

**Alpine Independent School District
District Improvement Plan
2023-2024**

**Date of School Board Approval
August 29, 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 ISD will provide our children with learning experiences to be responsible, productive, and successful citizens of an ever-changing world.

Planning and Distribution Procedures

CNA and DIP Process:

Example: 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

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Name	Position (Parent, Business, Community, Teacher, etc)
Tracy Perdue	Teacher	Judith Pardo	Principal
Susanna Hernandez	Teacher	Jarrett Vickers	Principal
Adrienne Reyes	Counselor	Celina Portillo	Teacher
Michelle Rinehart	Superintendent	Tallie Altgelt	Instructional Coach
Caroline Fox	Director of Special Programs	Andy Smith	Athletic Director
Clay Braden	CFO	Peggy Low	Assistant Principal
Chris Valenzuela	CTE Teacher	Sandra Alvidrez	Counselor
Christopher Thomas	Assistant Principal	Amy Struthers	Parent
Darin Nance	Director of Technology	Sylvia Solis	Parent
Emily Greene	Assistant Principal	Kendra Dubois	Parent
Doug Gray	SPED Teacher	Sierra Ruckman	Student
Emily Crump	Teacher	Madalyn Warren	Student
Bianca Barerra	Parent	Sara Staton	SPED Teacher
Johanna Wells	Community Member	Arianna Rodriguez	Paraprofessional
Curtis Wubbena	Principal	Kathy Galindo	Teacher

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
- Provide other reasonable support for parental involvement activities

❖ **Accessibility** [ESSA Sec. 1116(f)]

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
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

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this 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.

State Compensatory Education

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 funding RTI, and DAEP personnel 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.**

Federal			
Program/Funding Source	Amount of Funding		
	21-22	22-23	23-24
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
State			
Program/Funding Source	Amount of Funding		
	21-22	22-23	23-24
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

Local

Program/Funding Source	Amount of Funding		
Local Funds	6,723,745	6,493,833	5,708,963
Grand Totals	18,648,679	17,033,647	15,705,946

Comprehensive Needs Assessment Attendees

Date(s): **April 18, 2023 AISD Admin Building 4:30pm**

Name	Position (Parent, Business, Community, Teacher, etc.)	Name	Position
Tracy Perdue	Teacher	Curtis Wubbena	Principal
Susanna Hernandez	Teacher	Johanna Wells	Community Member
Kristin Hardwick	Paraprofessional	Judith Pardo	Principal
Kathy Galindo	Teacher	Jarrett Vickers	Principal
Kelli Davies	Teacher	Celina Portillo	Teacher
Caroline Fox	Director of Special Programs	Gayla Owen	District Nurse
Clay Braden	CFO	Tallie Altgelt	Instructional Coach
Chris Valenzuela	CTE Teacher	Arianna Rodriguez	Paraprofessional
Christopher Thomas	Asst. Principal	Peggy Low	Asst. Principal
Darin Nance	Director of Technology	Sandra Alvidrez	Counselor
Emily Greene	Asst. Principal	Kendra Dubois	Parent
Sara Staton	SPED Teacher	Amy Struthers	Parent

Kelli Warren	Parent	Bianca Barrerra	Parent
Sylvia Solis	Parent	Sarah Natera	Student
Chris Valenzuela	CTE Teacher	Taj Muratori	Parent

Comprehensive Needs Assessment Summary 2023-2024

Section 1 – District Profile

Alpine ISD serves approximately 954 students. Our population is 52.2% economically disadvantaged, 60.59% Hispanic and 36% white. 38.36% of students are classified as at risk and 13.84% qualify for special education services.

Section 2 – Data Reviewed

STAAR 2022 and 2023 due to STAAR scores not having been released yet, 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, TSI, SAT, ACT, CCMR, BOY, MOY, and EOY assessment data.

Section 3 – Findings/Conclusions

The district is able to provide various professional development for teachers that focuses on the virtual classroom and virtual learning. Social and emotional support has been provided for students, parents, community, educators, and mental health providers. Attendance rates have decreased after COVID and subsequent years and need to increase on all three campuses. AP scores are below state average and needs improvement. In order to serve students, class size for RTI classes need to be kept to low teacher to student ratios.

Section 4 – Strengths

Students:

- Graduation Rate high
- Low dropout rate
- Class sizes are lower than state
- Provide SAT on campus
- Provide payment for SAT
- GT Coordinator implemented pullout at AES
- School culture activities

Parents/Community:

- Community support
- School Safety
- Monthly Teacher Celebrations
- Parent support for school functions and student success hardware

Staff:

- Teacher Experience at AMS
- ESL Certifications increased
- Mentor program boosted retention, morale, and student success
- Increased support for core instructional techniques
- Increased opportunities through AISD for staff to grow
- Improved district communication
- Continuity of admin on campuses/Enthusiastic Supt.

Facilities/Technology:

- 1:1 Technology Devices for students
- 1:1 Promethean Boards for Core Teachers
- Instructional Technologist was essential for software and
- Effective SROs on all campuses
- Added continuity with ID access to campus doors

Section 5 – Weaknesses

Students:

- Attendance Rate
- GT population underrepresented
- Declining AP scores
- Students taking and passing TSI is low
- Difficulty meeting HB4545 requirements
- Student attitudes/motivation
- Non-certified teachers

Parents/Community:

- Parent involvement across all campuses (esp. AHS)
- Communication to parents about parent portal

Staff:

- Low staff salaries
- Lack of SPED teachers
- Increase in non-certified teachers
- Difficulty meeting HB4545 requirements
- Lack of subs
- Fluctuation of staff on campuses

Facilities/Technology:

Professional Development for software and hardware

Section 6 – Identified Needs

Competitive salaries for teachers/staff

More SPED teachers

Teacher housing

Instructional Coach and/or Outside Mentors for non-certified or struggling teachers

More incentives to be competitive to surrounding districts

Implement programs to improve physical, emotional, and mental health – students

Increase sub incentives/pay

Provide certification information in an online format

Offer increased opportunities to practice achievement tests (SAT, ACT, TSI)

Align curriculum across campuses

Increase attendance with incentives

Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2024, 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: 70% 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: All students will gain at least one year's growth in reading level

Objective 5: All EB 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
Provide tutorial teachers and times for students who are at risk of failure in core subject areas	2	Core subject Teachers Principal	August-June	Title I, SCE ESSER III	Tutorial attendance records	Improved six-weeks grades, Reduced failure rate, STAAR scores pass rates
Provide flexible, focused small group instruction in the core subject areas	2	Core subject Teachers Principal	Every 3 weeks	Local Funds	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide during the day interventions for student at risk of failure in the core subject areas and/or failing STAAR	2	Core subject Teachers and Principal	Every 6 weeks	SCE ESSER III	Master schedule	Improved six-weeks grades, increased achievement on state assessments

Lower the pupil-teacher ratio at the to maximize teacher-student interactions	1, 4	Principal	August	ESSER III	Master schedule, student schedules	Improved six-weeks grades, increased achievement on state assessments
Provide teachers with EB strategies to plan instruction that build EB student academic success	2, 4	Teacher, Principal	August	State BEA	Teachers use resources to plan instruction and refer to resources during instruction	Students demonstrate progress on TELPAS PLD, students qualify for exit of EB program
Provide teachers and students with HQIM, Eureka and Amplify K-5	1	Principals, Curriculum Director	August-May	LASO	Teachers use HQIM to ensure rigor in Math and Reading in K-5	Improved STAAR scores in Reading and Math for K-5.

Increase the number of teachers who are ESL certified	2, 4	Principal, teacher, Federal Program Manager	September, November	State BEA	Core teachers in grades K-12 are ESL certified	Students demonstrate progress on TELPAS, Students qualify for exit of ELL program
Provide teachers with EB strategies into daily instruction with a focus on math and writing	2, 4	Principal, Teacher, Federal Program Director	August	State BEA	Teacher incorporate EB strategies into instruction as evidenced in lesson plans and walkthroughs	Students demonstrate progress on TELPAS, Students qualify for exit of EB program
Increase access to instructional programs and hands on practice of technology applications	2, 3	Technology Director, Principal, Teacher	August – December	Local	Ratio of device to student is 1:1	Campus program use data increases. Program impact is realized.
Recruit certified teachers by attending job fairs and posting job opportunities on more than one outlet	1	Supt. Principals	Yearly	Local	Job Fair documentation, Posting documentation	Attract certified teachers to hire. Teachers hired are either certified or working towards certification.
Provide GT students with access to differentiated content and opportunities to work at higher levels of instruction	3	Principal, Teacher	August –May	Local	GT students served in AP and DC courses and history fair, evidence of differentiated activities in lesson plans and progress reports	GT students and parents are aware of differentiated activities
Provide teachers with access to tools to plan instructional activities for students that are aligned to the TEKS and state assessments	1, 2	Principal, Teacher, Federal Program Manager	August –May	Local	Lesson plans include activities that support learning aligned to the state standards	Improved performance on state and local assessments
Provide teachers with training to develop instructional activities that are aligned to the TEKS and state assessments, including strategies that are designed to raise academic achievement of students in special populations such as EL, SpEd, and At Risk	1, 2	Principal, Teacher, Federal Program Manager	August - May	Local, SCE	Walk-throughs indicate that students are receiving instruction that is aligned to the state standards and is differentiated appropriately and effectively	Improved performance on state and local assessments

Provide accelerated instruction for students at risk of not meeting standard on state assessments, being promoted to the next grade level, or earning credit.	1, 4	Principal, Teacher, Federal Program Manager	August and each 6 weeks period	Local, SCE	Master schedule, RTI meetings, disaggregated data	Improved performance on state and local assessments, increased performance on 6 weeks grade reporting
Provide resources and training to enable students to earn or be prepared to earn industry certifications.	3	Principal, Teacher	August, February, July	State CTE, Perkins V	Registration, purchase of curriculum materials, registration for certification	Increased number of students earning certifications
Provide AMS and AHS students with instructional software to support content areas for RTI and STAAR failure for accelerated instruction such as Progress Learning.		Principal, Teacher	August-May	Local, SCE	Software Analytics	Improved performance on state and local assessments, increased performance on 6 weeks grade reporting
Ensure fiscal responsibility and maximization of resources through ongoing cooperation with all federal, state, and local entities	2	Superintendent, CFO, principals, Federal Programs Manager	August - July	n/a	Budget planning, administrator meeting agendas	Audit results
AISD will provide pregnancy related services including on-campus support, comprehensive education through home-bound services to pregnant students as required medically, and during the postpartum period as needed to ensure students stay in school and graduate.		Principal, Teachers	August – May	SCE	Homebound and pregnant students receive comprehensive instruction support	6 weeks grades, state assessment results, and graduation status
Increase ACT/SAT and AP scores by implementing vocabulary and curriculum and instruction	2	Principals/Teachers	August-May	Local	Lesson Plans, Master Schedule	Students ACT/SAT scores will increase compared to state averages.

<p>If needed, implement the required Seven Areas of Focus of the Migrant Education Program: 1. Service coordination for all levels to include a comprehensive set of instructional, counseling, and support activities in in-school and inter-agency coordination with community agencies 2. Early education for age 3 to PK to include inventories and checklists for needs assessment and evaluation 3. Participation in NGS data transfer system to maintain comprehensive records of each migrant child, to access information provided by other school districts and agencies, and to ensure that all data are consistent with both NGS and PEIMS 4. Continue parental involvement programs for all levels to target the unique needs, values, and strengths of the migrant parent populations including the implementation of migrant Parent Advisory council as required by law. 5. Continue identification and</p>		<p>Federal Programs Director</p>	<p>August – July</p>		<p>Migrant students identified, COEs Completed, Services provided to individual students</p>	<p>Six weeks grades, state assessment results, credit accrual and graduation status</p>
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<p>recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant student. 6. Continue graduation enhancement for grades 7-12 to include, but not limited to, effective instructional services, tutorials, counseling, MSC, dropout recovery, advanced placement courses, college admissions testing, and parent training on graduation requirements. 7. Continue secondary credit exchange and accrual for grades 7-12 performance standards and whose education has been interrupted during the regular school year. As required, migrant children aged 3 and 4 are included in the comprehensive needs assessment. Upon identification of migrant students and receipt of funds, AISD will give 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>						
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Provide free full-day PK to all students	2	Superintendent, Principal	August –May	Local	Master schedule, registration	TPRI results, reading levels in grades K-2
Continue purposeful scheduling of special education students to maximize the benefits of the inclusion program	2	Principal, Campus Counselor	August, January	State Special Education, IDEA B	Master schedule, registration	IEP goals are met, student growth, state assessment scores
Continue to ensure all students served in Special Education are assessed with the appropriate state assessments and meet participation requirements for assessments	2	Principal, Campus Counselor, Special Education Staff	August - May	State Special Education, IDEA B	ARD schedule, assessment schedule, completed documentation	Students receive appropriate services and accommodations/modifications, performance on state assessments
ARD Trainings will be held and all testing decisions will be made based on the individual student's needs and will be made in the best interest of the student	2	Principal, Campus Counselor, Special Education Teacher	August – September	State Special Education, IDEA B	Training schedule, testing decisions	IEP services result in positive student progress as evidenced in local and state assessments
Provide teachers and paraprofessionals with special education inclusion training and ongoing supports throughout the school year.	2	Principal, Teachers, Paraprofessionals	August – May	State Special Education	Inclusion and regular education personnel work collaboratively and effectively to provide instruction to special education students. IEP implementation is effective	6 weeks grades, local and state assessments, progress measures

Data analysis of unit assessments and other formative assessments guide RTI processes	2, 4	Principal, Teachers, Federal Program Director	August – May	n/a	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
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Provide information about credit by exam for both acceleration and credit recovery to all parents and students	3	Principal, Counselors	August and quarterly	Local	Notices to parents and community are published on website and in social media	Parents and students interested in credit by examination request assessments
Provide opportunities for teachers to integrate technology for student engagement into instruction by purchasing Interactive Flat Panels 1:1 and providing professional development for teacher success.	1, 2	Technology Director, Superintendent	August – October	ESSER III	Technology is replaced as noted by equipment lifespan, professional development is provided to teachers and staff. Teachers work collaboratively to share instructional technology know-how.	Technology surveys, program usage reports,
Emphasize College and Career Readiness by educating students and parents on the importance of receiving a high school diploma that provides the foundation necessary for success in college, the workforce, job training programs or the military.	3	Middle and High School Principals, Counselors, Teachers	August – May	n/a	Information regarding postsecondary options is visible and available to parents and students. College and career nights are scheduled	College, career, military readiness data
Provide district level support and monitoring for GT, ESL, Dyslexia, Migrant, Special Education, Homeless, Foster Care, 504, and Military dependents.	2	Federal Programs Manager, CFO, Superintendent	August – July	n/a	Processes and procedures are in place, calendars for activities, grant activities,	Audits, compliance reports, PER

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, Title III	interim assessments, TELPAS, individual reading assessments, reading and math screeners, TPRI, , Istation for 7 th grade Dyslexia, RTI, Summit K-12 for EB	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 in case of remote learning due to COVID-19.	1	Principals Federal Programs Director Technology Director	August – May	Local	Lesson Plans	Document cameras, Chromebooks, iPads, Software, IFPs
Addressing learning loss due to COVID-19 among students and - Implementing evidence-based activities to meet the comprehensive needs of students including salaries for teachers to ensure student success.	2	Superintendent, Principals, Federal Programs Director	August - May	Local, SCE, ESSER III, Title I, II, IV	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 <i>(Local funds, State, SCE, Title)</i>	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-June	State BEA, Local, IDEA	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, state assessment scores, graduation
Provide teachers in need with a content coach, Instructional Coach, mentor, or support through professional development, coaching, or peer observations.	1	Principal, teacher	August – May	Local, SCE	Instructional Coach, Content Mentor, PD	TTESS, teacher retention, state assessment scores

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide teachers with training and experiences to provide students with a positive, effective learning environment	1, 4	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 on suicide prevention, bullying prevention, harassment, sanitation practices, mental health, human trafficking, dating violence, sexual harassment, dyslexia, GT, child abuse, active shooter training, trauma informed training	1	Federal Programs Manager, Principal, Teachers	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	1	Principal, teacher, Federal Programs Director	August 2019	Local	Training certificates, registration	GT students receive differentiated instruction, differentiated instruction is evident in lesson plans

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
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
Build teacher proficiency and skill in technology tools and in using technology as an instructional tool through scheduled PD.	1	Technology Director, 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, especially new teachers in order to retain them.	2	Technology Director, Special Programs Director Principals,	August - May	Local	Time Sheets, Teacher morale increase, Student learning increase	Increased Retention Rate, STAAR Scores

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

Objective 1: *By May, 2024 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.*

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

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, vaping, violence including dating violence, harassment, character education, sanitation procedures, alcohol and drug use.	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	Local	Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals
Provide teachers with tools to build relationships with students and parents	1,2	Principal, Special Programs Director	August – May	Local	Schedule for training, purchase of materials, Implementation expectations, Back to School Nights, Festivals, PTO, Remind	Survey data, discipline referrals, increase attendance
Provide character education and supports and implement programs to improve physical, social, emotional, mental health, and a positive behavior system.	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

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Alpine ISD transfers 100% of its Title II and IV allocation to Title I. Title III, Perkins, and ARP Homeless allocations are handled by Region 18 Shared Service Arrangement.	2	Superintendent, CFO	August – July	n/a	Fiscal records	Budgets
Provide training on the Emergency Operation Plan and Critical Incident Procedures	1	Superintendent, Federal Programs Director, Principals, CFO	September	n/a	Training, Sign in sheets	In emergency, plans are followed
Schedule safety and security audit every three years as required by SB 11. Address concerns identified by audit	1	Superintendent	As needed	n/a	Scheduled audit	Concerns addressed
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	1,4	Superintendent and Principals	As needed	n/a	Compliance review	All buildings are in compliance
Implement David’s Law SB1 – bullying prevention	1	Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports, climate surveys

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
The district will implement a coordinated health program to promote fitness and healthy lifestyle including the implementation of a district School Health Advisory Council	1	Superintendent, Athletic Director, District Nurse, SHAC	August – July	n/a	Coordinated School Health Plan, Annual SHAC meeting	Attendance
Utilize PEIMS codes for discipline so that data can be analyzed and improvement plans can be developed	2	Principal, AP, PEIMS	August	n/a	Codes developed and communicated	Data analysis enables response and plan for improvement
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... mechanical and non-mechanical heating, ventilation, and air conditioning systems	1,4	Superintendent, CFO, Maintenance Director	August - July	Local	Quotes and improved machines	Improved and Safer Air Quality
Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA.	1,4	Superintendent, CFO, Maintenance Director	August - July	ESSER III	ESSER III use of funds and application	Attendance

Goal 4: College & Career/Graduation/Dropout Reduction Goal *All students in Alpine ISD will graduate from high school*

Objective 1: *By May 2024, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 95%.*

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

Summative Evaluation: *Example: Dropout rate of less than 1% and a completion rate of 95%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Principal, Designated Teachers	End of each semester	SCE	Attendance records for program, Coursware documentation	Successful completion of course work to recover credits
Use student data to identify students with a history of failure on STAAR assessments and implement an immediate intervention plan including tutorials, mentoring, counseling, schedule changes, and RTI classes	2, 3, 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 elementary to middle school, from middle 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, brochures, career fair	Passing rate at six weeks reporting periods, discipline referral rates, graduation, CCMR data
Provide students with access to strategies to achieve post-secondary goals such as FAFSA and college application supports, access to the TX grant, Teach for Texas and career development information	3	Principal, Counselor	August – May	Rural CCMR Accel. Grant, Local	College information nights, ASVAB registration, website links, GEAR UP, Talent Search	CCMR, ACT, SAT scores, college acceptance, scholarships

Goal 4: College & Career/Graduation/Dropout Reduction Goal *All students in Alpine ISD will graduate from high school*

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

Summative Evaluation: *Example: Dropout rate of less than 1% and a completion rate of 95%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide students access to multiple endorsements and programs of study to ensure students are ready for postsecondary choices	3	Principal, Counselor, CTE Teachers, Federal Programs Director	August – May	Perkins V, State CTE Funds	CTE coding, completion of coherent sequences, enrollment in CTE courses	Certification, CCMR, Graduation with Endorsement data
Provide CTE teachers with up-to-date and equipment to enable students to be career ready	3	Principal, CTE Teachers, Federal Programs Director	August – May	State CTE Funds	Equipment is tied to certification or career standards	Certifications earned, CCMR data
Provide students with access to experiential learning through partnerships with local businesses if available or through CTE organizations such as Skills USA and FFA	3	Principal, CTE Teachers, Sponsors	August – May	State CTE Funds, Local	Registration, rosters, communications, schedules, membership, attendance at conferences	Increase in student numbers within programs
Structured keyboarding skills will be taught beginning in 5 th grade Software structured for keyboarding skills in K- 4 th grade	1	Principal, Teachers, Technology Coordinator	August – May	Local	Achieve software goals	Words per minute data, students are able to type proficiently
Computer/Robotics teacher/class for middle school students for technology applications including keyboarding.	1	Principal Teachers	August - May	ESSER III	Achieve technology application standards, allows for numbers in RTI classes to remain low due to scheduling	Lesson plans, words per minute data, campus schedule

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

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
Provide a "Parent Information Center" where educational and parenting information can be accessed.	2, 4	Counselor, Principal	Monitor usage each 6 weeks	PTA 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
Schedule monthly district-wide parental involvement activities	2, 4	Principal, Federal Programs Manager	Monthly	Local	Notices, sign-in sheets, agendas, materials	Parent survey results, participation data
Educate all staff in the value of parents as partners in student success	1, 2, 4	Principal	Annually	n/a	Agenda, schedule, sign-in sheet, materials	Climate survey, campus parental involvement activities

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

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Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide communications through multiple media sources such as District and campus websites, Remind, marquees, social media, newspaper, and the parent portal	1,3	Principal, Superintendent, Technology Director, Campus Communications	August – May	Local	Notices posted, websites, communications home to parents, newspaper articles, parent portal usage	Parent survey, successful communication relayed
Continue to hold community events such as Veterans Day program, seasonal community events	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	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 show growth from beginning of the year to the end of the year across all subjects.

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 st Century technology tool that will be utilized in all grades.	1,4	Technology Director	August-May	Local, ESSER III	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, calculators).	1,4	Technology Director	August-May	Local, ESSER III	Inventory List	Usage of technology in 90% of the lessons
Provide teachers with a variety of 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
Provide up to date stable network infrastructure.	4	Technology Director	August-July	Local	Quotes and Invoices	Faster speed Internet