’s growth in reading level*

**Objective 5:** *100% ELL students will gain at least one proficiency level*

**Summative Evaluation:** *90% 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
Inclusion help per grade level for students who need it in tested subjects	1	Principal	August	Local	Master Schedule	Special education students are able to be successful in the classroom and on state assessments
Provide interventions for students at risk in math and reading RTI classes or failing STAAR	2	Principal, Counselor	August	SCE	Master Schedule	Increased achievement on state assessments
Provide tutorials for students who are at risk of failure in core subject areas	2	Core subject Teachers Principal	August-June	SCE	Tutorial attendance records	Improved six-weeks grades, Reduced failure rate
Provide flexible, small group instruction in the core subject areas	2	Core subject Teachers Principal	Every 3 weeks	Local	Lesson plans, walk through data	Improved performance on concept -specific aligned assessment Student success as evidence by walkthrough documentation

Provide teachers and students with HQIM, Eureka and Amplify K-5	1	Principals, Curriculum Director	August-May	CRIMSI	Teachers use HQIM to ensure rigor in Math and Reading in K-5	Improved STAAR scores in Reading and Math for K-5.
Provide teachers with ELL strategies to plan instruction that build ELL student academic success into daily instruction and use software to build ESL students	2	Teacher, Principal	August	Title III	Summit K-12 analytics, lesson plans	Students demonstrate progress on the TELPAS PLD, students qualify for exit of ELL program
Increase the number of teachers who are ESL certified in all grades.	1	Principal, Teacher, Federal Program Director	September, November	BEA	Core Teachers in grades K-12 are ESL certified	Students demonstrate progress on TELPAS and qualify to exit the BE program
Increase access to instructional programs and hands-on practice of technology applications	1	Technology Director, Principal, Teacher	August – December	Title I	Ratio of device to student is lowered	Campus programs use data increases.
Provide a STEAM course (Science, Technology, Engineering, Art, and Music)	3	Principal, Teacher	August-May	Local	Master schedule, lesson plans	HB 18, hands on learning, higher level thinking
Provide teachers with access to PlanBook, to plan instructional activities for students that are aligned to the TEKS and state assessments	2	Principal	August-May	Local	Planbook lesson viewer	Increased student growth on local and state assessments
Positive Behavior Interventions and support-Student Rewards	1	Administration	August May	Local	Models of implementation, Sign in sheets, Student rewards	Decreased behavior and bullying problems, less discipline referrals, Culture surey shows positivity
Continue to ensure all students served in Special Education are assessed with the appropriate state assessments and meet	2	Principal, Counselor, special education Teacher	August – September	State Special Education, IDEA B	Training schedule, testing decisions	IEP services result in positive student progress as evidenced in local and state assessments



participation requirements for assessments							
Hire quality teachers for reading and math	1	Principal	August-May	Title I	Payroll	Students show growth in reading and math, STAAR scores increase	
Assessing students to identify reading difficulties and implement Intervention model (RTI) to identify students at risk for failure.	2	Principal, Teachers, Federal Program Director-Dyslexia Teacher	August – May August	Title I	Campuses have an RTI plan that includes identification, progress monitoring and intervention plans	At risk students are identified. Interim assessment results, state assessments, progress measures	
Alpine Middle school career students will utilize the curriculum to explore careers.	3	Principal	August-May	Perkins	Lesson plans, ACCESS and eDynamics analytics	Students will be exposed to various careers to help with CCMR later in their grade levels	
Utilize intervention programs: for math and reading. Other technology resources.	2	Principal Teachers	August-May	SCE	Lesson plans, scheduled classes	Data room, student intervention list, state assessment scores, local assessment scores, grades	
Utilize diagnostic tools in math and reading classes for special education students.	2	Principal Department Chairs	August - April	IDEA-B, Local	Data reports for the BOY, MOY, EOY	Student growth is evident	

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	2, 4	Superintendent, Federal Programs Manager, Principals, Teachers	August – July	SCE	Interim assessments, TELPAS, individual reading assessments, reading and math, Istation, RTI	Data rooms, student intervention lists, state assessment scores, local assessment scores, grades, graduation rate
Continue to provide teachers and students with technology to facilitate instruction.	1	Principals Federal Programs Director Technology Director	August – May	Local	Lesson Plans	Students show growth on STAAR assessments
Addressing learning loss among students and - Implementing evidence-based activities to meet the comprehensive needs of students.	2	Superintendent, Principals, Federal Programs Director	August - May	Local, SCE	Campus schedules, activities	Student progress on math and reading STAAR tests

**Goal 2: Staff Quality Goal:** *In Alpine ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.*

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

**Objective 2:** *Alpine ISD will retain 95% of appropriately certified and effective teachers.*

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide stipends for certifications or content in areas of need: ESL, Science, Math, Special Education	1	Principal, CFO	July 2023	State BEA, SCE, SPED	Bank records, payroll	100% core academic classes taught by certified teachers;
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	1	Principal, Superintendent, Federal Programs Manager	Beginning of each semester	n/a	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, 2, 4	Principal, Federal Programs Manager, Teacher	August – May	Local	Planbook, TEKS Resource System, RTI classes, Region 18 Training	6 weeks grades passing, state assessment scores raise, graduation rate
Provide teachers in need with a content coach, Instructional Coach, mentor, or support through professional development or peer observations.	1	Principal, teacher	August – May	SCE	Instructional Coach, Content Mentor, PD	TTESS, teacher retention, state assessment scores raise
Provide teachers with training and experiences to provide students with a positive, effective learning environment	1	Principal, Teacher	August-May	Local	Professional development schedule, registration, contracts for services, sign-in sheets, agendas, training materials	TTESS, teacher retention, teacher surveys, state assessment scores, student growth measures

Provide teachers with observation feedback	1	Principal, Assistant Principal	August – May	n/a	Walkthrough schedule, feedback notes	Teacher survey, teacher retention, TTESS, state assessment scores, discipline records
Provide teachers with training to meet the needs of Gifted and Talented students	1	Principal, Teacher, Federal Programs Director	August 2024	Local	Training certificates, registration, professional development sessions	GT students receive differentiated instruction, differentiated instruction is evident in lesson plans
Build teacher proficiency and skill in technology tools and in using technology as an instructional tool through scheduled PD.	1	Technology Director, Instructional Technologist Principals	August – May	Local	Teachers incorporate technology based tools into instruction and utilize technology tools to improve processes and instruction in the classroom to ensure classroom success.	Lesson plans, PD plans, Surveys
Addressing the needs of teachers teaching At-Risk students, especially new teachers in order to retain them.	2	Technology Director, Instructional Technologist Principals	August - May	Local, SCE	Time Sheets, Teacher morale increase, Student learning increase	Increased Retention Rate, STAAR Scores
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	Local	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 3: School Climate/Safe & Healthy School Goal** : Alpine Middle School faculty and staff will work together and be consistent with rules and systems in place to help with campus safety and morale.

**Objective 1:** *By May 2023 All students at Alpine Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.*

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

**Summative Evaluation:** Survey results indicate that students and teachers feel AMS has a positive climate and discipline referrals are reduced 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 consequences for bullying, violence including dating violence, harassment, alcohol, and drug use.	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	n/a	Agenda Lesson Plans Campus Calendar High Sky Family Crisis Center	Reduction in PEIMS and discipline referrals
Provide character education and supports and implement programs to improve physical, social, emotional, and mental health including Tucker's Law and Fentanyl education to appropriate grade levels	1, 3	Principals, LPC, Teachers, Federal Programs Manager	August – May	Local	Advisory plans, contract, lesson plans, materials	Reduce unnecessary classroom removals, reduce bullying reports, provide positive campus climate, increase attendance
Implement David's Law SB1 – Bullying prevention	1	Superintendent, Principals	August – July	n/a	Bullying reporting portal	Climate surveys provide positive data about bullying
Students receive incentives and provide positive reinforcement (Honor roll, positive behavior, attendance).	1	Principal	August – May	Local	Reports	Increased Honor Roll, High Attendance rate, Less tardies, Increased positive behaviors
Provide teachers with training, materials and experiences related to self care and mental health to help provide students with a positive, effective learning environment.	1	Principal, teacher	August-May	Local	Professional development schedule, registration, contracts for services, sign-in sheets, agendas, training materials	TTESS, teacher retention, teacher surveys, state assessment scores, student growth measures
The district will implement a coordinated health program to	1	Superintendent, Athletic	August – July	Local	Coordinated School Health Plan, Annual SHAC	Attendance

promote fitness and healthy lifestyle including the implementation of a district School Health Advisory Council		Director, District Nurse, SHAC			meeting	
Utilize PEIMS codes for discipline so that data can be analyzed and improvement plans can be developed	2	Principal, AP,	PEIMS Augus	n/a	Codes developed and communicated	Data analysis enables response and plan for improvement

**Goal 4: College & Career/Graduation/Dropout Reduction Goal** *All students in Alpine ISD will graduate from high school- Alpine Middle School will receive the Post-Secondary/Career Readiness Distinction.*

**Objective 1:** *By May 2024, 50% of all students will accomplish the meets standard on state assessments.*

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Use student data to identify students with a history of failure on STAAR assessments - Benchmark results to 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	Local	Activity calendar, parent communication, student meetings, assemblies- Field trips, speakers for different careers	Passing rate at six weeks reporting periods, discipline referral rates, graduation, CCMR data
Utilize data room to keep track of assessment results level percentages.	2,4	Principal Teachers	August-May	n/a	Data room	Meets percentage above set percentage
Provide students with access to experiential learning through partnerships with local businesses if available		Principal	August - May	Local	Guest Speakers	

for career expiration.	3	Teachers, Sponsors	August – May	Local		Students will understand careers that are available to help with CCMR at the later levels.
Structured keyboarding skills will be taught beginning in 5 <sup>th</sup> grade & 6th grade- Software structured for keyboarding skills.	1	Principal, Teachers, Technology Coordinator	August – May	Local	Achieve software goals, Analytics	Words per minute data, students are able to type proficiently, STAAR scores increase
Computer/Robotics teacher/class for middle school students for technology applications including keyboarding.	1	Principal Teachers	August - May	Local	Lesson Plans	Achieve technology application standards, allows for numbers in RTI classes to remain low due to scheduling

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

**Objective 1:** *By May 2024, 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	2, 4	Principal	Within 10 days of receipt of reports	Local	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Distribute and implement District and Campus Parental Involvement Policy	3	Principal	Annually	Local	Distribution notice, communication to parents	Parental Involvement increases, Policy activities completed, Parent survey results are positive
Schedule semester campus-wide parental involvement activities	3	Principal	Semester	Local	Notices, sign-in sheets, agendas, materials	Parent survey results are positive, participation data increases
Provide communications through multiple media sources such as district and campus websites, Remind, marquee, social media, newspaper, and parent portal	3	Principal, Technology Coordinator	August – May	Local	Notices posted, websites, communications home to parents, newspaper articles, parent portal usage	Parent survey, successful communication relayed
Make sure every parent has parent portal access.	3	Principal Campus Office Staff	August-December	n/a	Binder checks in office	Communication between parents and teachers. Failure list small
Educate all staff in the value of parents as partners in student	1, 2, 4	Principal	Annually	n/a	Agenda, schedule, sign-in	Climate survey is positive, campus



success					sheet, materials	parental involvement activities
Schedule monthly Campus-wide parental involvement activities	2, 4	Principal, Federal Programs Manager	Monthly	Local	Notices, sign-in sheets, agendas, materials	Parent survey results, participation data
Provide a "Parent Information Center" where educational and parenting information can be accessed.	2, 4	Counselor, Principal	Monitor usage each 6 weeks	PTO funds, Parent Liaison, Web-based resources, Community agencies	Website; Advertisements	Documentation of usage
Distribute and implement District and Campus Parental Involvement Policy	2, 4	Principal	Annually	Local	Distribution notice, communication to parents	Parental Involvement Policy activities completed, Parent survey results
Continue to hold community events such as Veterans Day program, seasonal community events , and the health fair	1,3	Superintendent, Principal, Teacher	August – May	Local	District and campus calendars, communications, Event agendas	Parent survey, attendance
Each student's parent/guardian will have a conference, phone call, or email (communication) with a teacher.	1,3	Principal Teacher	August – November	n/a	Phone logs, documentation	Parent surveys

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

**Objective 1:** *By May 2024, student attendance and ADA will increase to 97%*

**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	1,3	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	1,3	Superintendent, SRO	August – October	n/a	Plan developed	Absences decrease
Include attendance as a priority in Student Support Team meetings	1,3	Principal, Counselor, AP	Monthly	n/a	Minutes	Absences decrease
Campuses strive to provide attendance incentives i.e., Mandatory Saturday school, finals exemptions, summer school, awards for perfect attendance	1,3	Principal, AP	August - May	n/a	Local Plans developed per campus and shared with parents via Remind, open house, and parent/teacher conferences.	Absences decrease

**Goal 7: Technology** AISD will provide the technology infrastructure and tools to maximize student achievement.

**Objective 1:** By May 2024, 90% of all students will attain a minimum of one year’s growth in all subjects. All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Summative Evaluation:** 90% of all students pass all portions of the state tests, 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 K-12 students with devices as a 21 <sup>st</sup> Century technology tool that will be utilized in all grades.	1,4	Technology Director	August-May	Local	1:1 Technology	Student learning improves with the equity of the devices.
Provide all core content classrooms with a standard set of technology items (i.e. Promethean Boards, laptops, document cameras, white boards).	1,4	Technology Director	August-May	Local	Inventory List	Usage of technology in 90% of the lessons
Provide teachers with training on integrating technology resources into daily lessons	1	Principal, Instructional Technologist, Special Programs Director	August - July	Local	Walkthrough data, Sign in sheets, surveys	Teacher’s confidence increases when using technology in lessons,
Offer online registration for high school, middle school, and elementary campuses.	1,3	Principals	August	n/a	Reminds, Flyers, FB Posts	Streamlining registration, less paper used