

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

Planning and Distribution Procedures

CNA and CIP Process:

Example: Alpine High School 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 campus 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 campus 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 Campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- Campus Plan: The CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the CIP is refined accordingly.

Distribution:

- Campus Improvement Plan: The CIP 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.
- Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at the following link: <https://drive.google.com/drive/folders/1dhKGHjWq9OfaapaoXRhsHgp9NTHVLdAQ>
- School-Parent Compact: The campus School-Parent compact is posted at the following URL <https://static1.squarespace.com/static/5df26417b47f8d120024c8f5/t/62cc279ec678f1681a55c165/1657546655258/AISD+Parent+compact+english+and+spanish.pdf> 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

Comprehensive Needs Assessment Mtg. - June 8, 2023

Jarrett Vickers – Principal

Peggy Low – Assistant Principal

Adrian Smith - Principal Resident

Mindy Stewart – Staff

Carla Dominguez – Staff

Joel Nelson – School Resource Officer

Sandra Alvidrez – Campus Counselor

Krystal Reyna – Teacher

Jaycee Portillo – Student

Valeria Crespo – Student

Chris Valenzuela – CFO

Allison Vidal – Parent

Cynthia Payne - Parent

George Hazelhurst – SPED Teacher

CNA & Campus Improvement Committee Mtg. – October 5, 2023

Jarrett Vickers – Principal

Peggy Low – Assistant Principal

Adrian Smith - Principal Resident

Mindy Stewart – Staff

Carla Dominguez – Staff

Joel Nelson – School Resource Officer

Sandra Alvidrez – Campus Counselor

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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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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)]:

- o Annual Title I meeting
- o Flexible number of meetings
- o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- o 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)]

- o Describe school's responsibilities to provide effective learning environment
- o Describe ways in which parents will be responsible for supporting student learning
- o 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)

- o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- o Provide materials and training to help parents work with children to improve achievement
- o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- o Coordinate/integrate parent involvement programs, as feasible
- o 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 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 or DAEP 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. The student 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 the Texas Penal Code.

State Compensatory Education

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

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

Total FTEs funded through SCE at this Campus: 4

The process we use to identify students at-risk is: Campus teams meet annually and as students enroll to determine whether each individual student meets the qualifications for classification as at risk according to the state criteria.

The process we use to exit students from the SCE program who no longer qualify is: Campus teams evaluate student information and data annually each summer to determine whether a student who is at risk has met the criteria for exit.

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

State Compensatory Education At Risk Students

STAAR/ EOC	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard		
	2023	83	29	6	ENG 2 - 69 ENG 1 - 76	ENG 2 - 38 ENG 1 - 31	ENG 2 - 4 ENG 1 - 0	N/A	N/A
2022	89	54	25	ENG 2 - 74 ENG 1 - 55	ENG 2 - 44 ENG 1 - 38	ENG 2 - 0 ENG 1 - 10	N/A	N/A	N/A
	Science % Met Standard			Social Studies % Met Standard					
2023	94	33	3	100	85	40			
2022	96	57	30	100	88	31			

AHS STAAR Data

House Bill 3

STAAR	Algebra I % Met Standard			ELA I % Met Standard			ELA II % Met Standard			B iology % Met Standard			US History % Met Standard		
	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2021
Stud ent s Mee ts	56	75	70	61	65	71	66	77	71	58	70	81	94	95	95
Stud ents Mast ers	36	45	45	11	12	23	9	12	13	14	30	30	65	87	62

Comprehensive Needs Assessment Summary 2023 - 2024

Section 1 – Campus Profile

Alpine High School serves approximately 306 students. Our population is 38.9% economically disadvantaged, 62% Hispanic, 2% African American and 33% white. 28% of students are classified as at risk and 11% qualify for special education services.

Section 2 – Data Reviewed

STAAR EOC 2019, 2021, 2022, 2023, TELPAS 2023, attendance rates, discipline data, teacher quality data (TTESS, years' experience), mobility, school climate data, curriculum and assessment processes and procedures, master schedules, current resources and instructional programs, website

Section 3 – Findings/Conclusions

Alpine High School continues to grow in areas of improvement of Campus Needs Assessment. The ELL and SPED student populations have continued to grow. While they have made progress in math, science, and social studies, they are still performing below state average in ELA/Reading. We will provide these students with additional help within the classrooms focusing on student specific ELP strategies. AHS will also provide specific skills instruction in TELPAS writing and EOC exam preparation in RTI classes. We will focus on at-risk students to help close the gap on performance of assessments.

Section 4 – Strengths

Students: 12 of 15 Metrics - AHS above State Avg. on STAAR

Staff: Survey indicates that staff are satisfied with district/campus and climate /culture

Parents/Community: Parents survey indicates satisfaction with schools

Facilities: Cleanliness & New Building

Section 5 - Weaknesses

Students: Underfunding of School from State that directly affects students

Staff: Retention due to low pay and location of Alpine

Parents / Community: Mor forms of communication from school

Facilities: Even though it is brand new, not everything fully funtional

Section 6 – Identified Needs

Parental Involvement Activities - Title I and Title III

Student and school safety

Emotional assistance for students in need prior to events that could lead to violence

At-risk students - Interventionists

Recruit and retain highly qualified teachers

- provide mentor teachers

More class offerings / certifications

Goal 1: Academic Achievement

All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2024, 91% of all students will attain a minimum of one year’s growth in all subjects taught.

Objective 1: *By May, 2024, 91% of all students and each sub group including Economically Disadvantaged will meet established standards on the state assessments*

Objective 2: *71% of at Risk Students will meet established standards on the state assessment.*

Objective 3: *86% of all students including all subgroups will make at least expected progress on the state assessment* **Objective 4:** *All ELL students will gain at least one proficiency level*

Summative Evaluation: *89% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

A ctivity/Strategy	P riority #	P erson(s) R esponsible	T imeline	R esources (<i>Local funds, S tate, SCE, T itle)</i>)	E vidence of I mplemen tation	E vidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2, 4	Core subje ct teach ers Princi pal	We ekl y	SCE	Tutorial attendance records	Improved six weeks grades Reduced failure rate

Provide flexible, focused small group instruction in the core subject areas	2,4	Core subject teachers Principal	Every 3 weeks	Local	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide teachers with ELL strategies to plan instruction that build ELL student academic success	4	Teacher, Principal	August (Ongoing)	Local	Teachers use resources to plan instruction and refer to resources during instruction	Students demonstrate progress on TELPAS PLD, students qualify for exit of ELL program
Increase the number of teachers who are ESL certified	1	Principal, teacher, Federal Program Manager	December	BEA	Core teachers in grades K-12 are ESL certified	Students demonstrate progress on TELPAS PLD, students qualify for exit of ELL program

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers training to incorporate ELL strategies into daily instruction	1	Principal, teacher, Federal Program Manager	August (Ongoing)	BEA Local	Teacher incorporate ELL strategies into instruction as evidenced in lesson plans and walkthroughs	Students demonstrate progress on TELPAS PLD Students qualify for exit of ELL program
Increase access to	2	Technology	August –	Local	Ratio of device to	Campus programs use

instructional programs and hands on practice of technology applications		Director, Principal, Teacher	December		student is lowered	data increases. Program impact is realized.
Provide GT students with access to AP and Dual Enrollment Courses	2	Principal, Counselor, Teacher	August – May	Local	GT students served in AP and DC courses	GT students earn college credit through DE or AP scores

Provide teachers with access to tools to plan instructional activities for students that are aligned to the TEKS and state assessments	1	Principal, Teacher, Federal Program Manager	August – May	Local	Lesson plans include activities that support learning aligned to the state standards	Improved performance on state and local assessments
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, title)</i>	Evidence of Implementation	Evidence of Impact
Provide teachers with training to develop instructional activities that are aligned to the TEKS and state assessments, including strategies that are designed to raise academic achievement of students in special populations such as ELL, SpEd, and At Risk	1	Principal, Teacher, Federal Program Manager	August - May	Local	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. Edgenuity	4	Principal, Teacher, Federal Program Manager	August and each 6 weeks period	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	CTE, Carl Perkins	Registration, purchase of curriculum materials, registration for certification Access Learning Program in our CTE classes	Increased number of students earning certifications

Alpine High School CIP 2023-2024

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Introduce more activities and organizations for students to participate in. (E-sports league)	4	Principal	August	Local	Student registration in league	Improve moral and participation on campus.
AHS will provide pregnancy related services including on campus support, comprehensive education through home-bound services to pregnant students as	4	Principal, teachers	August – May	SCE	Homebound and pregnant students receive comprehensive instruction support	6 weeks grades, state assessment results, and graduation status

required medically, and during the postpartum period as needed to ensure students stay in school and graduate.

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<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</p> <p>2. Early education for age 3 to PK to include inventories and checklists for needs assessment and evaluation</p> <p>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</p>	<p>4</p>	<p>Federal Programs Director</p>	<p>August – July</p>		<p>Migrant students identified, COEs Completed, Services provided to individual students</p> <p>Six weeks grades, state assessment results, credit accrual and graduation status</p>
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<p>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.</p> <p>5. Continue identification and recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant</p>						
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<p>student. 6. Continue graduation enhancement for grades 7- 12 to include, but not limited to, effective instructional services, tutorials, counseling, MSC,</p>						
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<p>dropout recovery, advanced placement courses, college admissions testing, and parent training on graduation requirements. 7. Continue secondary credit exchange and accrual for grades 7-12 performance standards and whose education has been interrupted during the regular school year. As required, migrant children aged 3 and 4 are included in the comprehensive needs assessment. As a migrant funded district, AISD gives service priority to children who are failing or at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year</p>						
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Continue purposeful scheduling of special education students to maximize the benefits of the inclusion program	4	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	4	Principal, campus counselor, special education staff	August – May	State Special Education, IDEA B	ARD schedule, assessment schedule, completed documentation	Students receive appropriate services and accommodations/modifications, performance on state assessments
ARD Trainings will be held and all testing decisions will be made based on the individual student's needs and will be made in the best interest of the student	4	Principal, campus counselor, special education teacher	August – September	State Special Education, IDEA B	Training schedule, testing decisions	IEP services result in positive student progress as evidenced in local and state assessments

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Summative Evaluation: *88% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

A ctivity/Strategy	P riority #	P erson(s) R esponsible	T imeline	R esour ces (<i>Local funds, S tate, SCE, Title)</i>	E vidence of I mplemen tation	E vidence of Impact
Provide teachers and paraprofessionals with special education inclusion training and Dyslexia training and ongoing supports throughout the school year.	1	Principal, teachers, paraprofessionals	August – May	State Special Education IDEA B	Inclusion and regular education personnel work collaboratively and effectively to provide instruction to special education students. IEP implementation	6 weeks grades, local and state assessments, progress measures

					n is effective	
Continue the MTSS intervention model (RTI) identifying students at risk for failure	4	Principal, teachers, Federal Program Manager	August-May	SCE	Campuses have an RTI plan with teachers that includes identification , progress monitoring and intervention plans	At risk students are identified. Interim assessment results, state assessments, progress measures

Provide information about credit by exam for both acceleration and credit recovery to all parents and students	4	Principal, counselors	August and quarterly per schedule	Local	Notices to parents and community are published on website and in social media	Parents and students interested in credit by examination request assessments
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide an opportunity for teachers to integrate technology into instruction through staff development and equipment purchases.	1	Technology Director, Superintendent	August – October	Local	Technology is replaced as noted by equipment lifespan, professional development is provided to teachers and staff	Technology surveys, program usage reports
Emphasize College and Career Readiness by educating students and parents on the importance of receiving a high school diploma that provides the foundation necessary for success in college, the workforce, etc...	3	High School Principals, Counselors, Teachers	August – May	Rural CCMR Accelerator Grant	Information regarding postsecondary options is visible and available to parents and students. College and career nights are scheduled	College, career, military readiness data

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Provide campus level support and monitoring for GT, ESL, Dyslexia, Migrant, Special Education, Homeless, Foster Care, 504, and Military dependents.	2,4	Principal, Federal Programs Manager, CFO, Superintendent	August – July	n/a	Processes and procedures are in place, calendars for activities, grant activities,	Audits, compliance reports, PER
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All students will attain maximum student achievement through relevant and rigorous instructional programs. By May 2023, 94% of all students will attain a minimum of one year's growth in all subjects taught.

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<p>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</p>	4	<p>Superintendent Federal Programs Manager, Principals, Teachers</p>	August – July	SCE	<p>Tutorial sheets, Progress monitoring through teacher team meetings, PLCs.</p>	<p>Data collection, student intervention lists, state assessment scores, local assessment scores, grades, graduation rate</p>
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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of field, or inexperienced teachers	4	Principal, Superintendent Federal Programs Manager	Beginning of each semester	Local Title I	PEIMS data HR records Teacher salaries	Low income and minority students are taught by certified teachers
Provide teachers with tools for effective planning and instruction, data analysis, and student interventions	1	Principal, Federal Programs Manager, Teacher	August – May	Local	Planbook, TEKS Resource System, RTI classes, Progress Learning Supplemental Resource	6 weeks grades, state assessment scores, graduation
Provide teachers with training and experiences to provide students with a positive, effective learning environment	1	Principal, teacher	August-May	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

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Objective 3: *86% of all students including all subgroups will make at least expected progress on the state assessment*

Objective 4: *All ELL students will gain at least one proficiency level*

Summative Evaluation: *88% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide teachers with observation feedback	1	Principal, Assistant Principal	August – May	n/a	Walkthrough schedule, feedback notes	Teacher survey, teacher retention, TTESS, state assessment scores, discipline records
Provide teachers with training on suicide prevention, bullying prevention, blood borne pathogens, harassment in the workplace, Fentanyl use	4	Federal Programs Manager, Principal, Teachers	August	Local	Training materials, videos, certificates, sign in sheets	Reports of suicide, bullying, contamination and harassment are reduced, Narcan on campus

Provide teachers with training to meet the needs of gifted and talented students	2	Principal, teacher, Federal Programs Director	August 2018	Local	Training certificates, registration	GT students receive differentiated instruction, differentiated instruction is evident in lesson plans
Provide staff development based on scientifically based research and identified as appropriate through district/campus Comprehensive Needs Assessment for all teachers	2,4	Federal Programs Director, Superintendent, Principals, Teacher	August – May	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 2: School Climate/Safe & Healthy School Goal *All students in Alpine High School will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 1: *By May, 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 student and teachers believe that Alpine High School provides a safe learning environment and a positive campus culture*

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly/class with the purpose of disseminating information with regard to current rules and regulations including consequences for bullying, violence including date violence, harassment, alcohol, vaping, drug use, and fentanyl & drug abuse prevention/awareness (Tucker's Law)	1, 4	Principal, Counselor	First grading period Monitor: end of each grading period	n/a	Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals

Ensure compliance with the ADA, Drug and Alcohol Free and gun free schools, and safety requirements including scheduled fire/tornado/shelter in place drills	4	Superintendent and Principals	As needed	n/a	Compliance review	All buildings are in compliance
Continue implementation of David's Law SB1 – bullying prevention	4	Superintendent, Principals	August – July	n/a	Bullying reporting portal	Bullying reports, climate surveys show more positive results

The campus will implement a coordinated health program to promote fitness and healthy lifestyle including the implementation of a district School Health Advisory Council	4	Superintendent, Athletic Director, District Nurse, SHAC	August – July	n/a	Coordinated School Health Plan	Attendance
Teachers and subs will be trained for active shooter incidents by SROs (CRASE)	1	Superintendent, Principal	August	n/a	Sign-in sheets	Climate surveys

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Students will participate in Shelter in Place and Evacuation Training	4	Principal, Teacher	August	n/a	Log sheet	Climate surveys
AHS will develop and implement 5 methods for increasing teacher morale (Recognize teacher & student birthdays, Luncheon	1	Superintendent, Federal Programs Director,	August – May	Local	Calendar, purchases as needed, communications	Staff climate survey

opportunities, Create a Teacher Friendly Lounge,		Principals				
Continue with the AISD Drug Testing Policy	4	AISD School Board, Superintendent, Principal	August-May	Local	Student permission slips, Contract with drug testing company	Climate survey
Require student and teachers have parking stickers to park on the AHS campus	4	Principal, AISD SRO	August-May	Local	Sticker receipts	Climate survey
Recruit and retain certified teachers		Principal	July-May	Title I Local	Job Fairs November 2021	Teacher retention increases
Require all AHS personnel to wear identifying badges	4	Superintendent, Principal, AISD Technology	August September	Local	Teacher wearing identifying badges	Climate survey
Provide new teacher mentor/interventionist and support for new teachers within the first five years of their teaching career if necessary.		Principal, Federal Program Director	August - May	Local	Time sheets, schedule	Retain teachers

Goal 3: College & Career/Graduation/Dropout Reduction Goal All students in Alpine High School will graduate.

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 96%.

Objective 2: 71% of Alpine High School graduates will be college, career, or military ready

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout (Edgenuity)	4	Principal, Designated teachers	End of each semester	SCE	Attendance records for program	Successful completion of coursework to recover credits
Use student data to identify students with a history of failure on STAAR assessments and implement an immediate intervention plan including tutorials, mentoring, counseling, schedule changes, and RTI classes	4	Principal, counselors, teachers	August and each 6 weeks	SCE	RTI classes, data rooms, intervention schedules, tutorials, master schedule	Report cards, state assessments, local assessments, graduation
Provide transition activities that ensure successful transitions from middle school to high school and from high school to post-secondary	3	Principal, counselor	August, September, April, May	n/a	Activity calendar, parent communication, student meetings, assemblies	Passing rate at six weeks reporting periods, discipline referral rates, graduation, CCMR data

Meet with 8 th grade parents before students begin high school to ensure students and parents have a positive transition to high school and understand potential options	3	Principal, Counselor	February	n/a	Parent sign-in sheets Signed 4 year plan in students' Cum folder	Students graduating with an endorsement
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<p>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</p>	<p>3</p>	<p>Principal, counselor</p>	<p>August – May</p>	<p>n/a</p>	<p>College Forward, College information nights, ASVAB registration, website links</p> <p>GEAR UP-Monica Saenz</p> <p>Rural CCMR Accelerator Program Talent Search - Kaylee Plowman</p>	<p>CCMR, ACT, SAT scores, college acceptance, scholarships</p>
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Summative Evaluation: Example: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide students access to multiple endorsements and career pathways to ensure students are ready for post secondary choices	3	Principal, counselor, CTE teachers, Federal programs Director	August – May	Carl Perkins, State CTE Funds Local	CTE coding, completion of coherent sequences, enrollment in CTE courses	Certification, CCMR, Graduation with Endorsement data
Provide CTE teachers with up-to date and equipment to enable students to be career ready	3	Principal, CTE teachers, Federal Programs Director	August – May	Carl Perkins, State CTE Funds	Equipment is tied to certification or career standards	Certifications earned, CCMR data

Provide students with access to experiential learning through CTE organizations such as Skills USA and FFA and/or businesses if available.	3	Principal, CTE teachers, sponsors	August – May	State CTE Funds, Local	Rosters, membership, attendance at conferences	Number of students who join programs increase.
Provide students an opportunity to take the SAT & ACT test during the school day (Fall and Spring)	3	Principal Counselor	October March	CCMR	Registration	Increased SAT scores
Provide students an opportunity for TSIA2, ACT, SAT Boot Camps	3	Principal	October November	CCMR	Registration	Increased SAT scores

to take the PSAT Test during the Fall		Counselor				
Provide students an opportunity to take the ASVAB test during the Fall	3	Principal Counselor	October November	CCMR	Registration	Opportunity to enlist in military service at higher job
Provide students an opportunity to take the TSIA II test as needed	3	Principal Counselor	On Campus at AHS	CCMR	Registration	Dual Credit ready, college ready requirements

Goal 4: Parent/Community Engagement Goal *Parents and Community will be partners in the education of students at Alpine High School.*

Objective 1: *By May 2023, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide state assessment results to parents in a language they can understand	3,4	Principal	Within 10 days of receipt of reports	Local	Copy of reports; Conference agenda/sign in	Parents receive reports of assessment results
Create a "Parent Information Center" where educational and parenting information can be accessed.	3,4	Supt., Counselor, Principal	Monitor usage each week	Local, PTA funds, Web-based resources, Community agencies	Website; Advertisements Remind Announcements	Documentation of usage
Distribute and implement District and Campus Parental Involvement Policy	3,4	Principal	Annually	Local	Distribution notice, communication to parents	Parental Involvement Policy activities completed, Parent

						survey results
Communicate and participate in monthly district-wide parental involvement activities	4	Principal, Federal Programs Manager	Monthly	Local	Notices, sign-in sheets, agendas, materials	Parent survey results, participation data
Educate all staff in the value of parents as partners in	4	Principal	Annually	n/a	Agenda, schedule, sign-in sheet, materials	Climate survey, campus parental

student success						involvement activities
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Goal 4: Parent/Community Engagement Goal *Parents and Community will be partners in the education of students at Alpine High School.*

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide communications through multiple media sources such as District and campus websites, Remind app, marquee, social media, newspaper, and the parent portal	3,4	Principal, Superintendent, Technology Director, Campus Communications	August – May	Local	Notices posted, websites, communications home to parents, newspaper articles, parent portal usage	Parent survey, successful communication relayed
Continue to hold community events such as Veterans Day program, seasonal community events, and the health fair	4	Superintendent, Principal, Teacher	August – May	Local	District and campus calendars, communications, Event agendas	Parent survey, attendance

Goal 5: Attendance Academic Achievement will improve as student attendance (ADA) increases to 97%. **Objective 1:** *By May 2024, student attendance and ADA will remain at or above 97%* **Summative Evaluation:** ADA maintains at 97%

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