Alamo Heights Independent School District

District Improvement Plan
2018-19

Superintendent: Dr. Dana Bashara

Mission:

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

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Strategic Plan
BELIEFS The district's fundamental convictions, values, and character.	**We believe that…** • All individuals have inherent value. • All individuals have immeasurable potential. • All individuals have a responsibility to themselves and others. • All individuals have an inner desire to learn. • Diversity enhances life. • The home environment establishes the foundation for learning. • Building supportive relationships impacts individual growth.
OBJECTIVES The desired and measurable end results for the district.	1. Each student will graduate with a competitive edge from a personally challenging academic program prepared to positively impact the world. 2. Each student will be a good citizen with impeccable character who demonstrates a deep understanding of the world and the importance of contributing to local, national and world communities. 3. Each student will be physically fit and have a healthy mind and soul. 4. Each student will cultivate an awe, wonder, and thirst for learning, discovery, and the beauty of the world. 5. Each student will pursue individual dreams and boldly challenge the impossible.
PARAMETERS The established guidelines within which the district will accomplish its mission	• We will base all decisions on what is best for our students. • We will not confine our thinking to the limits of our existing organization. • We will not accept mediocrity in students or staff. • We will treat all people with dignity and respect. • We will not compromise excellence.
STRATEGIES The means of accomplishing the district's objectives.	1. We will demand all learning be engaging, personally challenging, and relevant. 2. We will aggressively confront the social and emotional issues of our community. 3. We will close the achievement gap. 4. We will create an environment where impeccable character is modeled by and expected of each individual. 5. We will ensure a high-performing faculty and staff to accomplish our mission. 6. We will create a culture of participation that ensures equitable access to academic and extra-curricular activities.

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Alamo Heights ISD conducted an annual comprehensive needs assessment for the 18-19 school year by analyzing data from each campus to identify areas of need in the following areas: demographics, student achievement, school culture and climate, staff quality, curriculum and instruction, technology, family & community involvement and school context & organization. The information is used to set priorities and goals, to allocate available financial and support resources, and to determine appropriate adjustments of the support systems in place.

The data reviewed in this needs assessment includes, but is not limited to, TAPR data, STAAR summary reports, SAT/ ACT results, EOC surveys, TELPAS Results, AP course testing data, quarterly reports of data of defined student groups and student CBA data.

Data and Findings from the comprehensive needs assessment were then used to develop the activities/ strategies in the additional sections of the District Improvement Plan.

DISTRICT DEMOGRAPHICS:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Demographics staying consistent with past years.

Student Information Percent:
- African American 2.3%
- Hispanic 41.1%
- White 51.3%
- American Indian 0.4%
- Asian 3.8%
- Pacific Islander 0.1%
- Two or More Races 1.0%
- Economically Disadvantaged 20.7%
- Non-Educationally Disadvantaged 79.3%
- English Language Learners (ELL) 5.5%
- At-Risk 30.4%
- Gifted & Talented Education 19.7%

Areas of need include:
How does this connect to AHISD Learner Profile?
Every child, regardless of background, must be making progress toward all dimensions of the Learner Profile

How can we address these needs to support the AHISD Learner Profile?
ensure that ALL students, from every subgroup, are addressed

STUDENT ACHIEVEMENT (Potential Data sources include: STAAR Data, TELPAS, SAT/ ACT, AP/ Dual Enrollment Data, Standardized Test Scores, Course/ Class Grades, Graduation / Completion/ Dropout, Promotion/ Retention Rates, Student Work)

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Achievement gap: Hispanic, economically disadvantaged, ELL TELPAS performance and ELL SpecEd TELPAS

Areas of need include:
Close the achievement gap, improve ELL performance on TELPAS (and especially Sp. Ed/ELL),

How does this connect to AHISD Learner Profile?
This connects to the "Seek knowledge And Understanding" domain.

How can we address these needs to support the AHISD Learner Profile?
Continue to set high academic expectations for ALL AHISD students

DISTRICT/ School CULTURE, CLIMATE, ORGANIZATION: (Potential Data sources include: Surveys, Questionnaires, Focus Groups, Interviews, Walkthroughs, Parent Conferences, Etc.)

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Staff morale, inclusion of new staff into the culture, study skills for students, student mistreatment

Areas of need include:
Improve staff morale, improve student study skills, decrease student mistreatment

How does this connect to AHISD Learner Profile?
Healthy sense of self/Employ skills for life

How can we address these needs to support the AHISD Learner Profile?
Focused activities around study skills/task force recommendations

STAFF QUALITY, RECRUITMENT AND RETENTION (Potential Data sources include: Teacher / Staff Certification/ qualification data, Staff effectiveness in relation to student achievement (progress measure data), PDAS data, Teacher-Student ratios, mentoring/ induction strategies

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
New teachers to district, bilingual teachers, ESL certified teachers, training for specialized areas (AP, SIOP, ESL/ GT), walk-throughs

Areas of need include:
Mentor and support new employees, ensure necessary training for specialized areas, recruit for bilingual, administrators meet their walk through goals & collaborate with teachers

How does this connect to AHISD Learner Profile?
Engage socially and globally

How can we address these needs to support the AHISD Learner Profile?
Provide administrators with support for TTESS training/implementation

FAMILY AND COMMUNITY INVOLVEMENT (Potential Data sources include: Family and Community Involvement participation counts, HB5 Community Engagement Tool Data, Parent volunteer Information, Parent Evaluations)

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Diversity of student involvement (from different groups, e.g., Spanish, economic disadvantaged, ESL), parent involvement in academic assistance (not just volunteering for nonacademic items)

Areas of need include:
Increase involvement in traditionally underrepresented groups, increase parent help at school academically

How does this connect to AHISD Learner Profile?
Communicate/collaborate

How can we address these needs to support the AHISD Learner Profile?
Ensure that each campus prioritizes activities to support family and parents

TECHNOLOGY (Potential Data sources include: Technology infrastructure, networks, etc., Classroom Technology needs by area, class, department, etc., STaR Chart data, HB5 Community Engagement: Digital Learning data, Technology Plan)

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Aging technology, student use of technology for academic uses

Areas of need include:
Replacement schedule for obsolescence, increase # of staff at LoTi level 4 (through PD, etc.), increase internet access, smooth out the computer resource allocation methods (switch from ITS)

How does this connect to AHISD Learner Profile?
Engage socially/globally and think critically and creatively

How can we address these needs to support the AHISD Learner Profile?
Engaged classroom roll-out, teacher coaching and training in effective technology integration

SCHOOL CONTEXT AND ORGANIZATION (Potential Data sources include: School Structure or Make Up i.e. Teaming / Looping, Decision Making Processes, Master Schedule, Leadership: Formal/ Informal, Duty Rosters, Program Support Services: Extracurriculars/ Afterschool programs)

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Relevant to campuses

Areas of need include:
Campus schedules to meet campus needs

How does this connect to AHISD Learner Profile?
Employ skills for life

How can we address these needs to support the AHISD Learner Profile?
Support management of schedules through Academic Deans

CURRICULUM AND INSTRUCTION (Potential Data sources include: Curriculum Resources and Materials, YAGS, Courses offered, Instructional Design/ Delivery, Collaborative Horizontal / Vertical Team Alignment Processes, Curriculum Based Assessments, Class School and Special Program Schedules

Data Reviewed:
Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:
Vertical alignment/in-depth study of TEKS

Areas of need include:
Increase vertical alignment in all core areas, integrate math/science, English/ss, when applicable

How does this connect to AHISD Learner Profile?
Seek knowledge and understanding

How can we address these needs to support the AHISD Learner Profile?
Curriculum forums, grade level/department learning days, vertical alignment talks

DISTRICT STRATEGIES/GOALS 2018-2019

Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Strategy: II	We will aggressively confront the social and emotional issues of our community.
Strategy: III	We will close the achievement gap.
Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual.
Strategy: V	We will ensure a high-performing faculty and staff to accomplish our mission.
Strategy: VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities.

Accountability Goals

- 90% of all students will continue to meet passing standard on all state assessment. Steady increases in subpopulation progress will be measured each year. The AHISD school district will continue to achieve a district rating of recognized based on the performance of each group of students.

- Student attendance at all campus will continue to exceed the state average.

- The district completion rate will continue to exceed the state average.

- The district will continue to provide a safe and orderly school climate which is conducive to learning.

- All ELL students will become proficient in English and perform at high levels.

- 100% of teachers will continue to be Highly Qualified.

Profile of a Learner

- Seek knowledge and understanding

- Develop a healthy sense of self

- Think critically and creatively

- Communicate and collaborate

- Employ skills for life

- Engage socially and globally

Student Performance Data

Reading

Student Group	Grade Level	2016-17 Reading STAAR Results										2017-18 Reading STAAR Results										
		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	3	318	1486	56	18	262	82	183	58	129	41	320	1486	43	13	277	87	184	58	100	31
	4	353	1558	68	19	285	81	191	54	117	33	339	1558	69	20	270	80	197	58	122	36
	5	326	1617	49	15	277	85	202	62	140	43	374	1638	42	11	332	89	271	72	139	37
	6	366	1636	68	19	298	81	201	55	112	31	353	1634	67	19	286	81	196	56	114	32
	7	377	1680	65	17	312	83	200	53	125	33	368	1722	48	13	320	87	247	67	174	47
	8	377										367	1719	45	12	322	88	229	62	123	34
Hispanic/ Latino	3	117	1427	28	24	89	76	46	39	26	22	122	1455	21	17	101	83	56	46	27	22
	4	141	1509	41	29	100	71	59	42	32	23	134	1510	42	31	92	69	61	46	29	22
	5	138	1570	35	25	103	75	67	49	42	30	136	1584	23	17	113	83	78	57	35	26
	6	150	1591	45	30	105	70	64	43	28	19	156	1590	45	29	111	71	64	41	33	21
	7	156	1644	43	28	113	72	66	42	40	26	143	1681	28	20	115	80	76	53	48	34
	8	157										160	1689	31	19	129	81	85	53	45	28
American Indian or Alaska Native	3	1										2									
	4	0										1									
	5	0										1									
	6	1										1									
	7	0										1									
	8	1										0									
Asian	3	14	1447	4	29	10	71	8	57	5	36										
	4	15	1628	0	0	15	100	10	67	5	33										
	5	11	1630	1	9	10	91	8	73	7	64										
	6	8	1662	0	0	8	100	4	50	3	38										
	7	7	1660	2	29	5	71	3	43	2	29										

Group																					
Black or African American	3	5	1454	1	20	4	80	3	60	2	40	12	1390	4	33	8	67	3	25	1	8
	4	8	1549	3	38	5	63	3	38	3	38	4									
	5	9	1494	3	33	6	67	2	22	1	11	8	1697	2	25	6	75	6	75	5	63
	6	11	1627	2	18	9	82	5	45	3	27	9	1576	4	44	5	56	3	33	2	22
	7	7	1656	3	43	4	57	4	57	2	29	9	1679	3	33	6	67	4	44	4	44
	8	8										8	1693	3	38	5	63	5	63	4	50
Native Hawaiian or Other Pacific Islander	3	0																			
	4	0																			
	5	1																			
	6	0																			
	7	2																			
White	3	180	1531	22	12	158	88	126	70	96	53	167	1503	18	11	149	89	111	66	62	37
	4	187	1589	24	13	163	87	117	63	76	41	187	1596	23	12	164	88	128	68	89	48
	5	165	1665	10	6	155	94	124	75	90	55	208	1665	16	8	192	92	169	81	88	42
	6	194	1671	20	10	174	90	126	65	78	40	175	1675	15	9	160	91	122	70	74	42
	7	205	1709	17	8	188	92	125	61	81	40	204	1750	17	8	187	92	157	77	116	57
	8	197										190	1744	10	5	180	95	133	70	71	37
Two or More Races	3	1										1									
	4	2										1									
	5	2										4									
	6	2										1									
	7	0										2									
	8	0										0									
Economically Disadvantaged	3	56	1367	22	39	34	61	17	30	9	16	71	1415	18	25	53	75	22	31	11	15
	4	69	1470	28	41	41	59	16	23	11	16	64	1452	26	41	38	59	18	28	4	6
	5	73	1504	30	41	43	59	21	29	10	14	68	1556	17	25	51	75	30	44	13	19
	6	78	1548	30	38	48	62	23	29	7	9	80	1523	38	48	42	53	14	18	8	10
	7	67	1583	31	46	36	54	16	24	7	10	75	1642	23	31	52	69	33	44	18	24
	8	84										68	1655	21	31	47	69	27	40	18	26
Limited English Proficient	3	6	1294	4	67	2	33	1	17	0	0	8	1430	1	13	7	88	2	25	1	13
	4	12	1486	4	33	8	67	4	33	2	17	14	1416	8	57	6	43	5	36	0	0
	5	1										11	1587	1	9	10	91	7	64	3	27

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	6	17	1446	13	76	4	24	0	0	0	0	23	1475	15	65	8	35	3	13	2	9
	7	25	1536	15	60	10	40	1	4	0	0	17	1581	7	41	10	59	4	24	1	6
	8	0										22	1584	11	50	11	50	2	9	1	5
Special Education	3	16	1298	11	69	5	31	2	13	1	6	22	1289	16	73	6	27	3	14	2	9
	4	30	1381	18	60	12	40	5	17	2	7	20	1404	12	60	8	40	2	10	1	5
	5	23	1455	14	61	9	39	4	17	1	4	29	1487	15	52	14	48	9	31	4	14
	6	20	1431	16	80	4	20	2	10	0	0	29	1434	23	79	6	21	3	10	1	3
	7	30	1519	21	70	9	30	4	13	3	10	18	1528	12	67	6	33	2	11	0	0
	8	30										33	1554	21	64	12	36	5	15	2	6
At-Risk	3	50	1309	34	68	16	32	5	10	2	4										
	4	88	1437	42	48	46	52	17	19	8	9										
	5	94	1524	34	36	60	64	33	35	16	17										
	6	98	1520	49	50	49	50	13	13	2	2										
	7	133	1581	49	37	84	63	22	17	7	5										

Writing

Student Group	Grade Level	2016-17 Writing STAAR Results										2017-18 Writing STAAR Results									
		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	4	350	3783	118	34	232	66	128	37	40	11	338	3775	116	34	222	66	134	40	38	11
	7	375	3946	83	22	292	78	191	51	67	18	369	4106	61	17	308	83	219	59	83	22
Hispanic/ Latino	4	140	3626	63	45	77	55	37	26	9	6	133	3558	65	49	68	51	31	23	5	4
	7	155	3723	56	36	99	64	58	37	13	8	144	3870	39	27	105	73	59	41	19	13
American Indian or Alaska	4	0										1									
	7	0										1									
Asian	4	15	4183	1	7	14	93	8	53	4	27										
	7	7	3960	2	29	5	71	3	43	1	14										
Black or African American	4	8	3845	3	38	5	63	3	38	1	13	5	3517	2	40	3	60	0	0	0	0
	7	5	3803	2	40	3	60	2	40	1	20	9	4076	3	33	6	67	6	67	2	22

Student Group		# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Native Hawaiian or Other	4	0																			
	7	2																			
White	4	185	3864	51	28	134	72	78	42	26	14	186	3936	44	24	142	76	99	53	32	17
	7	206	4115	23	11	183	89	127	62	52	25	204	4254	19	9	185	91	146	72	57	28
Two or More Races	4	2										1									
	7	0										2									
Economically Disadvanta	4	68	3468	38	56	30	44	9	13	2	3	65	3382	45	69	20	31	8	12	0	0
	7	66	3518	34	52	32	48	21	32	3	5	75	3695	29	39	46	61	23	31	5	7
Limited English Proficient	4	12	3540	6	50	6	50	4	33	0	0	13	3177	10	77	3	23	1	8	0	0
	7	25	3319	16	64	9	36	3	12	0	0	17	3285	14	82	3	18	0	0	0	0
Special Education	4	28	3181	22	79	6	21	4	14	1	4	20	3134	17	85	3	15	1	5	0	0
	7	30	3091	22	73	8	27	2	7	0	0	18	3087	14	78	4	22	1	6	0	0
At-Risk	4	86	3287	63	73	23	27	9	10	0	0										
	7	133	3494	61	46	72	54	26	20	1	1										

English I

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
					2016-17 English I STAAR Results										2017-18 English I STAAR Results					
All Students	428	4144	96	22	332	78	277	65	59	14	438	4115	109	25	329	75	263	60	56	13
Hispanic/Latino	164	3988	57	35	107	65	79	48	13	8	182	3933	72	40	110	60	80	44	13	7
Asian	12	4050	2	17	10	83	8	67	1	8										
Black or African American	9	3606	6	67	3	33	2	22	0	0	9	4037	3	33	6	67	4	44	1	11
White	235	4273	30	13	205	87	182	77	44	19	227	4259	31	14	196	86	167	74	39	17
Economically Disadvanta	95	3814	46	48	49	52	35	37	3	3	88	3747	49	56	39	44	23	26	5	6

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
...ged																				
Limited English Proficient	12	3390	10	83	2	17	0	0	0	0	18	3650	10	56	8	44	4	22	0	0
Special Education	20	3397	17	85	3	15	0	0	0	0	33	3474	28	85	5	15	3	9	0	0
At-Risk	108	3683	66	61	42	39	26	24	0	0										

English II

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
	2016-17 English II STAAR Results										**2017-18 English II STAAR Results**										
All Students	393	4129	90	23	303	77	240	61	39	10	421	4148	86	20	335	80	272	65	38	9
Hispanic/ Latino	172	3994	57	33	115	67	85	49	12	7	164	3958	58	35	106	65	73	45	9	5
Asian	15	4196	2	13	13	87	10	67	2	13										
Black or African American	6	3170	3	50	3	50	0	0	0	0	8	4014	1	13	7	88	4	50	0	0
White	199	4272	27	14	172	86	145	73	25	13	228	4296	23	10	205	90	182	80	28	12
Economically Disadvantaged	81	3770	34	42	47	58	25	31	1	1	88	3743	43	49	45	51	23	26	0	0
Limited English Proficient	14	3392	12	86	2	14	0	0	0	0	16	3350	15	94	1	6	1	6	0	0
Special Education	16	3349	13	81	3	19	2	13	0	0	20	3545	13	65	7	35	5	25	0	0
At-Risk	131	3703	70	53	61	47	31	24	1	1										

Mathematics

| Student Group | Grade Level | **2016-17 Mathematics STAAR Results** | | | | | | | | | | **2017-18 Mathematics STAAR Results** | | | | | | | | | |
| | | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	3	318	1489	51	16	267	84	167	53	78	25	320	1473	63	20	257	80	148	46	64	20
	4	364	1581	81	22	283	78	173	48	106	29	340	1570	68	20	272	80	165	49	89	26
	5	334	1675	42	13	292	87	213	64	117	35	384	1681	31	8	353	92	283	74	157	41
	6	366	1687	38	10	328	90	212	58	105	29	353	1693	31	9	322	91	230	65	92	26
	7	153	1580	69	45	84	55	13	8	1	1	118	1605	38	32	80	68	18	15	2	2
	8	408										423	1747	46	11	377	89	272	64	92	22
Hispanic/ Latino	3	116	1448	28	24	88	76	49	42	22	19	122	1431	34	28	88	72	42	34	14	11
	4	144	1527	45	31	99	69	48	33	22	15	134	1521	42	31	92	69	42	31	21	16
	5	145	1621	33	23	112	77	72	50	30	21	143	1635	19	13	124	87	85	59	39	27
	6	150	1639	27	18	123	82	62	41	28	19	156	1648	22	14	134	86	73	47	25	16
	7	90	1588	40	44	50	56	10	11	1	1	71	1601	25	35	46	65	8	11	2	3
	8	173										175	1707	28	16	147	84	90	51	20	11
American Indian or Alaska Native	3	1										2									
	4	0										1									
	5	0										1									
	6	1										1									
	7	0										1									
	8	1										0									
Asian	3	14	1543	3	21	11	79	7	50	5	36										
	4	16	1709	2	13	14	88	12	75	10	63										
	5	11	1754	1	9	10	91	10	91	5	45										
	6	8	1705	0	0	8	100	4	50	2	25										
	7	3																			
Black or African American	3	5	1422	1	20	4	80	1	20	1	20	12	1393	5	42	7	58	2	17	1	8
	4	8	1560	3	38	5	63	3	38	2	25	5	1504	2	40	3	60	1	20	0	0
	5	9	1572	3	33	6	67	4	44	1	11	8	1664	1	13	7	88	5	63	2	25
	6	11	1645	3	27	8	73	5	45	3	27	9	1620	2	22	7	78	3	33	2	22

Group	Grade																				
	7	5	1562	3	60	2	40	1	20	0	0	4									
	8	7										12	1758	2	17	10	83	10	83	2	17
Native Hawaiian or Other Pacific Islander	3	0																			
	4	0																			
	5	1																			
	6	0																			
	7	1																			
White	3	181	1515	18	10	163	90	110	61	50	28	167	1494	23	14	144	86	90	54	39	23
	4	194	1611	31	16	163	84	108	56	71	37	187	1602	22	12	165	88	112	60	64	34
	5	166	1724	5	3	161	97	126	76	80	48	209	1704	11	5	198	95	172	82	100	48
	6	194	1726	7	4	187	96	140	72	71	37	175	1733	6	3	169	97	144	82	60	34
	7	54	1571	23	43	31	57	2	4	0	0	39	1619	9	23	30	77	8	21	0	0
	8	218										223	1772	16	7	207	93	161	72	63	28
Two or More Races	3	1										1									
	4	2										1									
	5	2										5	1616	0	0	5	100	3	60	1	20
	6	2										1									
	7	0										0									
	8	0										2									
Economically Disadvantaged	3	56	1372	21	38	35	63	12	21	3	5	71	1399	27	38	44	62	16	23	4	6
	4	70	1502	30	43	40	57	15	21	10	14	65	1468	32	49	33	51	10	15	3	5
	5	80	1556	27	34	53	66	24	30	7	9	72	1600	16	22	56	78	30	42	15	21
	6	78	1591	22	28	56	72	23	29	7	9	80	1612	16	20	64	80	24	30	7	9
	7	53	1574	27	51	26	49	7	13	0	0	47	1580	22	47	25	53	6	13	1	2
	8	89										84	1680	20	24	64	76	40	48	5	6
Limited English Proficient	3	6	1278	4	67	2	33	1	17	0	0	8	1444	2	25	6	75	2	25	2	25
	4	15	1600	3	20	12	80	6	40	5	33	14	1415	8	57	6	43	2	14	0	0
	5	1										19	1672	3	16	16	84	11	58	7	37
	6	17	1549	8	47	9	53	2	12	0	0	23	1579	5	22	18	78	6	26	1	4
	7	18	1558	10	56	8	44	0	0	0	0	13	1561	7	54	6	46	1	8	0	0
	8	0										24	1651	8	33	16	67	8	33	2	8
Special Education	3	17	1334	12	71	5	29	4	24	1	6	22	1276	17	77	5	23	1	5	1	5

	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
4	30	1408	22	73	8	27	6	20	5	17	20	1448	14	70	6	30	3	15	2	10
5	28	1488	18	64	10	36	4	14	1	4	30	1520	15	50	15	50	10	33	6	20
6	20	1514	15	75	5	25	1	5	1	5	29	1536	13	45	16	55	4	14	1	3
7	30	1534	24	80	6	20	2	7	0	0	16	1546	8	50	8	50	1	6	0	0
8	30										34	1581	20	59	14	41	5	15	1	3
At-Risk 3	50	1353	26	52	24	48	9	18	1	2										
At-Risk 4	91	1471	47	52	44	48	18	20	10	11										
At-Risk 5	101	1568	29	29	72	71	33	33	10	10										
At-Risk 6	98	1585	26	27	72	73	19	19	6	6										
At-Risk 7	103	1563	59	57	44	43	5	5	0	0										

Algebra I

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	2016-17 Algebra I STAAR Results										**2017-18 Algebra I STAAR Results**									
All Students	365	4262	29	8	336	92	245	67	168	46	398	4239	51	13	347	87	261	66	172	43
Hispanic/ Latino	142	4097	15	11	127	89	80	56	45	32	176	4080	36	20	140	80	82	47	58	33
Asian	16	4440	0	0	16	100	12	75	8	50										
Black or African American	9	4009	3	33	6	67	4	44	3	33	6	4153	1	17	5	83	4	67	2	33
White	195	4384	11	6	184	94	147	75	112	57	202	4391	12	6	190	94	164	81	109	54
Economically Disadvantaged	72	3848	12	17	60	83	21	29	7	10	74	3866	24	32	50	68	28	38	13	18
Limited English Proficient	14	3671	5	36	9	64	3	21	0	0	16	3975	3	19	13	81	8	50	5	31
Special Education	19	3453	12	63	7	37	1	5	0	0	30	3452	19	63	11	37	3	10	3	10

	95	3848	21	22	74	78	31	33	13	14										
At-Risk																				

Science

Student Group	Grade Level	2016-17 Science STAAR Results										2017-18 Science STAAR Results									
		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	5	336	3870	89	26	247	74	154	46	60	18	371	3852	78	21	293	79	152	41	50	13
	8	378										366	3915	96	26	270	74	171	47	71	19
Hispanic/ Latino	5	146	3691	61	42	85	58	48	33	19	13	134	3710	43	32	91	68	40	30	12	9
	8	158										162	3729	66	41	96	59	57	35	20	12
American Indian or Alaska	5	0										1									
	8	1										0									
Asian	5	12	4165	1	8	11	92	7	58	5	42										
Black or African American	5	10	3551	6	60	4	40	3	30	1	10	8	3822	2	25	6	75	2	25	2	25
	8	7										8	3861	3	38	5	63	3	38	2	25
Native Hawaiian or Other Pacific Islander	5	1																			
White	5	166	4032	20	12	146	88	96	58	35	21	205	3929	27	13	178	87	97	47	28	14
	8	198										187	4066	26	14	161	86	106	57	46	25
Two or More Races	5	1										5	3746	3	60	2	40	2	40	1	20
	8	0										0									
Economically Disadvanta	5	79	3430	51	65	28	35	11	14	4	5	67	3606	28	42	39	58	13	19	4	6
	8	84										72	3543	38	53	34	47	17	24	4	6
Limited English Proficient	5	26	3397	17	65	9	35	4	15	1	4	9	3732	3	33	6	67	3	33	0	0
	8	11										22	3372	15	68	7	32	2	9	0	0
Special Education	5	27	3181	22	81	5	19	2	7	0	0	29	3383	16	55	13	45	5	17	1	3
	8											34	3348	25	74	9	26	3	9	1	3

| At-Risk | 5 | 101 | 3520 | 55 | 54 | 46 | 46 | 21 | 21 | 5 | 5 | | | | | | | | | | | |

Biology

Student Group	2016-17 Biology STAAR Results										2017-18 Biology STAAR Results										

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	409	4330	29	7	380	93	306	75	134	33	391	4383	22	6	369	94	294	75	142	36
Hispanic/ Latino	154	4156	17	11	137	89	93	60	34	22	146	4202	15	10	131	90	90	62	38	26
Asian	12	4112	2	17	10	83	8	67	2	17										
Black or African American	8	3905	2	25	6	75	4	50	1	13	6	4224	0	0	6	100	4	67	1	17
White	229	4462	8	3	221	97	195	85	94	41	219	4497	7	3	212	97	183	84	97	44
Economically Disadvantaged	86	3984	17	20	69	80	43	50	12	14	58	3965	10	17	48	83	25	43	8	14
Limited English Proficient	10	3575	5	50	5	50	1	10	0	0	15	3662	6	40	9	60	2	13	0	0
Special Education	20	3577	12	60	8	40	3	15	0	0	17	3568	8	47	9	53	1	6	0	0
At-Risk	91	3807	24	26	67	74	29	32	1	1										

Social Studies

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
		2016-17 Social Studies STAAR Results										**2017-18 Social Studies STAAR Results**									
All Students	8	376										364	3861	104	29	260	71	137	38	90	25
Hispanic/ Latino	8	156										161	3687	61	38	100	62	38	24	23	14
American Indian or Alaska Native	8	1										0									
Black or African American	8	7										8	3933	2	25	6	75	4	50	3	38
White	8	198										186	3997	39	21	147	79	90	48	61	33
Two or More Races	8	0										0									
Economically Disadvantaged	8	82										72	3540	35	49	37	51	10	14	5	7
Limited English Proficient	8	11										22	3322	16	73	6	27	0	0	0	0
Special Education	8	28										32	3400	22	69	10	31	0	0	0	0

U.S History

	2016-17 U.S History STAAR Results										2017-18 U.S History STAAR Results									
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**			**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	337	4645	7	2	330	98	300	89	220	65	346	4700	10	3	336	97	307	89	240	69
Hispanic/ Latino	140	4478	5	4	135	96	118	84	67	48	147	4580	4	3	143	97	123	84	88	60
Asian	13	4832	0	0	13	100	13	100	10	77										
Black or African American	9	4035	1	11	8	89	6	67	1	11	5	4466	0	0	5	100	4	80	3	60
White	170	4784	1	1	169	99	159	94	138	81	177	4792	5	3	172	97	164	93	135	76
Economically Disadvantaged	53	4202	4	8	49	92	36	68	16	30	64	4386	6	9	58	91	45	70	32	50
Limited English Proficient	7	3787	3	43	4	57	3	43	0	0	6	3719	1	17	5	83	2	33	0	0
Special Education	15	4029	3	20	12	80	5	33	3	20	20	3852	6	30	14	70	7	35	5	25
At-Risk	81	4143	6	7	75	93	48	59	21	26										

<table>
<tr><td colspan="2" style="text-align:center">ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2018</td></tr>
<tr><td>District Strategy: I</td><td>We will demand all learning be engaging, personally challenging, and relevant.</td></tr>
<tr><td>Profile a Learner:</td><td>

Seek knowledge and understanding
Think critically and creatively
Communicate and collaborate

</td></tr>
<tr><td>Area of Focus:</td><td>

Enhance success for all students by challenging students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students.
Focus on strategies in all academic areas that enhance reading comprehension and writing.
Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.

</td></tr>
<tr><td>Performance Objective:</td><td>

100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.
AHISD will initiate a responsible roll out 5-year plan for Engaged Classrooms.

</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Engaged Classroom Cohort 4 (72 classrooms grade K-12)	Jimmie Walker, Executive Director of Curriculum & Instruction Jamie Locklin, Director of Technology	April 2nd & 3rd Training	Instructional Coaches Engage2Learn	AHISD Blueprint for Learning Learner Outcomes
2. Ensure that the AHISD Homework Guidelines are consistently implemented.	Principals	Ongoing	CDT	Homework Guidelines Principals to report out in September 2018 PD
3. Teachers will utilize differentiated instructional strategies in their classrooms.	Jimmie Walker, Executive Director of Curriculum &	August 2018-Spring 2019	Title II A Professional Development Funds	Self report; Formal and Informal observations by

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Instruction Academic Deans			Campus Design Teams new employee DI training (2 days)	administrators T-TESS Analysis
4. Campuses will continue to implement "Response to Intervention" process and procedures to meet individual student needs "including services for students in grades K, 1, 2 who qualify for Title I reading/math intervention."	Academic Deans	Ongoing	Self report; Formal and Informal observations by administrators Title I allocation	3-tiered rosters for reading, math, and behavior at each campus Regularly scheduled RTI meetings to review students in need of assistance FLEX time schedule implemented at AHJS
5. Train teachers in Working on the Work (WOW) framework to provide engaging work to students in the classrooms.	Jimmie Walker, Executive Director of Curriculum & Instruction	Ongoing training and support through CDT and DDT Induction training: • November 14, 2018 • January 17, 2019	campus budget Schlechty Center Staff Consultants	Teachers equipped to design lessons focused around design elements of context and choice High levels of student engagement evident through walkthrough observations
6. Implement Campus Design Teams at all campuses	Principals	Ongoing	Schlechty Center Staff Consultants District Design Team Meetings	Calendar of meetings Work plans published for each campus
7. Teachers will use data to disaggregate student assessment information to make instructional decisions	Campus Administrators; All Teachers	Fall of each year	Benchmark exams, STAAR scores, TELPAS data AWARE data management system	Individual students will show growth (added value) in their assessments to include STAAR, screeners, unit tests, performance assessments

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Teachers, support staff, and administration will review specific student groups to improve dyslexia, RtI and Special Education	Campus Administrators; All Teachers	3x a year	Benchmark exams, STAAR scores, TELPAS data AWARE data management system	STAAR, screeners, unit tests, performance assessments
9. The district will monitor, evaluate and track identification and instruction of students identified for special programs—GT,AP/PAP, Enriched, Bilingual/ ESL, Title I, Dyslexia, Compensatory Education and Special Education.	Jimmie Walker, Executive Director of Curriculum & Instruction	Ongoing	Local Funds State Comp Ed Funds Special Education Funds Title I Funds Title II Funds Title III Funds	Students identified and performance being monitored Advisory committees meet at least once a semester
10. Communicate progress monitoring results with teachers, administrators, support staff, and parents	Campus Bilingual/ESL Coordinators communicate with District Bilingual Coordinator, Campus Administrators and classroom teachers. District Bilingual Coordinator communicates with Executive Director of Curriculum and Instruction Classroom teachers communicate progress with parents	End of each nine weeks: • 10/16 • 12/21 • 3/19 • 5/23	Time for coordinators to communicate with stakeholders	Campus spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress. All stakeholders informed of student progress in a timely manner.
11. Campuses will provide compensatory academic programs as needed to serve at-risk students. • Robbins Academy • Academic Support Center • Credit Recovery Program • STAAR Remediation Sessions • Bilingual/ESL programs	Principals	Ongoing	State Compensatory Funds	Formative: Review semester grades of at-risk students and adjust academic offering and/or Personal Graduation Plans as needed 100% of the at risk students are identified and served in a

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
• Others as appropriate				compensatory program as appropriate
12. Monitor student progress with STAAR Alt and STAAR objectives and curriculum progression.	Kris Holliday, Director of Special Education	Fall	IDEA Formula B Funding PBMAS Team	STAAR results reviewed in Fall and instruction is aligned Eligibility data and monitoring is reviewed throughout the year and maintained in district database, shared & discussed during ARD meetings
13. Administrators will participate in learning walks on all campuses as part of communication meetings with Trustees.	Principals	Fall	TTESS framework AHISD Profile of a Learner	Calendar published
14. Ensure correct coding of LEP students in PEIMS	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators PEIMS Clerk	By snapshot day October 2018 Middle of Year LPAC changes End of Year LPAC changes	Time for coordinators to check coding Time for PEIMS clerks to enter correct coding	District Bilingual Coordinator final check of student coding across district No fatal errors
15. Progress monitoring of LEP students through local assessments.	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	End of each nine weeks: • 10/16 • 12/21 • 3/19 • 5/23	Time for coordinators to check grades, and local assessments	Spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress.
16. Monitor language of intervention for LEP students	District Bilingual Coordinator, Campus Bilingual/LEP Coordinators, and Bilingual RtI Staff	BOY LPAC Meetings MOY LPAC Meetings EOY LPAC Meetings	Time for RtI staff to evaluate progress monitoring data and collaborate with classroom teachers about language of intervention. Time for Campus and District Bilingual/ESL Coordinators to	Clear plan and documentation for language of intervention for each LEP RtI student. Documentation is on Intervention Notes uploaded into Aware each year.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			oversee decisions about language	
17. Design summer school experiences for LEP students	Summer School Facilitators, District Bilingual Coordinator, Deans Jimmie Walker, Executive Director of Curriculum & Instruction	Initial Meeting November, Follow up in January Roll Out March-June	Time to design summer school Title III Funds for summer school resources Local Funds PD training for summer school staff	Survey of summer school teachers shows positive feedback on program effectiveness. Istation shows reading growth over summer school.
18. Ensure support for new language programs teachers to include ESL, SI, and DL	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators Jimmie Walker, Executive Director of Curriculum & Instruction	Campus Language Team Meetings each nine weeks and additional support meetings for new teachers each nine weeks.	Time to design new teacher support Time to meet with new teachers- may require release time Release time for curriculum planning, may be in summer extra duty pay/trade days	Survey of new teachers at the end of the year provides feedback of substantial support during first year at AH.
19. Create collaborative planning time for language programs teachers	District Bilingual Coordinator, Assistant Principals, and Campus Bilingual/ESL Coordinators Jimmie Walker, Executive Director of Curriculum & Instruction	Campus Language Team Meetings and additional support meetings for grade level teachers each nine weeks.	Time to design collaborative meetings. Time to meet as a grade level- may require release time	Survey of language teachers at the end of the year provides feedback of substantial collaborative planning time.
20. Support teachers in acquiring ESL certification	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators, Campus Administrators	Study sessions arranged month before test	Region 20 Consultation Active recruitment of ESL certified teachers.	Increased number of teachers with ESL endorsement.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	Jimmie Walker, Executive Director of Curriculum & Instruction			
21. Use ELL Linguistic Accommodation Checklist to document notes by 9 weeks i.e. LIAG	Campus Bilingual/ESL Coordinators and Classroom Teachers	BOY MOY EOY	Time for Campus Bilingual/ESL Coordinator to collaborate with classroom teachers to complete ELL Linguistic Accommodation Checklist	ELL Linguistic Accommodation Checklist completed for each LEP student in district and uploaded into Aware.
22. Communicate TELPAS results directly with parents	Classroom Teachers	Fall parent conferences or staffing meetings	Time for classroom teachers to understand TELPAS results Time for classroom teachers to meet with parents Copies of TELPAS results Talking points for teachers to explain TELPAS to parents	All parents receive TELPAS scores during parent conference with AH staff.
23. Provide additional training to teachers to support students with dual special education and LEP services	Director of Special Ed and District Bilingual/ESL Coordinator, Campus Administrators	Fall training with follow up spring training.	Release time as needed Aligned LPAC and timeline Title III funds SpecEd funds	A clear plan is in place for each student served through both special education and LEP services and programs.
24. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with EL parents	Classroom teachers with support from Junior School staff and Campus Bilingual Coordinators Academic Dean at JS (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parents at conferences New 5th to 6th grade LPAC course documents Release time	A clear description of course selection options is documented and available to all teachers and parents. The recommended track for Dual Language/SI is explained to all parents

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			Dyslexia teachers	The recommended track for Dyslexia is explained to all parents
25. Expand family engagement opportunities to include events that showcase family contributions of language minority families	Bilingual Parent Liaison Committee (Assistant Principals and campus representatives)	One event in the fall and one in the spring (Feria de Universidad)	Parent Liaison Stipend

Time to align family events with campus cultural calendars. | Parent Advisory Committee (PAC) focus group |
| 26. PBMAS- Identify a point of contact person for special education to communicate with district bilingual coordinator to ensure collaboration between programs to support student needs. | District Administration

Jimmie Walker, Executive Director of Curriculum & Instruction | January 2019 PBMAS

Campus planning meeting

May 2019 PBMAS data review meeting | Potential release or protected time for special education point of contact to work with bilingual coordinator and other staff members. | Improved communication and training between special education and bilingual education staff as measured by end of year survey.

Admin share out twice during PD |
| 27. PBMAS- Provide ESL training opportunities for all staff, to include special education faculty. | District Administration | After release of 2019 PBMAS results in the fall | Bilingual Co-op funds used to pay for secondary training. Sub coverage for 3 teachers leading the 7 Step training. Time and space for PD. | Increased number of teachers with an ESL endorsement at secondary.

Increased classroom use of ESL strategies across all elementary classrooms as evidenced by walkthroughs. |
| 28. PBMAS- Develop a system for staff training, inputting, and auditing student and program codes in PEIMS.

PBMAS- Provide training to all faculty members who facilitate LPAC and ARD meetings on decision making for students who are identified as both EL and Spec Ed. | District Administration | Campus coding audits in October 2018.

Develop a clear process map with opportunities for needed training by January 2019.

Review process map with | Potential release or protected time for data clerks to work with PEIMS coding.

Time for campus admin to verify correct PEIMS coding for their campus. | Reduced coding errors in PEIMS.

Students identified as EL and Special Education are assessed only on areas of TELPAS that are not in conflict with identified disabilities. |

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
		principals and directors in Spring 2019 November plan training and seek out Region XX support, as needed. Spring 2019 training sessions	Funding for Region XX professional support, if needed. Release time for faculty members to attend training.	

<table>
<tr><td colspan="2" style="text-align:center">ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2018</td></tr>
<tr><td>District Strategy II</td><td>We will aggressively confront the social and emotional issues of our community</td></tr>
<tr><td>Profile a Learner:</td><td>Develop a healthy sense of self
Engage socially and emotionally</td></tr>
<tr><td>Area of Focus:</td><td>• Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts</td></tr>
<tr><td>Performance Objective:</td><td>• 100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Ensure that staff understands social and emotional wellness of students, recognizes students in need, and responds appropriately.	Principals	October 19	October PD focus on social/emotional support for students	Principals report progress in October PD.
2. Implement a program for training and reporting mechanisms for District staff who regularly interact with students, to: a. Identify campus liaisons for this program b. Develop a child-in-crisis response plan c. Recognize students who are or may be the victims of or who engage in bullying or abusive conduct; d. Recognize students displaying early warning signs and possible need for early mental health, substance abuse, or suicide prevention intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexpected changes in sleep or eating habits, and destructive behavior towards self and others; and	Principals	January 18	District Counseling Team Heart of Heights steering team - Cat Widder Student Intervention Teams	January implementation

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
e. Intervene effectively regarding students described in 3 or 4, above, by providing notice and counseling alternatives or the student's parent or guardian so appropriate action may be taken.				
3. Educate students about stress, anxiety, depression, and suicide using Youth Suicide Prevention Programs curriculum units in grades 5-12.	Principals	October 19, 2018 - Advisory Implementation	Campus Counselors	Principals report out in November 16 PD
4. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Principals	September 1, 2018	Grade level / Department Chairs	Principals report out in January 18 PD
5. Educate parents on the impact that over scheduling and PreAP/AP course load have on their child's social and emotion well-being.	Counselors, JS & HS Academic Deans	Spring 2019	5th-6th grade and 8th-9th grade conferences	Limited number of course changes Fall 2018
6. Encourage communication between school counselors, parents, community medical professionals, and behavioral health professionals who work with the students.	Kristen Ascencao, District Testing Coordinator	April 2019	District Counseling Team	GAC program evaluation October Nurses Training (APs & Counselors)
7. Work with PTOs and other support groups to extend access to information about, and involvement of all parents, including monolingual Spanish speaking parents.	Dana Bashara, Superintendent	September 2018	PTO President's Council Mule Team Athletic Director	PTO President Plan of Action
8. Engage community partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship.	Dana Bashara, Superintendent	Ongoing	Ambassadors for Engagement	Report to DDT March 2019
9. Ensure that club sports that use the "Alamo Heights" name and/or AHISD facilities adhere to the Academic Integrity & Extracurricular Code.	Jennifer Roland, Athletic Director	October 2018	Athletic SBDM	Report to PD October 2018

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10.	Communicate to students, parents, staff, and community how to engage with and access AHISD counseling services.	Kristen Ascencao, District Testing Coordinator	October 2018	District Counseling Team	GAC evaluation in even numbered school years
11.	Continue to Implement intentional small group conversations, at least weekly, for every student, built into the instructional day, to support their social and emotional wellness.	Principals	August 2018	SBDM teams CDT	Advisory Meetings • Published (Secondary) • Community meetings implemented (Elementary)

<table>
<tr><td colspan="2">ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2018</td></tr>
<tr><td>District Strategy: III</td><td>We will close the achievement gap</td></tr>
<tr><td>Profile a Learner:</td><td>• Seek knowledge and understanding</td></tr>
<tr><td>Area of Focus:</td><td>• Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.</td></tr>
<tr><td>Performance Objective:</td><td>• The achievement gap between EcD and non-EcdD Students will be eliminated</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Redesign all intervention programs at the secondary campuses to close the achievement gap based on clear, measurable, and reportable criteria.	Jimmie Walker, Executive Director of Curriculum & Instruction Cordell Jones, Principal AHHS Laura Ancira, Principal AHJS	Fall 2019	Eduphoria AWARE	Criteria established for campus interventions Updated RtI Manual
2. Differentiate instruction in the core curriculum to address the needs of the defined groups.	Campus Principals	Ongoing	District Curriculum Budget CDT	Options for training designed by cohort leaders and publicized to staff- Fall 2019 TTESS Analysis
3. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Campus Principals	August 2019-May 2020	Title I funds	Title 1 data
4. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Campus Principals	August 2019-May 2020	Title 1 funds	Title 1 data
5. Provide Junior School students who struggle	Campus Principals	August 2019-May 2020	Title II funds	RtI data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
in reading and math with Math & Read 180 Intervention small group support through Response to Intervention				Program fidelity student growth

ALAMO HEIGHTS ISD		
DISTRICT IMPROVEMENT PLAN		
2018		

District Strategy: IV	**We will create an environment where impeccable character is modeled by and expected of each individual**
Profile a Learner:	• Employ skills for life
Area of Focus:	• A clearly defined character education initiative is initiated at each campus
Performance Objective:	• A clearly defined character education initiative is initiated at each campus

Action Items:	**Responsible Person(s)**	**Timeline**	**Resources Human/ Material/ Fiscal**	**Evaluation**
1. Partner with Character Education Partnership (character.org) for the purpose of character development for our schools, parents, and community, culminating in becoming a State District of Character.	Kristen Ascencao, District Testing Coordinator	Ongoing	District Character Education Steering Committee semester meetings; one full day September coordination meeting with all campuses	AHISD recognized as a State District of Character fall and spring district-wide initiatives
2. Implement the 11 Principles of Effective Character Education framework to ensure that our character development efforts are intentional, on-going, and consistently implemented across campuses, and in forms that students relate to.	Kristen Ascencao, District Testing Coordinator, Principals, Counselors	Ongoing	District Character Education Steering Committee semester meetings; one full day September coordination meeting with all campuses	AHISD recognized as a State District of Character
3. Encourage all students to participate in community service opportunities, recognizing that service is important for character development.	Principals	October 2018	Charactered.org	Report to PD January
4. Continue to train all staff, volunteers, and students on the Five Forms of Mistreatment and how to respond.	Principals	October 2018	Heart of Heights Year at a Glance (YAG)	Staff training dates published Report to PD October
5. Utilize the AHISD disciplinary protocol for mistreatment, includes timely communication with parents of all involved parties.	Principals	October 2018	protocol posted on website campus meetings	100% staff utilize flowchart throughout the year

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
6. Educate the community about how to report violations of the 24-Hour Code of Leadership and that these reports cannot be anonymous.	Principals	August 2018	Back to School (BTS) events	100% of reports made appropriately
7. Regularly request feedback (e.g., surveys, focus groups, etc.) from students, parents, and staff to guide the character education program.	Jimmie Walker, Executive Director of Curriculum & Instruction	November 2018

April 2019 | DEAC | Focus group schedule published September 2018 |
| 8. Communicate the purpose of the Safety Concern Line for parents, students, and staff annually. | Principals | October 1, 2018 | Back to School (BTS) nights

School Messenger | Safety Concern anonymous reporting link (posted on website) |
| 9. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the student's ownership of the behavior. | Principals | Ongoing | Assistant Principal quarterly meetings

Focus groups | Climate/Culture survey questions to parents, students, teachers |
| 10. Train all staff and volunteers to actively supervise students because unsupervised times can lead to mistreatment. | Principals | Ongoing

September 1, 2018 training | Staff meetings | Report at October PD |
| 11. Ensure that counseling services support students with persistent discipline challenges. | Principals | Ongoing | GAC | Discipline records document counseling service support. |
| 12. Establish digital citizenship as part of character education at all campuses. | Jamie Locklin, Director of Technology | September 6, 2018 | Character.org

Common Sense Media

parent presentations beginning in October | YAGs published for all teachers October 1 to be included (Advisory) |

<table>
<tr><td colspan="2" align="center">ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2018</td></tr>
<tr><td>District Strategy V</td><td>We will ensure a high-performing faculty and staff to accomplish our mission</td></tr>
<tr><td>Profile a Learner:</td><td>Seek Knowledge and Understanding
Think Critically and Creatively
Communicate and Collaborate
Employ Skills for Life</td></tr>
<tr><td>Area of Focus:</td><td>• A clearly defined character education initiative is initiated at each campus</td></tr>
<tr><td>Performance Objective:</td><td>• 100% of AHISD staff members will be high-performing according to district standards.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Continue to recruit high-quality teachers to assure that instruction is provided by HQ teachers as defined by ESSA.	Max Flores, HR Coordinator	Completed by October 2018	Job Fairs AHISD Job Fair, March 30, 2019	Feedback from Principals Probationary Contract Renewals
2. Continue to interview candidates with the Gallup Perceiver instrument and provide administrators with follow up training to support their hiring decisions.	Dana Bashara, Superintendent	Ongoing training	Gallup Instrument	Feedback from principals about quality of hire
3. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional needs, Creativity and Instructional Strategies, and Differentiated Curriculum.	Campus Principals	August 2018-May 2019	N/A	Number of teachers trained for Gifted and Talented
4. Provide PK teachers with 30 hours of PD and mentoring. Seek parental input on the design of a parent engagement plan. Devote collaborative planning time to the creating on a guaranteed and viable curriculum that aligns with PK and kindergarten state standards.	HECC Admin Jimmie Walker, Executive Director of Curriculum & Instruction	August 2019-May 2020	Release time to complete needs assessment and parent plan	ECDS data

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5.	Support extended grade level learning and planning time through Collaborative Learning Days three times a year.	Campus Principals	August 2018-May 2019	Title II funds	Teacher Feedback Surveys
6.	Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach).	Campus Principals	August 2018-May 2019	Title III funds	TELPAS student data
7.	Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Campus Principals	August 2018-May 2019	Title III funds	TELPAS student data
8.	Join the School safety Coop at Region XX to support professional development efforts. Provide faculty and staff with online training for Active Shooter scenarios. Design community awareness communication meetings.	Campus Principals	August 2018-May 2019	Title IV funds	Number of trained faculty and staff participation at awareness meetings.
9.	Provide teachers with initial and ongoing training on equity pedagogy, creating a school culture of belonging, and recognizing the warning sign of student isolation.	Campus Principals	August 2018-May 2019	Title IV funds	Parent survey data

<table>
<tr><td colspan="2">ALAMO HEIGHTS ISD
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2018</td></tr>
<tr><td>District Strategy VI</td><td>We will create a culture of participation that ensures equitable access to academic and extra-curricular activities</td></tr>
<tr><td>Profile a Learner:</td><td>Communicate and Collaborate
Engage Socially and Globally</td></tr>
<tr><td>Area of Focus:</td><td></td></tr>
<tr><td>Performance Objective:</td><td>100% of students have access to academic & extracurricular activities</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Campus Principals	August 2018-May 2019	Title III funds	Increased parent involvement as evidenced through sign-in sheets
2. Discourage the dropping off and/or the delivery of lunch to children at all campuses for reasons of safety, security, and exclusivity.	Principals	August 2018	School Messenger	Eblast to parents SBDM minutes
3. Raise awareness of the connection between strong attendance and strong academic growth.	Campus Principals	August 2018-May 2019	N/A	Attendance Rates
4. Employ a parent liaison for special education.	Kris Holliday, Director of Special Education	August 2018-May 2019	IDEA funds	time sheets and work log
5. Employ a parent liaison for Spanish speaking parents.	Dr. Jimmie Walker, Executive Director for Curriculum and Instruction	August 2019-May 2020	local budget	time sheets and work log

Alamo Heights ISD Parental Involvement Policy (Title I)

Alamo Heights ISD
Parental Involvement Policy

AHISD Mission Statement

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

Statement of Purpose

Alamo Heights ISD is committed to the goal of providing quality education for every student in the district. To this end, we want to establish partnerships with parents and with the community. Neither home nor school can do the job alone. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success at every step of the way. The purpose of parent involvement is to promote a school-home partnership that will help all students on all campuses succeed. Everyone gains if school and home work together to promote high achievement for our children.

1. Grade level goals for the students of Alamo Heights ISD will be published for all parents in the district, with the expectations that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach these goals. AHISD involves parents in the joint development of the district's plan and the process of school review and improvement. Alamo Heights ISD intends to include parents in all aspects of the district's Title I Program and Parental Involvement Policy. Parents and district personnel will meet to develop our district's Parental Involvement Policy.

2. AHISD will provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Alamo Heights ISD, will provide support and training to principals and teachers to promote the parent involvement activities.

3. In order to build a dynamic home-school partnership, Alamo Heights ISD, with cooperation of the campuses, will provide the following:

   • An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education.

   • Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in a format and a language that they can understand.

   • A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (PM benchmarks, etc.), and proficiency levels students are expected to meet, will be provided to parents through a letter or conference.

   • Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the Texas Assessment of Knowledge and Skill (TAKS), will be communicated through schoolwide meetings and a letter from the principal.

   • A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.

- A minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.

- Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental Involvement Policy and the School-Parent Compact.

- Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, e-mail or in writing. In addition, parents may attend the scheduled yearly and semester meetings.

- Materials and specific training to help parents work with their children to improve achievement. Parents and community members are always welcome at our schools. By using their suggestions to improve our schools and by working together, we can make all the students in our school successful learners.

4. Alamo Heights ISD, with the involvement of parents, conducts an annual evaluation of the content and effectiveness of the District Title I Parental Involvement Policy with regard to:

-improving the academic quality of the Title I, Part A schools
-identifying barriers to greater participation by parents in activities of Title I, Part A school authorized by section 1118, giving particular attention to parents who:

- are economically disadvantaged
- are disabled
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background

District personnel and parents will evaluate the parental involvement activities and the Parental Involvement Policy. Use the findings of such evaluation, and recommendations in designing strategies for more effective parental involvement, and revising if necessary.

5. Alamo Heights ISD will involve parents in the activities of Title I, Part A schools. Timely communication and an inviting and family friendly atmosphere will enhance parent involvement in the activities of the Title I, Part A participating schools. Parents will receive information in a language they can understand that will detail the activities of the school, and will be asked to participate. Schools may use communication strategies such as personal contact, newsletters, notes sent home with the students, and e-mail to invite parents to participate in the school's activities. Whenever possible, childcare and language interpreters will be provided. Parents and community members are always welcome at our schools. By working together and making suggestions to improve our schools, we can make all the students in our schools successful learners.

2018-2019 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2018 and March 30, 2019 for ID&R training or as determined by TEA. NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migrant Children*: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. *Currently Eligible Migrant Children*: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others:** Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20	Priority for Service (PFS) Action Plan	Filled Out By: MEP Team
Region: 20	School Year: 2018 - 2019	Date: 09/11/18

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Monthly	System Specialists	NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement Sign in sheets from Community Outreach PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

_____   _____   _____   _____
LEA Signature   **Date Completed**   **ESC Signature**   **Date Received**