Alpine Elementary School
Campus Improvement Plan
2023-2024

Approved by Board of Trustees: October 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 Elementary will provide its students with grade-appropriate learning experiences to foster responsibility, productivity, and success in a school environment.

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

District/Campus Improvement Planning and Decision Making Committee

Name	Position	Name	Position
Curtis Wubbena	Campus Principal	Dalton Beam	Parent
Emily Greene	Assistant Principal	Johanna Wells	Business
Kelli Davies	Assistant Principal	Stacey Wood	Business
Emily Hendryx	Counselor	Lacy Lutz	Parent
Belen Losoya	Reading Interventionist	Yen-Hsin Chen	Parent
Sharon Morrissey	Librarian	Jose Carlos Loya	Parent
Robbie Burns	School Nurse	Brenda Ruiz	Parent
Sara Staton	Special Education Teacher	Kara O'shaughnessey	Parent
Ann Marie Torres	PEIMS	Ashley Herring	Parent
Chris Valenzuela	CFO		

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.

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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:

1. A student under 21 years of age and who:

2. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.

3. 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.

4. 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).

5. 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

6. Is pregnant or is a parent

7. Has been placed in an AEP during the preceding or current school year

8. Has been expelled during the preceding or current school year

9. Is currently on parole, probation, deferred prosecution, or other conditional release

10. Was previously reported through PEIMS to have dropped out of school

11. Is a student of limited English proficiency

12. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

13. Is homeless

14. 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.

<u>Total FTEs funded through SCE at this Campus: 1</u>

- The process we use to identify students at-risk is: The process we use to identify students at-risk is: Campus teams meet annually and as students enroll to determine whether each individual student meets the qualifications for classification as at risk according to the state criteria.
- The process we use to exit students from the SCE program who no longer qualify is: Campus teams evaluate student information and data annually each summer to determine whether or not a student who is at risk has met the criteria for exit.

Comprehensive Needs Assessment Attendees
Date(s): 5/19/2023, 9/7/2023

Comprehensive Needs Assessment Summary 2022-2023

Section 1 – Campus Profile

Alpine Elementary serves the students and the community, our school is the central location for our community, our facilities are often used for events that serve our children and community. Alpine Elementary School serves approximately 382 students. Our population is 57% economically disadvantaged, 64% Hispanic and 33% white. 39% of students are classified as at risk and 14% qualify for special education services.

Section 2 – Data Reviewed

STAAR 2022, MCLASS 2022-23, attendance rates, discipline data, Teacher quality data, mobility, school climate data, curriculum and assessment processes and procedures, master schedules, current resources and instructional programs, parental involvement activities, website.

Section 3 – Findings/Conclusions

At Alpine Elementary School systems for instruction and assessments have not maintained consistent scores as evidenced by the 2023 accountability data. The campus needs improved procedures and increased instructional time to work for an A in the accountability system. Increased focus on individualized instruction for grades K-2 to build a foundation and 3rd and 4th grade students interventions are needed.

Section 4 - Strengths

Students:
- **Student discipline**
- **30 minutes of P.E. daily**
- **30 minutes of counseling per week**
- **Self-contained classrooms**

Staff:
- **Number of Teachers certified as ESL**
- **Reading Academy training**
- **Horizontal, TEKS appropriate focus**
- **Vertical alignment and support**

Parents/Community:
- **Parent support in CIP planning**
- **Parent attendance at special campus events**
- **Business support of students and families as evidenced by school supply donations**
- **PTO support**

Facilities:
- **Drop off and pick up area refinement**
- **Increased signage inside and outside school building**
- **Library enhancements geared towards making the library the hub of AES**
- **Increased technological instructional support as evidenced by installation of Promethean boards, shared carts with iPads and chrome books Pre-K- 2, 1-to-1 3rd-4th grade**

Section 5 - Weaknesses

Students:
- **STAAR score on math (3rd and 4th grades)**
- **STAAR scores on reading (3rd and 4th grades)**
- **Gap exists between eco dis and non eco dis students**
- **Gap exists between English Learners & Proficient**

Staff:
- **Individualized instruction training**
- **Training on data gathering**
- **Support for new Teachers**
- **Professional development (conferences and trainings)**

Parents/Community:	Facilities:
Technology training and support for parents wanting to use online resources for their children **Technology training and support for parents wanting to track grades and attendance of their children**	**Promethean boards for all classrooms** **Exterior door hardware and security** **Locks on inside doors** **Parking lot paving and striping**

Section 6 – Identified Needs

- Protocols and processes for campus security

- Protocol and processes for threat assessment

- Process for identifying levels of rigor

- Printers/Copiers not working consistently

- Conference times at least 45-minutes daily Parental involvement activities

- Technology trainings for Teachers, student access, and Teachers Focus on timely communication

- Pre-planning timeline for campus improvement

- Classroom time on task (discipline support, protecting teaching time)

- Focus on campus-wide collaboration

- Playground safety to include fall zone and appropriate equipment for all students

- Continued support of virtual teaching and learning

District Goal 1: Academic Achievement

Campus Goal: By May 2024, 90% of all AES STAAR assessments will meet criteria for approaches, 60% of all AES STAAR assessments will meet criteria for meets, and 30% of all AES STAAR assessments will meet criteria for masters.

Objective 1: By May 2024, 85% of all students and each sub group including Economically Disadvantaged will meet established standards on the state assessments in Domain III

Objective 2: 45% of disadvantaged students will meet established standards on the state assessment in Domain III.

Objective 3: 85% of all students will make at least expected progress on the state assessment

Objective 4: All students will make at least one year's growth from a beginning of the year assessment in reading and in math.

Objective 5: All ELL students will show 10% growth in math and reading.

Summative Evaluation: 80% of assessments for reading and math will show expected or accelerated growth on the 2023 STAAR test and the campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ensure that the reading TEKS and guidelines are being taught	2,4	AES Principal AES Assistant Principal	Aug.-May	CRIMSI	Training and implementation of Amplify curriculum, fulfillment of CRIMSI grant requirements	Growth shown in mCLASS & MAP benchmarking assessments, T-TESS Evaluations, Team Meeting Minutes
Provide accountable reading time and practice PK -4	2,4	AES Principal AES Assistant Principal	Aug.-May	Local	Implementation of Amplify time requirements, Boost Reading grant requirements, Running Record, CLI, ARMaster schedule	Summative Reports MCLASS EOY, STAAR data show student growth

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Provide supplies and materials for continued implementation of scientifically based reading and instruction	2,4	AES Principal	Aug.- May	Local	Walk through documentation, Amplify	Reading Levels are increasing
Conduct reading assessments for students in grades PK-4 to identify areas of need for struggling readers	2,4	AES Principal AES AP Teachers RTI Teachers	Sept., Jan., May	Local	MCLASS, Unit Assessments, CLI	RTI reports, Unit Assessments, MCLASS reports all show growth
Ensure sustained silent reading and/or read-aloud time for all students on a daily basis	2,4	AES Principal Teachers	Aug.-May	Local	Walkthrough documentation, purchase orders, classroom book sets, Master Schedule	Amplify & mCLASS data shows student growth
Implement a goal based program in grades 1-4 to encourage independent reading	2,4	AES Principal AES AP Accelerated Reading Teachers Librarian	Aug.-May	Local	Amplify, Reading Logs, Accelerated Reader,	Student Data folders, Library data shows students are checking out and reading more, more students are participating in AR program
Continue the use of Dyslexia Programs in grades K-4 during intervention with Reading Interventionist	2	Intervention Teacher	Aug.-May	SCE, Dyslexia Allotment	Student attendance, student data folders, mCLASS	Student's reading level increases
Pre-Kinder - 4th teachers will use differentiated instruction	2,4	AES Principal AES AP Teachers	Aug.-May	Title I, SCE, ESSER III	Reading program reports, classroom programs	Teachers use Amplify & mCLASS and students growth increases

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Attend Professional Development for Teachers to enhance their instructional strategies	1	AES Principal AES AP Teachers	Aug.-May.	Local	Walkthrough documentation, Lesson plans	Teachers acquire PD records
Reading Intervention (RTI)	2,4	AES Principal AES AP Teachers RTI Teacher	Aug.- May	Local, SCE	Reading assessments, Math assessments, Data and PLC meetings	RTI data shows improvement in reading
Continue the use of Amplify reading programs in grades Pk-4	2,4	AES Principal AES AP Teachers	Aug.-May	CRIMSI	Reading program reports	Program Reports show student growth
Maintain a phonics program for Pk-4	2,4	AES Principal AES AP Teachers	Aug.-May	CRIMSI	Amplify, Heggerty	EOY reading scores increase
Incorporate cross-curricular planning in grades Pk-4, vertical alignment	2,4	AES Principal AES AP Teachers	Aug.-May	N/A	PLC and conference times coordinated vertically across grade levels, data dig	Aligned cross-curricular enhance instruction and students show growth
Monitor all students through formative assessments and benchmarks to map progress	1,2,4	Administrators Teachers	Sept.-May	Local funds	Eduphoria, Zearn, Boost Reading, MAP Assessment data, data room, data talks, data CLC meetings	
Implement ESL software support for English	1,2,4	AES Principal AES AP Teachers	Sept-June	Title III	Summit K12, IPads, IFPs, other technology programs	Program data shows closing gaps in reading, TELPAS scores increase by level per student

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Learners and all students PK-4					

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Use grade level writing rubrics for student writing	2,4	AES Principal AES AP Teachers	Aug.-May	Local	Classroom assessments writing rubric, TEKS resource, grade level writing rubrics	STAAR scores student increase

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Continue writing centers	2,4	AES Principal AES AP Teachers Campus Improvement Committee	Aug.-May	Local	Classroom assessments, Master schedule, Writing time specified, Lesson Plans	Students will engage in developmentally appropriate centers and student growth will be evident
Provide staff development opportunities for Teachers on the writing process including specific strategies for improvement	1,2,4	AES Principal AES AP	Aug.-May	Local, SPED	Professional Development sign-in sheets	Teachers acquire PD records
Continue the use of interactive word walls or interactive journals Pk-4	2,4	AES Principal AES AP Teachers	Oct.-May	Local	Classroom walkthrough documentation	Students vocabulary increases and show growth

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Teachers analyze STAAR data to guide instruction	2,4	AES Principal AES AP Teachers Counselor	Aug.-Apr.	Local	STAAR benchmarks, Eduphoria time (PLC), mCLASS, RTI list	STAAR results increase
Supply instructional materials needed to support math curriculum	2,4	AES Principal AES AP Teachers	July-May	Local CRIMSI	mCLASS, Eureka, Zearn, Tutorial -RTI list	STAAR results increase

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Continue differentiated math instruction in grades Pk-4	2,4	AES Principal AES AP Teachers	July - May	Local, SCE	Benchmarks, Eureka Math, Zearn, Tutorial - RTI list	STAAR results and student growth in math increases
Implement Math interventions in grades Pk-4 (Amplify, etc.)	2,4	AES Principal AES AP Teachers	Aug.-May	Local, SCE	Lesson-plans, walkthroughs, RTI documentation	STAAR scores and student growth increases
Provide staff development opportunities for improvement	1,2,4	AES Principal AES AP	Aug.-May	Local, CRIMSI	Professional development sign-in sheets, Lesson plans reflecting strategies	PD records are acquired by teachers
Provide social studies materials so that students have hands-on experiences in social studies	1,2,4	AES Principal Teachers	Aug.-May	Local IMA	Materials ordered, Lesson plans, Walkthrough documentation	Students create social studies projects
Analyze assessment data to determine objectives that need to be reinforced	2,4	AES Principal AES AP Teachers	Oct.-Mar.	Local	Teachers, common planning, TEA website, Lead4Ward, Data driven instruction	Students show growth on all assessments
Content celebrations-multiplication rewards, science nights, AR	2,3,4	AES Principal AES AP Teachers	Nov & April	Local	Celebration Scheduled, Projects, Awards	Students are excited about learning and growth is measured.

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Provide science materials for the campus science lab so that students have hands-on experiences in science	2,3,4	AES Principal Teachers	Aug.-May	Local, IMA	Materials ordered, lesson plans, walkthrough documentation, labs, science resource center	Students are engaged in learning therefore learning increases closing gaps across all content areas.
Maintain inventory of the science lab and the materials closet in order to provide needed science materials for student labs	1,2,3,4	AES Principal Teachers	Aug.-May	Local	Purchase orders, walkthrough documentation, supply list	Organized inventory
Fine Arts Celebrations		AES Principal AES AP Teachers	Aug – May	Local	Celebration Scheduled	Parents and students can describe Fine Arts Program
Implement after school program- ASE, STAAR, RTI, and before/after school tutoring.		AES Principal AES AP	Aug – May	Local, SCE	Rosters, Plan, Implementation, and Participation, tutorials,	Students show growth across all content areas.

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide training on ESL strategies	1,2,3,4	Curriculum Director AES Principal	August-May	BEA. Local	TELPAS sign in sheets, walkthrough data	Increased student performance on TELPAS
Provide training to teachers on vocabulary development strategies and develop specific plans for vocabulary development	1,2,4	Curriculum director AES Principal AES AP	August-May	Title III, BEA, Local	TELPAS sign in sheets, walkthrough data, ESL sheltered instruction training	Students increase proficiency levels

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Provide training to assist Teachers with planning for and implementing modifications and accommodations in the classroom for special education students	1,2,4	Curriculum director AES Principal AES AP	August-May	Local	STAAR sign in sheets, walkthrough documentation	Increased student achievement data
Provide Teachers with resources to provide special education students with rigorous high quality instruction	1,4	AES Principal AES AP Teachers	Aug. – May	IDEA-B	Resources and materials	Program evaluation, Student progress
Provide PK program following PK grant guidelines *PK is open for all families	2,4	AES Principal AES AP Teachers	Aug.-May	EC Allotment	Ongoing evaluations	Program evaluation

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Goal 2: Alpine ISD 100% will have all academic core classes by appropriately certified Teachers and 100% of effective staff will be maintained

Campus Goal: Campus will recruit and retain effective staff.
Objective 1: 100% of AES Teachers will be appropriately certified.

Summative Evaluation: AES 100% of core academic core classes will be taught by appropriately certified Teachers.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide Teachers with training on suicide prevention, bullying prevention, relationship building, and harassment in the workplace	1	Federal Programs Manager AES Principal Counselor	August	Local	Training materials, videos, certificates, sign-in sheets	Reports of suicide, bullying, and harassment are reduced
Provide Teachers with training to meet the needs of gifted and talented students, SPED/Behavior/BIPS	1	AES Principal Federal Programs Director	August -May	Local	Training certificates, registration	GT students produce products and present to audience, SPED students classroom engagement increases as behavior plan is implemented.
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 AES Principal AES AP	August – May	Title I, Title II, Title III,	Registration, certificates, sign-in sheets, agendas, training materials, District PD plan	TTESS, student achievement and growth on state assessments, certifications earned, graduation rate, CCMR
The campus will move towards a collaborative decision-making model	1	AES principals and counselor	August – May	n/a	Collaboration meeting agendas	Staff climate survey

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Provide all core Teachers with ESL certification training	4	Federal Programs Director	September	BEA, Local	Schedule, attendance	All core Teachers have ESL certification
Provide Teachers with training, materials and experiences related to self-care and mental health to help provide students with a positive, effective learning environment.		AES Principal Counselor	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 stipends for certifications, retention or content in all areas when appropriate	1	Principal CFO	July 2021	Local	AISD Business Office Documentation	100% core academic classes taught by certified Teachers; Teacher retention increases

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

Campus Goal: Address student discipline and school safety and decrease discipline referrals by 20%
Objective 1: Implement a behavior management plan

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Incorporate character education into lessons (Character Strong Curriculum) and counselor time for individual and group sessions.	1,2,4,6	LPC, counselor	Aug.- May	Local	Each grade level goes to the counselor for 30 minutes a week. Counselor utilizes Character Strong Curriculum building positive character traits.	Character resources, discipline referrals and bullying reports are decreased.
Evaluate campuses and buildings for compliance with the ADA, Drug and Alcohol Free and gun free schools, and safety requirements including scheduled fire/tornado/shelter in place drills	1,3,4	Superintendent and Principals	As needed	n/a	Compliance review	All buildings are in compliance
Implement David's Law SB1 – bullying prevention		Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports decrease
Develop clear systems for behavior management		AES Principal AES AP	Aug – May	Local	Written documents for systems, Grade level developed discipline expectations	Teachers, students and parents are able to articulate behavior management systems
Implement School Spirit Activities		Principal	Aug – May	Local	Activities developed and implemented	Climate surveys

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AISD Goal 4: Parents and community will be partners in the education of students in Alpine ISD.

Campus Goal: Increase the number of parents and community members involved at AES by 10% by the end of the school year. Encourage and support the Parent Teacher Organization (PTO)

Objective 1: Increase parental/community involvement in the school.

Summative Evaluation: number of volunteers.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Distribute volunteer application forms and guidelines to interested parents	4	AES Principal AES AP Office staff	Aug.-May	local funds	Increase in number of VIPS working on campus	Number of VIPs increase
Encourage parents to volunteer by providing a list of ways that they can help	4	AES Principal AES AP Office staff	Aug.	Local	Number of VIPS, Read Alpine Paper, copies, newsletter	Numbers of VIPS increase
Recognize volunteers at the end of the year with a token of appreciation	4	AES Principal AES AP Office staff	Aug.-May	Local	Log of VIPS hours, Recognition certificates	Volunteer participation increases
Collaborate with PTO in hosting family learning nights including reading/math nights	4	AES Principal AES AP	Aug.-May	Local, PTO funds	Attendance at events, parent surveys	Family night events AES Principal, Teachers, PTO
Host PTO meetings	4	AES Principal PTO	Oct.-May	PTO funds	Sign in sheets	Participation increases
Hold stakeholder meeting to discuss campus rating and CIP	4	AES Principal AES AP	Aug.	Local	Sign in sheets	PTO sign in sheets
Utilize Remind for parents' ability to communicate with the campus.	4	AES Principal AES AP	Aug.-May	Local	Number of parents signed up, Remind	Parent communication increases

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Conduct a beginning of the year "Meet the Teacher" orientation for students and parents	4	AES Principal	Aug.	Local	Sign in sheets	Parent involvement increases
Distribute a weekly newsletter to parents	4	AES Principal AES AP Teachers	Aug. - May	Local	Newsletters Digital newsletters, Weekly notes, Remind	Parent participation and communication increases
Emphasize college and career readiness by educating students and parents on the importance of receiving a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs, or the military	3	AES Principal Counselor	Aug.	N/A	Meeting agendas, sign in sheets, planned activities to increase college and career awareness	CCMR standards are met