

2019-2020
Texas Education Code Chapter 39 Required
Annual Report for AHISD

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Guidelines

2019–20 Texas Academic Performance Report

November 2020

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR; Thanksgiving and winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2020 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

- 2. PEIMS Financial Standard Reports (2018–19 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

- 3. District Accreditation Status** Each district's annual report must include the 2019–20

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accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2020 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The report is titled *Report of 2017–2018 High School Grads GPA in Higher Ed Report*. The first page explains the purpose of the report and data calculation methods.

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If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2019–20 TAPR.

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- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and System Data Sources** The TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2019 and 2018 STAAR results of only those students enrolled in the campus or district as of the previous TSDS PEIMS October snapshot (October 26, 2018 and October 17, 2017, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
 - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2019-20 Texas Academic Performance Report

District Name: **ALAMO HEIGHTS ISD**

District Number: **015901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	87%	88%	82%	91%	-	87%	*	78%	62%	57%	87%	87%	73%	63%
	2018	77%	74%	89%	75%	85%	92%	*	100%	*	*	36%	83%	91%	81%	79%	93%
At Meets Grade Level or Above	2019	45%	42%	61%	50%	49%	70%	-	73%	*	67%	34%	29%	63%	55%	31%	38%
	2018	43%	40%	59%	33%	47%	68%	*	77%	*	*	18%	17%	61%	49%	33%	27%
At Masters Grade Level	2019	27%	25%	37%	50%	24%	42%	-	60%	*	67%	14%	14%	37%	38%	14%	17%
	2018	25%	22%	31%	8%	22%	37%	*	46%	*	*	9%	0%	32%	27%	15%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	82%	75%	74%	88%	-	87%	*	67%	38%	71%	83%	76%	62%	58%
	2018	78%	74%	80%	62%	70%	87%	*	92%	*	*	25%	83%	81%	73%	61%	65%
At Meets Grade Level or Above	2019	49%	45%	51%	50%	40%	59%	-	60%	*	33%	24%	43%	53%	46%	25%	33%
	2018	47%	42%	46%	23%	33%	54%	*	85%	*	*	8%	33%	48%	35%	25%	29%
At Masters Grade Level	2019	25%	21%	27%	25%	19%	31%	-	53%	*	22%	7%	14%	29%	19%	12%	8%
	2018	23%	20%	19%	8%	10%	22%	*	62%	*	*	4%	0%	20%	14%	6%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	71%	82%	67%	76%	87%	*	77%	-	*	33%	67%	83%	79%	67%	45%
	2018	73%	70%	80%	*	68%	91%	*	80%	-	*	44%	*	81%	78%	58%	29%
At Meets Grade Level or Above	2019	44%	40%	55%	42%	47%	61%	*	62%	-	*	27%	50%	53%	60%	29%	25%
	2018	46%	42%	59%	*	45%	72%	*	50%	-	*	17%	*	62%	50%	27%	12%
At Masters Grade Level	2019	22%	19%	25%	8%	19%	30%	*	38%	-	*	7%	17%	26%	22%	11%	10%
	2018	24%	21%	37%	*	21%	50%	*	40%	-	*	6%	*	37%	36%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	74%	58%	60%	84%	*	85%	-	*	30%	50%	75%	71%	57%	55%
	2018	78%	75%	81%	60%	70%	90%	*	92%	-	*	35%	*	82%	80%	49%	53%
At Meets Grade Level or Above	2019	48%	42%	51%	42%	38%	60%	*	77%	-	*	20%	33%	53%	46%	31%	30%
	2018	49%	44%	49%	20%	31%	61%	*	75%	-	*	20%	*	50%	45%	15%	16%
At Masters Grade Level	2019	28%	24%	29%	17%	17%	37%	*	62%	-	*	13%	17%	32%	23%	12%	15%
	2018	27%	23%	27%	0%	16%	35%	*	33%	-	*	15%	*	27%	26%	4%	5%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	63%	73%	58%	64%	80%	*	77%	-	*	37%	50%	75%	67%	52%	50%
	2018	63%	59%	69%	60%	56%	79%	*	67%	-	*	31%	*	70%	66%	34%	37%
At Meets Grade Level or Above	2019	35%	31%	36%	42%	28%	40%	*	69%	-	*	20%	17%	37%	35%	15%	25%
	2018	39%	36%	42%	0%	24%	56%	*	25%	-	*	19%	*	41%	42%	13%	11%
At Masters Grade Level	2019	11%	8%	10%	0%	5%	12%	*	38%	-	*	0%	0%	12%	7%	4%	0%
	2018	11%	9%	11%	0%	4%	18%	*	8%	-	*	0%	*	11%	14%	0%	0%

District Name: ALAMO HEIGHTS ISD
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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	93%	67%	87%	98%	*	100%	-	*	70%	*	94%	90%	78%	80%
	2018	84%	83%	95%	86%	91%	97%	*	100%	-	*	64%	100%	94%	95%	88%	92%
At Meets Grade Level or Above	2019	54%	50%	66%	33%	50%	80%	*	67%	-	*	20%	*	68%	63%	35%	28%
	2018	54%	52%	74%	86%	58%	83%	*	82%	-	*	39%	57%	73%	75%	46%	56%
At Masters Grade Level	2019	29%	26%	45%	33%	26%	61%	*	42%	-	*	15%	*	48%	36%	15%	12%
	2018	26%	24%	37%	57%	26%	43%	*	53%	-	*	14%	14%	39%	34%	19%	28%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	94%	100%	88%	99%	*	100%	-	*	80%	*	96%	91%	81%	56%
	2018	91%	90%	96%	100%	92%	98%	*	100%	-	100%	76%	100%	95%	97%	90%	88%
At Meets Grade Level or Above	2019	58%	56%	68%	33%	53%	79%	*	92%	-	*	30%	*	70%	60%	34%	24%
	2018	58%	58%	75%	57%	61%	83%	*	94%	-	60%	41%	57%	75%	73%	42%	50%
At Masters Grade Level	2019	36%	34%	48%	17%	29%	64%	*	50%	-	*	15%	*	51%	38%	12%	12%
	2018	30%	30%	41%	14%	27%	48%	*	82%	-	20%	21%	43%	41%	41%	21%	38%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	71%	73%	33%	57%	86%	*	75%	-	*	35%	*	75%	64%	41%	36%
	2018	76%	74%	78%	71%	65%	87%	*	88%	-	40%	47%	86%	80%	72%	57%	60%
At Meets Grade Level or Above	2019	49%	44%	43%	0%	28%	56%	*	50%	-	*	25%	*	47%	33%	13%	8%
	2018	41%	38%	41%	14%	29%	49%	*	65%	-	40%	22%	29%	41%	42%	17%	32%
At Masters Grade Level	2019	24%	20%	15%	0%	9%	20%	*	17%	-	*	5%	*	16%	11%	4%	0%
	2018	17%	15%	13%	14%	9%	14%	*	41%	-	20%	3%	14%	12%	16%	5%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	67%	80%	56%	69%	88%	*	93%	*	*	40%	60%	82%	77%	56%	56%
	2018	69%	68%	85%	57%	77%	92%	*	73%	-	*	31%	67%	85%	85%	60%	59%
At Meets Grade Level or Above	2019	37%	36%	50%	22%	35%	59%	*	73%	*	*	17%	40%	56%	34%	21%	32%
	2018	39%	38%	59%	43%	45%	71%	*	55%	-	*	19%	50%	60%	56%	18%	26%
At Masters Grade Level	2019	18%	16%	24%	22%	19%	28%	*	40%	*	*	10%	0%	26%	20%	9%	16%
	2018	19%	18%	34%	29%	23%	43%	*	36%	-	*	4%	0%	34%	32%	11%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	79%	90%	89%	81%	94%	*	100%	*	*	53%	80%	90%	87%	79%	84%
	2018	77%	75%	92%	86%	86%	97%	*	91%	-	*	53%	100%	91%	92%	81%	87%
At Meets Grade Level or Above	2019	47%	44%	62%	22%	47%	73%	*	80%	*	*	27%	20%	69%	44%	29%	60%
	2018	44%	41%	66%	43%	48%	82%	*	73%	-	*	18%	71%	67%	63%	32%	40%
At Masters Grade Level	2019	21%	19%	30%	22%	20%	37%	*	47%	*	*	10%	0%	34%	20%	10%	32%
	2018	18%	16%	26%	29%	16%	34%	*	36%	-	*	3%	14%	27%	24%	9%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	87%	88%	79%	94%	*	89%	-	*	46%	*	88%	86%	72%	71%
	2018	74%	73%	87%	75%	80%	92%	*	100%	-	*	28%	80%	87%	89%	69%	63%

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**Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance**

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			Region		African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL
		State	20	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ	(Current
											Races	(Current)	(Former)	Enrolled	ously	Disadv	& Monitored)
At Meets Grade Level or Above	2019	49%	47%	68%	63%	53%	80%	*	78%	-	*	28%	*	67%	69%	41%	32%
	2018	48%	47%	67%	50%	51%	78%	*	78%	-	*	11%	20%	70%	60%	43%	26%
At Masters Grade Level	2019	29%	27%	45%	63%	30%	57%	*	67%	-	*	3%	*	47%	38%	23%	19%
	2018	29%	27%	48%	50%	33%	58%	*	56%	-	*	0%	20%	49%	44%	24%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	62%	*	57%	77%	*	*	-	*	36%	*	65%	55%	63%	53%
	2018	72%	69%	67%	*	63%	76%	*	*	-	-	50%	*	67%	68%	54%	46%
At Meets Grade Level or Above	2019	43%	39%	23%	*	19%	32%	*	*	-	*	15%	*	26%	15%	18%	12%
	2018	40%	37%	16%	*	10%	24%	*	*	-	-	11%	*	15%	19%	13%	15%
At Masters Grade Level	2019	17%	14%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
	2018	18%	16%	1%	*	1%	0%	*	*	-	-	0%	*	1%	0%	2%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	81%	88%	69%	92%	*	78%	-	*	41%	*	81%	80%	59%	61%
	2018	69%	68%	84%	75%	75%	90%	*	100%	-	*	21%	40%	84%	84%	63%	37%
At Meets Grade Level or Above	2019	42%	38%	60%	63%	43%	74%	*	78%	-	*	15%	*	60%	59%	34%	35%
	2018	43%	42%	61%	75%	41%	73%	*	67%	-	*	5%	20%	62%	57%	32%	11%
At Masters Grade Level	2019	18%	15%	32%	38%	23%	39%	*	56%	-	*	3%	*	33%	30%	16%	16%
	2018	15%	13%	24%	25%	14%	29%	*	44%	-	*	0%	0%	24%	21%	7%	5%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	94%	80%	89%	98%	*	100%	-	*	50%	*	94%	93%	81%	88%
	2018	86%	86%	94%	63%	90%	98%	-	100%	*	*	52%	*	94%	91%	81%	95%
At Meets Grade Level or Above	2019	55%	54%	77%	50%	66%	85%	*	100%	-	*	38%	*	81%	68%	54%	52%
	2018	49%	48%	66%	63%	59%	71%	-	80%	*	*	22%	*	69%	55%	48%	45%
At Masters Grade Level	2019	28%	27%	48%	30%	33%	60%	*	67%	-	*	19%	*	53%	34%	28%	24%
	2018	27%	26%	36%	50%	32%	38%	-	40%	*	*	7%	*	37%	33%	30%	20%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	96%	100%	92%	98%	*	100%	-	*	65%	*	95%	96%	86%	94%
	2018	86%	84%	92%	83%	88%	96%	-	100%	*	*	49%	100%	92%	93%	80%	84%
At Meets Grade Level or Above	2019	57%	54%	75%	73%	64%	83%	*	100%	-	*	42%	*	77%	69%	58%	75%
	2018	51%	46%	65%	83%	52%	73%	-	89%	*	*	16%	40%	67%	57%	46%	45%
At Masters Grade Level	2019	17%	14%	21%	9%	13%	28%	*	40%	-	*	12%	*	25%	11%	7%	9%
	2018	15%	12%	21%	17%	11%	28%	-	56%	*	*	3%	0%	24%	14%	5%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	79%	87%	70%	77%	95%	*	100%	-	*	58%	*	88%	85%	70%	58%
	2018	76%	74%	74%	63%	60%	86%	-	80%	*	*	33%	*	75%	71%	49%	43%
At Meets Grade Level or Above	2019	51%	50%	58%	30%	43%	71%	*	67%	-	*	38%	*	60%	52%	33%	25%
	2018	52%	50%	48%	38%	37%	57%	-	60%	*	*	17%	*	49%	43%	25%	17%
At Masters Grade Level	2019	25%	24%	26%	10%	19%	31%	*	44%	-	*	15%	*	28%	18%	9%	8%
	2018	28%	27%	19%	25%	12%	25%	-	40%	*	*	3%	*	20%	18%	5%	3%

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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	66%	79%	70%	64%	91%	*	78%	-	*	50%	*	84%	66%	52%	56%
	2018	65%	63%	72%	75%	63%	79%	-	60%	*	*	35%	*	73%	66%	52%	47%
At Meets Grade Level or Above	2019	37%	35%	47%	40%	36%	57%	*	33%	-	*	35%	*	52%	33%	25%	24%
	2018	36%	33%	38%	50%	25%	48%	-	60%	*	*	6%	*	39%	35%	15%	7%
At Masters Grade Level	2019	21%	20%	30%	20%	21%	37%	*	33%	-	*	23%	*	33%	19%	13%	16%
	2018	21%	19%	25%	38%	15%	33%	-	40%	*	*	0%	*	27%	19%	7%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	80%	75%	70%	90%	-	75%	*	*	36%	*	80%	81%	55%	44%
	2018	65%	64%	79%	70%	67%	88%	*	85%	-	*	25%	*	78%	80%	52%	36%
At Meets Grade Level or Above	2019	50%	49%	64%	50%	50%	77%	-	63%	*	*	22%	*	64%	64%	37%	19%
	2018	44%	44%	59%	40%	46%	71%	*	46%	-	*	16%	*	59%	59%	23%	12%
At Masters Grade Level	2019	11%	11%	17%	25%	9%	24%	-	25%	*	*	0%	*	17%	16%	3%	0%
	2018	7%	7%	13%	10%	8%	16%	*	15%	-	*	3%	*	12%	14%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	68%	82%	83%	70%	91%	*	87%	*	*	39%	-	81%	82%	58%	41%
	2018	67%	67%	81%	90%	68%	90%	*	80%	-	*	48%	*	81%	80%	54%	22%
At Meets Grade Level or Above	2019	49%	48%	64%	67%	49%	77%	*	47%	*	*	25%	-	64%	63%	30%	21%
	2018	48%	48%	64%	60%	44%	79%	*	60%	-	*	33%	*	63%	65%	26%	17%
At Masters Grade Level	2019	8%	7%	14%	0%	10%	18%	*	13%	*	*	2%	-	13%	15%	3%	0%
	2018	8%	8%	9%	0%	6%	12%	*	0%	-	*	11%	*	7%	15%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	90%	89%	86%	93%	-	78%	*	*	48%	*	91%	86%	78%	83%
	2018	83%	81%	88%	83%	82%	94%	*	90%	*	*	50%	*	90%	84%	69%	82%
At Meets Grade Level or Above	2019	61%	56%	72%	78%	61%	80%	-	78%	*	*	24%	*	74%	66%	50%	53%
	2018	55%	51%	66%	67%	49%	80%	*	90%	*	*	25%	*	68%	60%	37%	44%
At Masters Grade Level	2019	37%	34%	54%	56%	41%	64%	-	67%	*	*	17%	*	58%	43%	34%	28%
	2018	32%	29%	42%	33%	32%	53%	*	40%	*	*	8%	*	45%	33%	17%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	94%	100%	89%	97%	*	100%	*	*	54%	*	93%	96%	84%	85%
	2018	87%	87%	95%	100%	90%	97%	*	100%	*	*	71%	*	96%	92%	86%	79%
At Meets Grade Level or Above	2019	62%	62%	71%	100%	61%	78%	*	88%	*	*	11%	*	71%	70%	48%	33%
	2018	59%	59%	75%	57%	62%	84%	*	86%	*	*	39%	*	75%	75%	40%	31%
At Masters Grade Level	2019	25%	26%	29%	57%	19%	36%	*	50%	*	*	0%	*	30%	25%	10%	3%
	2018	24%	25%	35%	14%	25%	44%	*	29%	*	*	4%	*	37%	30%	13%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	97%	100%	94%	98%	*	100%	-	*	70%	*	97%	96%	92%	79%
	2018	92%	92%	97%	100%	97%	97%	*	93%	-	*	77%	-	97%	98%	91%	92%
At Meets Grade Level or Above	2019	73%	75%	89%	89%	83%	93%	*	81%	-	*	33%	*	90%	85%	74%	37%
	2018	70%	71%	88%	71%	82%	93%	*	93%	-	*	47%	-	87%	89%	67%	38%

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At Masters Grade Level	2019	45%	48%	70%	78%	56%	79%	*	63%	-	*	26%	*	70%	68%	38%	16%
	2018	40%	42%	67%	57%	55%	75%	*	87%	-	*	20%	-	65%	71%	48%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	85%	76%	77%	92%	100%	89%	100%	82%	47%	76%	86%	83%	68%	64%
	2018	77%	75%	85%	75%	77%	91%	100%	90%	100%	79%	46%	85%	86%	83%	67%	64%
At Meets Grade Level or Above	2019	50%	47%	61%	49%	49%	71%	56%	71%	80%	51%	25%	43%	63%	56%	35%	34%
	2018	48%	46%	60%	48%	46%	71%	63%	72%	79%	69%	22%	40%	61%	57%	31%	29%
At Masters Grade Level	2019	24%	22%	32%	26%	21%	40%	19%	46%	47%	24%	9%	12%	34%	26%	13%	12%
	2018	22%	20%	29%	22%	20%	35%	15%	42%	43%	41%	6%	12%	29%	27%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	85%	75%	77%	92%	100%	89%	100%	79%	44%	70%	86%	84%	66%	60%
	2018	74%	73%	86%	74%	78%	92%	100%	89%	*	79%	41%	82%	86%	85%	67%	60%
At Meets Grade Level or Above	2019	48%	46%	63%	46%	50%	74%	58%	69%	75%	63%	26%	47%	64%	59%	34%	30%
	2018	46%	45%	63%	50%	49%	74%	67%	66%	*	79%	23%	38%	65%	60%	33%	28%
At Masters Grade Level	2019	21%	19%	31%	28%	20%	39%	0%	43%	38%	29%	7%	13%	32%	27%	12%	12%
	2018	19%	18%	30%	24%	21%	36%	17%	34%	*	50%	7%	9%	30%	29%	13%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	79%	87%	81%	79%	92%	100%	92%	100%	79%	48%	80%	88%	83%	73%	72%
	2018	81%	78%	87%	74%	80%	93%	100%	95%	100%	85%	50%	91%	88%	86%	71%	76%
At Meets Grade Level or Above	2019	52%	48%	62%	50%	49%	72%	50%	79%	80%	37%	25%	40%	64%	54%	36%	45%
	2018	50%	46%	59%	47%	44%	71%	63%	84%	60%	69%	21%	45%	61%	55%	32%	38%
At Masters Grade Level	2019	26%	24%	34%	22%	22%	43%	13%	51%	60%	21%	10%	17%	37%	25%	13%	16%
	2018	24%	21%	28%	15%	18%	36%	25%	52%	20%	31%	7%	15%	30%	25%	10%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	65%	77%	70%	67%	86%	*	77%	-	*	39%	38%	78%	74%	55%	57%
	2018	66%	63%	77%	69%	66%	85%	*	81%	-	*	26%	57%	78%	75%	50%	37%
At Meets Grade Level or Above	2019	38%	35%	49%	50%	36%	57%	*	73%	-	*	17%	13%	49%	47%	24%	31%
	2018	41%	39%	51%	46%	33%	65%	*	43%	-	*	11%	43%	52%	49%	23%	11%
At Masters Grade Level	2019	14%	12%	22%	15%	15%	26%	*	45%	-	*	1%	0%	23%	18%	10%	10%
	2018	13%	11%	18%	15%	9%	24%	*	24%	-	*	0%	14%	18%	17%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	85%	70%	75%	93%	*	90%	*	100%	51%	100%	86%	83%	64%	62%
	2018	80%	79%	82%	77%	72%	90%	*	92%	*	63%	49%	92%	83%	80%	63%	61%
At Meets Grade Level or Above	2019	54%	52%	58%	43%	45%	69%	*	66%	*	43%	23%	60%	60%	53%	31%	23%
	2018	51%	49%	55%	36%	43%	64%	*	72%	*	50%	25%	33%	55%	55%	27%	26%
At Masters Grade Level	2019	25%	23%	24%	22%	16%	30%	*	34%	*	0%	6%	10%	25%	19%	8%	4%
	2018	23%	22%	23%	18%	15%	28%	*	36%	*	38%	3%	8%	23%	22%	7%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	88%	84%	80%	95%	100%	92%	-	*	60%	*	91%	82%	72%	66%
	2018	78%	78%	84%	87%	80%	88%	*	85%	*	*	55%	*	85%	83%	71%	60%

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At Meets Grade Level or Above	2019	55%	55%	69%	63%	60%	76%	80%	64%	-	*	34%	*	72%	60%	50%	30%
	2018	53%	52%	63%	60%	53%	71%	*	85%	*	*	25%	*	63%	64%	40%	16%
At Masters Grade Level	2019	33%	34%	51%	47%	39%	59%	80%	52%	-	*	25%	*	53%	45%	26%	16%
	2018	31%	31%	46%	47%	35%	54%	*	75%	*	*	9%	*	46%	47%	26%	2%

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**Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress**

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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	55	54	57	54	*	58	-	*	47	60	54	61	42	38
	2018	63	62	69	*	61	76	*	63	-	*	68	*	70	63	56	33
Grade 4 Mathematics	2019	65	62	65	58	57	70	*	92	-	*	57	83	66	63	62	63
	2018	65	63	61	80	49	69	*	75	-	*	56	*	63	55	48	42
Grade 5 ELA/Reading	2019	81	81	87	80	85	89	*	75	-	*	87	*	86	91	87	88
	2018	80	80	81	100	80	81	-	93	-	*	87	43	83	78	88	93
Grade 5 Mathematics	2019	83	84	95	92	95	96	*	92	-	*	84	*	96	92	93	82
	2018	81	83	88	83	86	89	-	93	-	*	96	86	87	89	89	94
Grade 6 ELA/Reading	2019	42	41	44	38	42	46	*	64	*	*	32	40	46	40	33	55
	2018	47	47	57	50	52	62	*	55	-	*	32	50	57	58	37	47
Grade 6 Mathematics	2019	54	49	61	56	56	65	*	61	*	*	43	30	66	46	41	72
	2018	56	52	63	42	62	65	*	73	-	*	56	57	64	62	62	57
Grade 7 ELA/Reading	2019	77	76	84	94	81	85	*	100	-	-	75	*	85	80	86	79
	2018	76	75	83	86	76	86	*	100	-	*	75	*	82	83	80	79
Grade 7 Mathematics	2019	62	61	49	*	48	47	*	*	-	-	45	*	53	38	60	59
	2018	67	68	58	*	52	68	*	*	-	-	47	*	57	60	52	54
Grade 8 ELA/Reading	2019	77	77	83	100	80	83	*	94	-	*	72	*	86	74	76	82
	2018	79	79	77	100	76	77	-	*	*	*	75	*	77	77	82	85
Grade 8 Mathematics	2019	82	82	77	77	77	76	*	90	-	-	73	*	78	72	74	73
	2018	81	80	78	69	80	75	-	100	*	*	63	*	77	78	75	86
End of Course English II	2019	69	68	71	60	64	77	*	77	*	*	57	-	73	65	55	50
	2018	67	66	66	75	62	68	*	63	-	*	70	*	64	71	59	62
End of Course Algebra I	2019	75	73	83	83	77	87	-	86	*	*	35	*	83	82	67	68
	2018	72	71	73	60	61	83	*	83	*	*	29	*	75	66	50	64
All Grades Both Subjects	2019	69	68	73	71	70	75	48	79	83	46	57	68	74	68	64	70
	2018	69	69	72	69	67	76	73	80	70	78	63	67	73	71	66	69
All Grades ELA/Reading	2019	68	67	71	71	69	73	46	76	*	56	61	67	72	68	63	69
	2018	69	68	72	74	68	75	67	75	*	78	69	62	72	72	68	71
All Grades Mathematics	2019	70	68	75	71	71	78	50	83	*	33	53	70	76	69	66	71
	2018	70	69	72	64	67	76	80	85	*	79	58	72	73	70	64	68

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Texas Education Agency
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2019-20 District Prior Year and Student Success Initiative

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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	48%	23%	46%	54%	-	80%	-	*	14%	37%	47%
	2018	38%	37%	47%	*	42%	59%	-	*	-	*	22%	39%	45%
Mathematics	2019	45%	44%	48%	64%	43%	54%	-	*	-	-	20%	44%	37%
	2018	47%	45%	57%	*	53%	66%	-	*	*	*	39%	43%	47%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	86%	67%	77%	94%	*	83%	-	-	39%	65%	74%
Students Requiring Accelerated Instruction														
	2019	22%	24%	14%	33%	23%	6%	*	17%	-	-	61%	35%	26%
STAAR Cumulative Met Standard														
	2019	86%	85%	93%	67%	88%	98%	*	100%	-	-	72%	78%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	100%	*	100%	100%	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	8%	11%	*	9%	14%	-	-	-	-	0%	10%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	82%	90%	100%	80%	97%	*	100%	-	-	61%	68%	48%
Students Requiring Accelerated Instruction														
	2019	17%	18%	10%	0%	20%	3%	*	0%	-	-	39%	32%	52%
STAAR Cumulative Met Standard														
	2019	90%	88%	94%	100%	88%	99%	*	100%	-	-	83%	80%	56%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	100%	-	100%	100%	-	-	-	-	100%	100%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	90%	70%	84%	96%	*	100%	-	*	48%	73%	71%
Students Requiring Accelerated Instruction														
	2019	22%	23%	10%	30%	16%	4%	*	0%	-	*	52%	27%	29%
STAAR Cumulative Met Standard														
	2019	85%	85%	94%	80%	88%	99%	*	100%	-	*	48%	80%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	*	*	-	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	93%	100%	89%	96%	*	100%	-	*	52%	78%	85%
Students Requiring Accelerated Instruction														
	2019	18%	20%	7%	0%	11%	4%	*	0%	-	*	48%	22%	15%

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STAAR Cumulative Met Standard	2019	88%	87%	95%	100%	91%	98%	*	100%	-	*	61%	85%	89%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	*	*	*	-	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	50%	*	-	*	-	-	-	-	-	*	*	-

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Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	85%	65%	-	-	65%	-	57%	55%	58%	62%	60%	61%
	2018	77%	75%	85%	61%	-	-	61%	-	51%	67%	44%	81%	55%	56%
At Meets Grade Level or Above	2019	50%	47%	61%	31%	-	-	31%	-	29%	33%	29%	38%	30%	31%
	2018	48%	46%	60%	25%	-	-	25%	-	19%	33%	12%	25%	21%	21%
At Masters Grade Level	2019	24%	22%	32%	11%	-	-	11%	-	9%	12%	8%	14%	10%	10%
	2018	22%	20%	29%	11%	-	-	11%	-	6%	9%	4%	0%	8%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	85%	68%	-	-	68%	-	50%	50%	51%	50%	58%	58%
	2018	74%	73%	86%	69%	-	-	69%	-	42%	44%	41%	*	54%	55%
At Meets Grade Level or Above	2019	48%	46%	63%	29%	-	-	29%	-	25%	25%	25%	30%	27%	27%
	2018	46%	45%	63%	27%	-	-	27%	-	16%	28%	9%	*	21%	21%
At Masters Grade Level	2019	21%	19%	31%	11%	-	-	11%	-	9%	19%	7%	10%	10%	10%
	2018	19%	18%	30%	12%	-	-	12%	-	4%	4%	5%	*	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	79%	87%	70%	-	-	70%	-	70%	64%	72%	60%	70%	69%
	2018	81%	78%	87%	67%	-	-	67%	-	73%	90%	66%	83%	71%	71%
At Meets Grade Level or Above	2019	52%	48%	62%	39%	-	-	39%	-	43%	43%	43%	40%	41%	41%
	2018	50%	46%	59%	31%	-	-	31%	-	30%	48%	22%	17%	30%	29%
At Masters Grade Level	2019	26%	24%	34%	13%	-	-	13%	-	16%	14%	17%	10%	15%	14%
	2018	24%	21%	28%	15%	-	-	15%	-	13%	24%	8%	0%	14%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	65%	77%	65%	-	-	65%	-	42%	43%	41%	60%	51%	52%
	2018	66%	63%	77%	26%	-	-	26%	-	23%	*	22%	*	25%	27%
At Meets Grade Level or Above	2019	38%	35%	49%	41%	-	-	41%	-	21%	43%	12%	20%	29%	28%
	2018	41%	39%	51%	5%	-	-	5%	-	0%	*	0%	*	3%	6%
At Masters Grade Level	2019	14%	12%	22%	18%	-	-	18%	-	0%	0%	0%	20%	7%	9%
	2018	13%	11%	18%	0%	-	-	0%	-	0%	*	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	85%	42%	-	-	42%	-	61%	60%	62%	*	54%	56%
	2018	80%	79%	82%	58%	-	-	58%	-	40%	73%	25%	*	46%	47%
At Meets Grade Level or Above	2019	54%	52%	58%	8%	-	-	8%	-	25%	20%	26%	*	19%	21%
	2018	51%	49%	55%	21%	-	-	21%	-	17%	36%	8%	*	19%	19%
At Masters Grade Level	2019	25%	23%	24%	0%	-	-	0%	-	2%	0%	3%	*	1%	1%
	2018	23%	22%	23%	5%	-	-	5%	-	0%	0%	0%	*	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	88%	50%	-	-	50%	-	54%	-	54%	*	53%	55%
	2018	78%	78%	84%	-	-	-	-	-	41%	100%	27%	*	41%	41%
At Meets Grade Level or Above	2019	55%	55%	69%	17%	-	-	17%	-	23%	-	23%	*	22%	24%
	2018	53%	52%	63%	-	-	-	-	-	7%	20%	5%	*	7%	7%
At Masters Grade Level	2019	33%	34%	51%	0%	-	-	0%	-	8%	-	8%	*	6%	9%
	2018	31%	31%	46%	-	-	-	-	-	0%	0%	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	73%	76%	-	-	76%	-	67%	56%	69%	53%	71%	69%
	2018	69%	69%	72%	69%	-	-	69%	-	65%	64%	66%	75%	67%	67%
All Grades ELA/Reading	2019	68%	67%	71%	76%	-	-	76%	-	63%	50%	67%	64%	68%	68%
	2018	69%	68%	72%	78%	-	-	78%	-	61%	44%	66%	*	68%	69%
All Grades Mathematics	2019	70%	68%	75%	76%	-	-	76%	-	70%	63%	71%	44%	73%	71%

District Name: ALAMO HEIGHTS ISD
 County Name: BEXAR
 District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	69%	72%	63%	-	-	63%	-	69%	77%	66%	*	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	48%	64%	-	-	64%	-	38%	*	39%	*	49%	47%
	2018	38%	37%	47%	50%	-	-	50%	-	36%	*	38%	*	43%	45%
Mathematics	2019	45%	44%	48%	29%	-	-	29%	-	47%	*	45%	*	38%	37%
	2018	47%	45%	57%	50%	-	-	50%	-	40%	*	39%	*	44%	47%

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	98%	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	93%	96%	94%	95%	97%	100%	96%	100%	83%	93%	95%	87%
Not Included in Accountability													
Mobile	4%	5%	3%	4%	3%	2%	0%	3%	0%	17%	5%	3%	6%
Other Exclusions	1%	1%	0%	1%	1%	0%	0%	1%	0%	0%	1%	2%	6%
Not Tested	1%	1%	0%	2%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	2%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	97%	100%	100%	100%	100%	100%	98%	100%	99%	100%
Included in Accountability	94%	93%	97%	92%	96%	97%	100%	95%	100%	91%	96%	97%	87%
Not Included in Accountability													
Mobile	4%	5%	3%	5%	3%	2%	0%	1%	0%	7%	3%	2%	5%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	4%	0%	0%	1%	1%	7%
Not Tested	1%	1%	0%	3%	0%	0%	0%	0%	0%	2%	0%	1%	0%
Absent	1%	1%	0%	3%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.5%	96.2%	95.9%	95.8%	96.5%	97.2%	97.2%	96.8%	96.2%	94.2%	95.2%	96.2%
2017-18	95.4%	94.6%	96.0%	94.5%	95.5%	96.3%	97.0%	97.5%	98.1%	95.8%	93.9%	94.8%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	0.4%	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.6%	0.1%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.3%	0.3%	0.0%	0.3%	0.3%	0.0%	0.0%	*	0.0%	2.0%	0.8%	1.7%
2017-18	1.9%	2.6%	0.4%	3.6%	0.7%	0.0%	0.0%	0.0%	*	0.0%	1.6%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	88.2%	97.6%	83.3%	96.8%	98.5%	-	100.0%	-	*	82.1%	91.7%	66.7%
Received TxCHSE	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.7%	3.8%	1.3%	16.7%	1.9%	0.5%	-	0.0%	-	*	10.7%	4.8%	33.3%
Dropped Out	5.9%	7.5%	1.1%	0.0%	1.3%	1.0%	-	0.0%	-	*	7.1%	3.6%	0.0%
Graduates and TxCHSE	90.4%	88.7%	97.6%	83.3%	96.8%	98.5%	-	100.0%	-	*	82.1%	91.7%	66.7%
Graduates, TxCHSE, and Continuers	94.1%	92.5%	98.9%	100.0%	98.7%	99.0%	-	100.0%	-	*	92.9%	96.4%	100.0%
Class of 2018													
Graduated	90.0%	87.1%	97.7%	90.0%	95.8%	99.5%	*	100.0%	-	*	90.5%	92.3%	100.0%
Received TxCHSE	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.8%	3.7%	1.0%	0.0%	1.8%	0.5%	*	0.0%	-	*	0.0%	1.3%	0.0%
Dropped Out	5.7%	8.8%	1.3%	10.0%	2.4%	0.0%	*	0.0%	-	*	9.5%	6.4%	0.0%
Graduates and TxCHSE	90.4%	87.5%	97.7%	90.0%	95.8%	99.5%	*	100.0%	-	*	90.5%	92.3%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	91.2%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.5%	93.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.6%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.5%	93.6%	100.0%
Received TxCHSE	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	8.7%	1.3%	10.0%	2.4%	0.0%	*	0.0%	-	*	9.5%	6.4%	0.0%
Graduates and TxCHSE	92.8%	90.2%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.5%	93.6%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	91.3%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.5%	93.6%	100.0%
Class of 2017													
Graduated	92.0%	88.0%	99.0%	*	99.4%	98.7%	*	100.0%	-	*	94.4%	100.0%	100.0%
Received TxCHSE	0.6%	0.7%	0.2%	*	0.0%	0.4%	*	0.0%	-	*	5.6%	0.0%	0.0%
Continued HS	1.1%	1.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	10.3%	0.7%	*	0.6%	0.9%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	88.7%	99.3%	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	89.7%	99.3%	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	89.1%	99.0%	*	99.4%	98.7%	*	100.0%	-	*	94.4%	100.0%	100.0%
Received TxCHSE	0.7%	0.8%	0.5%	*	0.6%	0.4%	*	0.0%	-	*	5.6%	0.0%	0.0%
Continued HS	0.6%	0.5%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	9.6%	0.5%	*	0.0%	0.9%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	89.9%	99.5%	*	100.0%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	90.4%	99.5%	*	100.0%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2016													
Graduated	92.1%	89.4%	98.2%	100.0%	97.5%	98.6%	*	100.0%	-	-	94.7%	94.8%	*
Received TxCHSE	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Dropped Out	6.6%	9.4%	1.8%	0.0%	2.5%	1.4%	*	0.0%	-	-	5.3%	5.2%	*
Graduates and TxCHSE	92.9%	90.2%	98.2%	100.0%	97.5%	98.6%	*	100.0%	-	-	94.7%	94.8%	*
Graduates, TxCHSE, and Continuers	93.4%	90.6%	98.2%	100.0%	97.5%	98.6%	*	100.0%	-	-	94.7%	94.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	88.2%	97.1%	83.3%	95.5%	98.5%	-	100.0%	-	*	82.1%	90.6%	66.7%
Class of 2018	90.0%	87.1%	96.9%	90.9%	95.2%	98.9%	*	93.3%	-	*	79.2%	92.3%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	63.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	67.5%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	3.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Class of 2018	5.0%	1.6%	0.3%	0.0%	0.6%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	89.1%	80.0%	84.7%	92.4%	-	92.9%	-	*	21.7%	75.3%	*
Class of 2018	82.0%	81.1%	86.9%	77.8%	79.2%	93.0%	*	92.9%	-	*	36.8%	70.4%	60.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	84.3%	89.1%	80.0%	84.7%	92.4%	-	92.9%	-	*	21.7%	75.3%	*
Class of 2018	86.8%	82.5%	86.9%	77.8%	79.4%	93.0%	*	92.9%	-	*	36.8%	69.4%	60.0%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	16.7%	*	-	*	*	-	-	-	-	*	-	-
2017-18	37.7%	21.7%	11.1%	*	*	*	-	*	-	-	0.0%	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	3.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	4.9%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.9%	88.5%	80.0%	82.8%	93.0%	-	88.2%	-	*	21.7%	74.4%	*
2017-18	81.5%	76.7%	87.0%	77.8%	79.4%	93.4%	*	92.9%	-	*	38.9%	71.2%	57.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	82.9%	88.0%	80.0%	82.2%	92.5%	-	88.2%	-	*	20.0%	74.4%	*
2017-18	85.1%	76.8%	85.2%	70.0%	78.6%	91.4%	*	86.7%	-	*	28.0%	69.4%	57.1%

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	375	100.0%	355,615	100.0%
By Ethnicity:				
African American	5	1.3%	43,953	12.4%
Hispanic	152	40.5%	180,673	50.8%
White	200	53.3%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	17	4.5%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	0.3%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	2	0.5%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	43	11.5%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	330	88.0%	285,538	80.3%
Special Education Graduates	25	6.7%	27,598	7.8%
Economically Disadvantaged Graduates	78	20.8%	186,364	52.4%
LEP Graduates	4	1.1%	25,189	7.1%
At-Risk Graduates	87	23.2%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	68.9%	76.8%	40.0%	65.5%	85.8%	-	82.4%	-	*	64.0%	64.7%	*
2017-18	65.5%	61.5%	74.4%	30.0%	62.8%	86.6%	*	73.3%	-	*	28.0%	45.2%	42.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	48.7%	71.7%	40.0%	58.6%	81.5%	-	82.4%	-	*	12.0%	51.3%	*
2017-18	50.0%	46.7%	72.7%	30.0%	59.5%	86.0%	*	73.3%	-	*	12.0%	41.9%	42.9%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.5%	81.9%	60.0%	71.7%	89.5%	-	88.2%	-	*	28.0%	65.4%	*
2017-18	58.2%	57.8%	81.3%	50.0%	74.4%	89.8%	*	66.7%	-	*	16.0%	53.2%	57.1%
Mathematics													
2018-19	48.6%	45.1%	66.9%	40.0%	52.0%	77.5%	-	82.4%	-	*	12.0%	48.7%	*
2017-18	46.0%	43.5%	70.6%	30.0%	56.0%	84.4%	*	80.0%	-	*	12.0%	38.7%	28.6%
Both Subjects													
2018-19	44.2%	40.9%	66.1%	40.0%	51.3%	77.0%	-	76.5%	-	*	12.0%	46.2%	*
2017-18	42.1%	40.0%	69.9%	30.0%	56.0%	83.9%	*	66.7%	-	*	12.0%	37.1%	28.6%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.0%	16.0%	0.0%	15.8%	15.0%	-	35.3%	-	*	0.0%	10.3%	*
2017-18	20.7%	21.1%	23.4%	0.0%	15.5%	32.8%	*	20.0%	-	*	0.0%	8.1%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.5%	45.1%	20.0%	34.2%	52.0%	-	64.7%	-	*	0.0%	26.9%	*
2017-18	20.4%	19.3%	38.4%	0.0%	26.2%	49.5%	*	53.3%	-	*	8.0%	11.3%	28.6%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	2.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	1.4%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	4.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	1.0%	1.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.7%	7.7%	0.0%	9.5%	7.0%	-	2.9%	-	*	60.0%	18.6%	*
2017-18	28.7%	25.4%	3.8%	0.0%	5.7%	2.7%	*	0.0%	-	*	28.0%	8.1%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	4.8%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.1%	2.7%	0.0%	3.9%	2.0%	-	0.0%	-	*	40.0%	7.7%	*
2017-18	1.7%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	53.0%	3.5%	0.0%	2.0%	4.5%	-	5.9%	-	*	4.0%	6.4%	*
2017-18	38.7%	33.5%	1.6%	0.0%	1.2%	2.2%	*	0.0%	-	*	0.0%	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	5.1%	2.1%	0.0%	3.9%	1.0%	-	0.0%	-	*	0.0%	5.1%	*
2017-18	4.3%	4.2%	1.0%	0.0%	2.4%	0.0%	*	0.0%	-	*	0.0%	4.8%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	1.3%	0.0%	0.7%	2.0%	-	0.0%	-	*	20.0%	2.6%	*
2017-18	2.6%	2.6%	1.8%	0.0%	2.4%	1.6%	*	0.0%	-	*	28.0%	3.2%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	0.6%	0.6%	0.3%	0.0%	0.6%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.9%	20.8%	0.0%	23.0%	19.0%	-	29.4%	-	*	8.0%	21.8%	*
2017-18	32.1%	32.8%	37.4%	20.0%	31.5%	45.2%	*	26.7%	-	*	4.0%	24.2%	28.6%
Mathematics													
2018-19	24.7%	25.8%	15.2%	0.0%	19.7%	11.5%	-	23.5%	-	*	4.0%	19.2%	*
2017-18	23.7%	25.4%	27.5%	10.0%	21.4%	34.9%	*	20.0%	-	*	4.0%	19.4%	28.6%
Both Subjects													
2018-19	18.8%	21.0%	11.7%	0.0%	15.8%	9.0%	-	11.8%	-	*	0.0%	12.8%	*
2017-18	18.1%	20.9%	22.6%	0.0%	15.5%	31.2%	*	13.3%	-	*	4.0%	11.3%	14.3%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	57.5%	7.2%	0.0%	3.9%	9.5%	-	11.8%	-	*	4.0%	9.0%	*
2017-18	58.4%	58.7%	10.1%	0.0%	7.7%	14.0%	*	0.0%	-	*	8.0%	6.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	2.0%	1.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	5.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	3.9%	3.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	1.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	25.7%	40.7%	23.1%	31.2%	47.8%	*	40.6%	-	60.0%	n/a	23.6%	n/a
2018	25.8%	27.3%	38.3%	12.5%	27.5%	47.0%	*	53.1%	-	*	n/a	13.9%	n/a
English Language Arts													
2019	14.5%	15.9%	24.6%	0.0%	16.3%	30.9%	*	25.0%	-	40.0%	n/a	11.2%	n/a
2018	15.3%	16.9%	20.3%	0.0%	13.3%	25.9%	*	31.3%	-	*	n/a	5.5%	n/a
Mathematics													
2019	7.4%	6.5%	13.7%	0.0%	9.5%	16.4%	*	18.8%	-	40.0%	n/a	5.0%	n/a
2018	7.3%	7.4%	14.1%	6.3%	8.3%	16.6%	*	37.5%	-	*	n/a	2.4%	n/a
Science													
2019	10.4%	9.3%	8.5%	0.0%	5.1%	11.0%	*	6.3%	-	40.0%	n/a	7.5%	n/a
2018	10.8%	11.6%	7.3%	0.0%	4.0%	9.0%	*	18.8%	-	*	n/a	2.4%	n/a
Social Studies													
2019	13.9%	15.1%	27.2%	23.1%	21.0%	31.4%	*	31.3%	-	20.0%	n/a	16.1%	n/a
2018	14.5%	16.3%	23.6%	0.0%	19.4%	26.9%	*	40.6%	-	*	n/a	10.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	47.4%	77.2%	*	67.4%	81.4%	*	84.6%	-	*	n/a	65.8%	n/a
2018	50.7%	46.6%	82.4%	*	76.4%	84.8%	*	88.2%	-	*	n/a	65.2%	n/a
English Language Arts													
2019	41.2%	38.7%	68.6%	-	62.5%	70.5%	*	62.5%	-	*	n/a	44.4%	n/a
2018	42.5%	39.1%	75.3%	-	72.1%	74.5%	*	90.0%	-	*	n/a	88.9%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	45.0%	82.1%	-	75.0%	82.9%	-	100.0%	-	*	n/a	75.0%	n/a
2018	52.8%	43.7%	87.9%	*	81.5%	87.3%	*	100.0%	-	*	n/a	*	n/a
Science													
2019	40.6%	42.5%	71.2%	-	80.0%	70.2%	-	*	-	*	n/a	75.0%	n/a
2018	38.0%	36.1%	78.2%	-	61.5%	82.4%	*	83.3%	-	*	n/a	*	n/a
Social Studies													
2019	46.3%	42.9%	70.1%	*	56.5%	76.9%	*	70.0%	-	*	n/a	46.2%	n/a
2018	44.6%	38.9%	79.3%	-	73.0%	82.4%	-	84.6%	-	*	n/a	58.8%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.5%	86.7%	80.0%	77.6%	93.5%	-	88.2%	-	*	n/a	74.7%	n/a
2017-18	74.6%	83.9%	88.8%	80.0%	79.8%	96.2%	*	93.3%	-	*	n/a	57.1%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	32.8%	70.2%	*	55.1%	78.6%	-	86.7%	-	*	n/a	49.2%	n/a
2017-18	37.9%	34.3%	71.3%	25.0%	56.0%	84.4%	*	64.3%	-	*	n/a	37.5%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	993	1174	*	1119	1204	-	1245	-	*	n/a	1085	n/a
2017-18	1036	1001	1170	954	1111	1217	*	1187	-	*	n/a	1033	n/a
English Language Arts and Writing													
2018-19	517	501	585	*	558	602	-	605	-	*	n/a	544	n/a
2017-18	521	505	585	464	559	607	*	585	-	*	n/a	517	n/a
Mathematics													
2018-19	510	491	589	*	561	602	-	641	-	*	n/a	541	n/a
2017-18	515	496	585	490	552	609	*	602	-	*	n/a	517	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	24.5	*	23.4	25.0	-	25.6	-	*	n/a	22.4	n/a
2017-18	20.6	21.0	24.5	*	22.6	25.4	*	27.1	-	*	n/a	20.4	n/a
English Language Arts													
2018-19	20.3	21.0	24.4	*	22.9	25.0	-	25.4	-	*	n/a	21.8	n/a
2017-18	20.3	20.8	24.5	*	22.4	25.6	*	26.8	-	*	n/a	19.8	n/a
Mathematics													
2018-19	20.4	20.6	24.1	*	23.3	24.4	-	26.4	-	*	n/a	22.5	n/a
2017-18	20.6	20.7	24.4	*	22.6	25.3	*	26.5	-	*	n/a	21.1	n/a
Science													
2018-19	20.8	21.3	24.5	*	23.5	25.0	-	25.0	-	*	n/a	22.7	n/a
2017-18	20.9	21.3	24.1	*	22.6	24.7	*	27.9	-	*	n/a	20.5	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	42.9%	61.5%	50.0%	56.2%	66.2%	37.5%	61.1%	*	64.3%	26.8%	45.6%	23.7%
2017-18	43.4%	41.5%	56.3%	44.4%	50.2%	60.5%	50.0%	66.7%	*	80.0%	22.6%	35.9%	22.5%
English Language Arts													
2018-19	17.8%	16.8%	22.2%	11.1%	16.8%	26.2%	25.0%	28.8%	*	28.6%	0.7%	12.6%	0.0%
2017-18	17.3%	16.3%	19.7%	0.0%	14.6%	23.8%	16.7%	28.6%	*	20.0%	0.0%	7.8%	2.6%
Mathematics													
2018-19	20.4%	20.0%	27.3%	19.2%	21.2%	31.8%	25.0%	34.7%	*	30.8%	1.7%	15.1%	3.8%
2017-18	20.7%	20.4%	27.4%	19.2%	21.5%	30.9%	18.2%	41.5%	*	50.0%	2.3%	12.9%	7.9%
Science													
2018-19	21.7%	21.2%	27.6%	32.1%	28.7%	26.9%	12.5%	28.3%	*	28.6%	25.0%	28.6%	17.3%
2017-18	21.2%	21.0%	24.8%	21.7%	24.6%	24.0%	33.3%	39.3%	*	20.0%	20.9%	23.9%	21.6%
Social Studies													
2018-19	23.6%	23.7%	38.3%	25.0%	31.5%	43.4%	25.0%	45.8%	*	54.5%	1.7%	22.4%	1.9%
2017-18	22.8%	23.2%	30.5%	7.7%	26.4%	33.2%	30.0%	41.1%	*	66.7%	0.0%	15.5%	5.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	51.9%	63.1%	30.0%	63.1%	66.1%	*	60.0%	-	*	40.0%	48.8%	42.9%
2016-17	54.6%	53.1%	63.7%	*	65.9%	62.2%	*	63.6%	-	*	23.8%	47.7%	60.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	57.7%	76.9%	*	70.0%	85.8%	*	50.0%	-	-	33.3%	58.3%	*
2016-17	59.2%	55.3%	77.7%	*	69.0%	85.5%	*	85.7%	-	*	40.0%	53.6%	*

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,917	100.0%	5,479,173	100.0%	4,944	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	20	0.4%	16,848	0.3%	27	0.5%	25,883	0.5%
Pre-Kindergarten	68	1.4%	248,413	4.5%	75	1.5%	249,226	4.5%
Kindergarten	331	6.7%	383,585	7.0%	339	6.9%	384,114	7.0%
Grade 1	319	6.5%	391,175	7.1%	319	6.5%	391,449	7.1%
Grade 2	350	7.1%	388,370	7.1%	350	7.1%	388,675	7.1%
Grade 3	335	6.8%	391,565	7.1%	335	6.8%	391,795	7.1%
Grade 4	364	7.4%	399,883	7.3%	364	7.4%	400,111	7.3%
Grade 5	357	7.3%	417,272	7.6%	357	7.2%	417,444	7.6%
Grade 6	362	7.4%	422,605	7.7%	362	7.3%	422,740	7.7%
Grade 7	385	7.8%	423,421	7.7%	385	7.8%	423,545	7.7%
Grade 8	365	7.4%	411,170	7.5%	365	7.4%	411,272	7.5%
Grade 9	436	8.9%	448,929	8.2%	437	8.8%	449,122	8.2%
Grade 10	417	8.5%	406,785	7.4%	419	8.5%	407,044	7.4%
Grade 11	421	8.6%	376,894	6.9%	421	8.5%	377,208	6.9%
Grade 12	387	7.9%	352,258	6.4%	389	7.9%	354,312	6.4%
Ethnic Distribution:								
African American	118	2.4%	691,582	12.6%	118	2.4%	692,925	12.6%
Hispanic	1,942	39.5%	2,892,928	52.8%	1,955	39.5%	2,899,504	52.8%
White	2,613	53.1%	1,477,699	27.0%	2,624	53.1%	1,483,688	27.0%
American Indian	18	0.4%	19,999	0.4%	18	0.4%	20,062	0.4%
Asian	157	3.2%	250,065	4.6%	159	3.2%	250,463	4.6%
Pacific Islander	13	0.3%	8,466	0.2%	13	0.3%	8,481	0.2%
Two or More Races	56	1.1%	138,434	2.5%	57	1.2%	138,817	2.5%
Sex:								
Female	2,397	48.7%	2,673,270	48.8%	2,406	48.7%	2,678,619	48.8%
Male	2,520	51.3%	2,805,903	51.2%	2,538	51.3%	2,815,321	51.2%
Economically Disadvantaged	968	19.7%	3,303,974	60.3%	970	19.6%	3,309,610	60.2%
Non-Educationally Disadvantaged	3,949	80.3%	2,175,199	39.7%	3,974	80.4%	2,184,330	39.8%
Section 504 Students	575	11.7%	376,734	6.9%	575	11.6%	376,956	6.9%
English Learners (EL)	331	6.7%	1,112,674	20.3%	331	6.7%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	47	0.9%	82,551	1.5%				
Students w/ Dyslexia	313	6.4%	224,619	4.1%	313	6.3%	224,741	4.1%
Foster Care	7	0.1%	17,393	0.3%	7	0.1%	17,451	0.3%
Homeless	1	0.0%	78,178	1.4%	1	0.0%	78,296	1.4%
Immigrant	77	1.6%	126,747	2.3%	77	1.6%	126,858	2.3%
Migrant	4	0.1%	18,888	0.3%	4	0.1%	18,992	0.3%
Title I	105	2.1%	3,568,526	65.1%	107	2.2%	3,576,850	65.1%
Military Connected	271	5.5%	105,751	1.9%	271	5.5%	105,787	1.9%
At-Risk	1,389	28.2%	2,773,390	50.6%	1,393	28.2%	2,776,481	50.5%

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	494	10.0%	1,128,904	20.6%	494	10.0%	1,129,558	20.6%
Career & Technical Education	782	15.9%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	133	8.0%	805,496	50.8%	133	8.0%	806,117	50.8%
Gifted & Talented Education	1,037	21.1%	444,125	8.1%	1,037	21.0%	444,196	8.1%
Special Education	445	9.1%	577,868	10.5%	458	9.3%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	445		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	121	27.2%	245,216	42.4%				
Students with Physical Disabilities	105	23.6%	123,847	21.4%				
Students with Autism	101	22.7%	79,952	13.8%				
Students with Behavioral Disabilities	106	23.8%	120,042	20.8%				
Students with Non-Categorical Early Childhood	12	2.7%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	314	6.8%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	2.7%	5.5%
Grade 1	0.0%	2.9%	7.1%	4.9%
Grade 2	0.3%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.3%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	2.2%	7.8%	12.0%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	6	0.2%	5,686	0.2%

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.7	19.0
Grade 1	18.6	18.9
Grade 2	20.5	18.8
Grade 3	21.2	19.0
Grade 4	23.5	19.2
Grade 5	22.3	20.9
Grade 6	26.4	20.4
Secondary:		
English/Language Arts	21.3	16.4
Foreign Languages	20.9	18.7
Mathematics	23.6	17.8
Science	25.2	18.8
Social Studies	25.9	19.3

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	617.2	100.0%	734,726.4	100.0%
Professional Staff:	414.4	67.1%	468,132.4	63.7%
Teachers	353.0	57.2%	363,121.3	49.4%
Professional Support	43.7	7.1%	74,698.8	10.2%
Campus Administration (School Leadership)	12.1	2.0%	21,960.1	3.0%
Central Administration	5.7	0.9%	8,352.3	1.1%
Educational Aides:	77.7	12.6%	78,096.8	10.6%
Auxiliary Staff:	125.1	20.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	4.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	13.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	269.4	43.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	7.0	2.0%	39,132.5	10.8%
Hispanic	104.6	29.6%	102,099.7	28.1%
White	236.4	67.0%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	1.0	0.3%	6,393.2	1.8%
Pacific Islander	1.0	0.3%	638.2	0.2%
Two or More Races	3.0	0.8%	4,165.2	1.1%
Males	92.9	26.3%	86,302.4	23.8%
Females	260.1	73.7%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.6	0.2%	4,859.9	1.3%
Bachelors	189.2	53.6%	266,596.3	73.4%
Masters	155.8	44.1%	89,088.4	24.5%
Doctorate	7.4	2.1%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	24.3	6.9%	26,878.7	7.4%
1-5 Years Experience	54.5	15.4%	101,305.8	27.9%
6-10 Years Experience	71.1	20.1%	70,305.4	19.4%
11-20 Years Experience	122.8	34.8%	106,767.7	29.4%
Over 20 Years Experience	80.3	22.8%	57,863.9	15.9%
Number of Students per Teacher	13.9	n/a	15.1	n/a

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	11.8	6.2
Average Years Experience of Principals with District	4.8	5.3
Average Years Experience of Assistant Principals	5.3	5.3
Average Years Experience of Assistant Principals with District	3.4	4.7
Average Years Experience of Teachers:	13.3	11.1
Average Years Experience of Teachers with District:	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$55,187	\$49,868
1-5 Years Experience	\$53,921	\$52,823
6-10 Years Experience	\$56,234	\$55,756
11-20 Years Experience	\$58,452	\$59,308
Over 20 Years Experience	\$66,456	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$58,903	\$57,091
Professional Support	\$66,119	\$67,352
Campus Administration (School Leadership)	\$89,617	\$82,512
Central Administration	\$140,872	\$108,367
Instructional Staff Percent:	68.5%	64.6%
Turnover Rate for Teachers:	15.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	6.0	1.7%	23,626.0	6.5%
Career & Technical Education	8.6	2.4%	18,120.4	5.0%
Compensatory Education	21.5	6.1%	10,147.3	2.8%
Gifted & Talented Education	9.2	2.6%	7,053.3	1.9%
Regular Education	247.1	70.0%	257,548.7	70.9%
Special Education	34.0	9.6%	33,620.4	9.3%
Other	26.6	7.5%	13,005.2	3.6%

'/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019 - 2020 Budgeted Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,917

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$37,762,270	87.09%	\$7,680	\$37,762,270	85.04%	\$7,680
State Operating Funds	\$1,128,067	2.60%	\$229	\$1,128,067	2.54%	\$229
Federal Funds	\$795,000	1.83%	\$162	\$1,301,029	2.93%	\$265
Other Local	\$3,674,600	8.47%	\$747	\$4,212,557	9.49%	\$857
Total Operating Revenue	\$43,359,937	100.00%	\$8,818	\$44,403,923	100.00%	\$9,031
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$14,504,667	99.63%	\$2,950
State Assistance for Debt Service	\$0	0.00%	\$0	\$54,000	0.37%	\$11
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$14,558,667	100.00%	\$2,961
Subtotal: Operating and Other Revenue	\$43,359,937	100.00%	\$8,818	\$58,962,590	100.00%	\$11,992
Recapture Revenue						
Local Property Tax Recaptured	\$31,946,609	100.00%	\$6,497	\$31,946,609	100.00%	\$6,497
Total Recaptured Revenue	\$31,946,609	100.00%	\$6,497	\$31,946,609	100.00%	\$6,497
Subtotal: Operating, Other and Recaptured Revenue	\$75,306,546	100.00%	\$15,316	\$90,909,199	100.00%	\$18,489
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$1,900,000	100.00%	\$386	\$1,906,000	100.00%	\$388
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,900,000	100.00%	\$386	\$1,906,000	100.00%	\$388
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$45,259,937	100.00%	\$9,205	\$60,868,590	100.00%	\$12,379
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$40,436,465	89.23%	\$8,224	\$40,436,465	87.23%	\$8,224
Professional & Contracted Services (Object 62xx)	\$2,582,181	5.70%	\$525	\$3,167,259	6.83%	\$644
Supplies & Materials (Object 63xx)	\$1,461,247	3.22%	\$297	\$1,915,915	4.13%	\$390

2019 - 2020 Budgeted Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,917

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$837,876	1.85%	\$170	\$837,876	1.81%	\$170
Total Operating Expenditures by Object	\$45,317,769	100.00%	\$9,217	\$46,357,515	100.00%	\$9,428
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$14,528,301	100.00%	\$2,955
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Non-Operating Expenditures by Object	\$0	0.00%	\$0	\$14,528,301	100.00%	\$2,955
Grand Total: Operating and Non-Operating Expenditures by Object	\$45,317,769	100.00%	\$9,217	\$60,885,816	100.00%	\$12,383
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	\$28,601,631	63.11%	\$5,817	\$28,601,631	61.70%	\$5,817
Instructional Resources & Media Services (Function 12)	\$496,419	1.10%	\$101	\$496,419	1.07%	\$101
Curriculum & Staff Development (Function 13)	\$477,602	1.05%	\$97	\$477,602	1.03%	\$97
Instructional Leadership (Function 21)	\$974,169	2.15%	\$198	\$974,169	2.10%	\$198
School Leadership (Function 23)	\$2,429,620	5.36%	\$494	\$2,429,620	5.24%	\$494
Guidance Counseling Services (Function 31)	\$1,447,614	3.19%	\$294	\$1,447,614	3.12%	\$294
Social Work Services (Function 32)	\$244,879	0.54%	\$50	\$244,879	0.53%	\$50
Health Services (Function 33)	\$431,145	0.95%	\$88	\$431,145	0.93%	\$88
Transportation (Function 34)	\$1,150,277	2.54%	\$234	\$1,150,277	2.48%	\$234
Food Services (Function 35)	\$524,175	1.16%	\$107	\$1,563,921	3.37%	\$318
Extracurricular (Function 36)	\$1,273,204	2.81%	\$259	\$1,273,204	2.75%	\$259
General Administration (Function 41,92)	\$1,953,120	4.31%	\$397	\$1,953,120	4.21%	\$397
Facilities Maintenance & Operations (Function 51)	\$4,362,992	9.63%	\$887	\$4,362,992	9.41%	\$887
Security & Monitoring Services (Function 52)	\$61,800	0.14%	\$13	\$61,800	0.13%	\$13
Data Processing Services (Function 53)	\$881,622	1.95%	\$179	\$881,622	1.90%	\$179
Community Services (Function 61)	\$7,500	0.02%	\$2	\$7,500	0.02%	\$2
Total Operating Expenditures by Function	\$45,317,769	100.00%	\$9,217	\$46,357,515	100.00%	\$9,428
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$14,528,301	100.00%	\$2,955
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0

2019 - 2020 Budgeted Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,917

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$0	0.00%	\$0	\$14,528,301	100.00%	\$2,955
Grand Total: Operating and Non-Operating Expenditures by Function	\$45,317,769	100.00%	\$9,217	\$60,885,816	100.00%	\$12,383
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$23,786,652	52.49%	\$4,838	\$23,786,652	51.31%	\$4,838
Gifted and Talented (PIC 21)	\$1,133,117	2.50%	\$230	\$1,133,117	2.44%	\$230
Career and Technical (PIC 22)	\$578,125	1.28%	\$118	\$578,125	1.25%	\$118
Students with Disabilities (PICs 23,33)	\$6,346,372	14.00%	\$1,291	\$6,346,372	13.69%	\$1,291
State Compensatory Education (PICs 24,26,28,29,30,34)	\$3,069,676	6.77%	\$624	\$3,069,676	6.62%	\$624
Bilingual (PICs 25,35)	\$157,298	0.35%	\$32	\$157,298	0.34%	\$32
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
PreKindergarten (PIC 32)	\$417,402	0.92%	\$85	\$417,402	0.90%	\$85
Athletics/Related Activities (PIC 91)	\$1,115,861	2.46%	\$227	\$1,115,861	2.41%	\$227
Un-Allocated (PIC 99)	\$8,713,266	19.23%	\$1,772	\$9,753,012	21.04%	\$1,984
Total Operating Expenditures by Program Intent Code (PIC)	\$45,317,769	100.00%	\$9,217	\$46,357,515	100.00%	\$9,428
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$14,528,301	100.00%	\$2,955
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$0	0.00%	\$0	\$14,528,301	100.00%	\$2,955
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$45,317,769	100.00%	\$9,217	\$60,885,816	100.00%	\$12,383
Disbursements						
Total Disbursements						
Operating Expenditures	\$45,317,769	58.64%	\$9,217	\$46,357,515	49.93%	\$9,428
Recapture	\$31,946,609	41.30%	\$6,497	\$31,946,609	34.40%	\$6,497
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$15,000	0.02%	\$3	\$15,000	0.02%	\$3
Debt Service (Object 6500)	\$0	0.00%	\$0	\$14,528,301	15.65%	\$2,955

2019 - 2020 Budgeted Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,917

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Disbursements	\$77,279,378	100.00%	\$15,717	\$92,847,425	100.00%	\$18,883

Directional System	
BELIEFS The district's fundamental convictions, values, and character.	We believe that... <ul style="list-style-type: none"> • 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.
Vision 2020 strategic goal areas created by our community in 2019-20 for 2020 and beyond.	<ol style="list-style-type: none"> 1. <i>Communication Goal:</i> In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. 2. <i>Belonging Goal:</i> In Alamo Heights ISD we are committed to a culture of belonging. 3. <i>Resources & Relationships Goal:</i> In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence. 4. <i>Social Emotional Learning Goal:</i> In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.
PARAMETERS The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none"> • 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 our mission.	<ol style="list-style-type: none"> 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.

Alamo Heights Independent School District Profile of a Learner

The *AHISD Learner Profile* articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation

Alamo Heights Learners:

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a broad, rich curriculum
- Actively construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Throughout their school careers and beyond, Alamo Heights Learners apply the knowledge and skills of core disciplines and the arts in the quest of understanding. Although the individual pace and path of the curriculum is calibrated to match differentiated student needs, mastery of a rigorous curriculum is developed through active construction of knowledge. Alamo Heights Learners pursue personalized and passion-based learning outside of classroom walls supported by community partnerships and unique time and space configurations.

Develop A Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Alamo Heights Learners make informed and proactive choices in living healthy and balanced lives. Alamo Heights Learners reflect regularly upon success, failure, and their own learning, as well as on themselves as learners. Strong and stable school relationships and connectedness are key protective factors in the lives of Alamo Heights Learners. Moreover, they see even the most formidable challenges and failures as opportunities for personal growth.

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Alamo Heights Learners demonstrate intellectual curiosity and resourcefulness and apply imagination and inventiveness in the creative process. Alamo Heights Learners cultivate a moral thoughtfulness and possess the tenacity and persistence to deeply understand and take action on complex problems. They make objective decisions after considering the potential consequences of their actions and are willing to grow as a result of the experience.

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Alamo Heights Learners express themselves purposefully, clearly, and creatively in their speaking and writing, as well as other forms they find personally effective and rewarding. As a result of their education and experiences, Alamo Heights Learners craft an authentic identity as leaders. They are able to restrain their individual goals to contribute to the collective efforts of a team and do not privilege speaking over listening. Rather, listening is valued as an essential communication tool. Alamo Heights Learners possess the skills to efficiently and responsibly communicate in all phases of daily life, from face-to-face interactions to social media.

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

In tandem with academic skills, Alamo Heights Learners acquire the core skills needed to support success in higher education and the work place. Alamo Heights Learners are persistent in the face of challenge and courageous by taking risks in thinking. Personal responsibility and integrity are acknowledged as the pillars of character and of community. Alamo Heights Learners can anticipate and respond positively to shifting environments and situations. In addition, Alamo Heights Learners demonstrate personal accountability through integrity, punctuality, and workload management.

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage in local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

Alamo Heights Learners respect their own culture as well as the values, traditions, and personal histories of others to the point of empathy. Recognizing the strength of bilingualism, Alamo Heights Learners promote and seek language learning. Contributing to a more just, sustainable and peaceful society, Alamo Heights Learners give back through engaging in service learning in the community and beyond.

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 19-20 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 CAMPUS IMPROVEMENT PLAN.

CAMPUS DEMOGRAPHICS:

Student Campus Demographics: 53.7% Anglo, 39.1 Hispanic, 3.3% Asian, 1.7% African-American; (16.7) 268 Eco Dis students; 133 Students in Spec Ed; 55 EL ; 353 GT ; 210 504 students

Teacher Demographics: 81.3% Anglo, 29 Hispanic, 1.7% African-American;

Years Teaching: BA 62, MEd 48, Dr 4

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

Strengths:

+ student attendance 95.7%

+ student support systems

+ 0.4% drop out rate

+

Needs:

- EL and Special Education student numbers continues to increase- we will continue to increase the support
- Need for true RTI
- increase the attendance rate for SpeEd, EL and African-American

Areas of need include:

1. Continue to address the discrepancy between special programs and campus percentages match (ie - 40% of Hispanic students in GT or advanced classes)
2. Establish systems to support teachers and learners

How does this connect to AHISD Learner Profile?

- Connecting with #2 above - ensuring that students have the necessary skills/experiences to want to take more rigorous classes.
- Specifically getting more special population students to test for GT
- Systems for identifying students in need or at risk

How can we address these needs to support the AHISD Learner Profile (LP)?

- Ensure that GL and Advanced Classes have the rigor outlined by the LP
- Teachers understand student data in vision and preparing of LP
- Monitoring the attendance rate and creating a personalized system to have one-on-one conferences

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:

*TELPAS, *STAAR *EOC, Fall ACT, *ACT, *SAT, AP, grades, Renaissance(RTI screener) *test results are not reported due to Covid19

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

Strengths:

+ We continue to have standardized test scores superior to state and nation

Needs:

- Continue to look at ways to determine student achievement gaps
- Did not meet system safeguards in EL and SPED
- Need to utilize Read 180 and Math 180 support (i.e., tier 2 interventions) more efficiently

Areas of need include:

1. Purposeful planning
2. EL student growth via TELPAS scores (5+ years and not exited?)

3. Meeting STAAR system safeguards for EL and SPED
4. Continue to embed TTESS training for staff, aligned to the Profile of a Learner
5. Additional Trainings and support for staff
6. Better proactive monitoring of students
7. Construct a formal RtI plan
8. Balance of academic load
9. Find data regarding Naviance (College Career Data). See college career counselor for data.

How does this connect to AHISD Learner Profile?

- If we meet the goals of the LP, academic scores should be a natural bi-product, not the end result.
- More engaging work ties in well with increasing intellectual curiosity and knowledge

How can we address these needs to support the AHISD Learner Profile?

- Differentiated PD - based on individual needs of teachers
- Embed profile characteristics in lesson planning
- Campus Design Team - Focus: Live the Profile by providing ongoing Adult Learning and Peer Visits

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

Data Reviewed:

Staff survey, parent survey, student survey, observation of teacher/student interactions, observation of student/student interactions, discipline data

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

Strengths:

+ students feel safe

+ organization and a commitment to on going leaning for all staff

+ increased emphasis on student expectations

+ Increase in walkthroughs

Needs:

- improve feedback in walkthroughs
- Improve consistency of customer service
- better communications
- improve addressing student mistreatment issues
- increase study/organizational skills
- Staff wants ways to come together as a team/school more.

Areas of need include:

1. Conduct frequent staff surveys
2. Value staff and students voice (continue to tweak the survey to ensure questions that guide our craft).
3. Continued training and development of staff for POL, ESL, strategies, blueprint for Engaged Classrooms
4. Create ways to acknowledge student achievement, but also to celebrate the failures as well (model failure leads to success).

How does this connect to AHISD Learner Profile?

- Creates the culture whereby students/staff want to be at AHHS
- Respects and celebrates diversity

How can we address these needs to support the AHISD Learner Profile?

- Hire diverse staff
- Program offerings that promote tolerance, diversity, real world connections and new view points
- Monthly faculty meetings during day

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:

Teacher certifications, trade-day analysis, team planning collaboration, TEKS study

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

Strengths:

+ increased number of walkthroughs (doubled previous year),

+ all staff highly-qualified

Needs:

- walkthrough data examination,
- increase number of teachers with AP Inst.,
- increase number of teachers with 30hr GT,
- increase peer observations,
- increase number of teachers with ESL certification

Areas of need include:

1. Increase number of teachers with 30hr GT
2. Increase number of teachers with AP Institute
3. Increase number of teachers with ESL certification
4. Use Perceiver to hire teachers (and implement classroom teaching to the interview)
5. Hire diverse staff
6. Track staff who leave and the reasons why.
7. Use TLA graduates as high leverage change agents.
8. Increase Adult Learning opportunities

How does this connect to AHISD Learner Profile?

- Great teachers make relationships with students (creating the environment for them to learn)
-

How can we address these needs to support the AHISD Learner Profile?

- Ensure that current staff have diverse backgrounds/experience which can connect with students.
- More PD to help teachers differentiate instruction, and to transfer to student-led instruction (from teacher-led), as per TTESS
- Increase number of Engaged Classrooms

- Embed learning in all meetings

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:

PTSO membership, volunteers

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

Strengths:

+ Strong PTSO

Needs:

- increase volunteers, more adult mentors needed

Areas of need include:

1. Improve volunteer program

2. Better representation from our special population families

How does this connect to AHISD Learner Profile?

- More parental participation can encourage connections with our students that far exceed that which our staff can accomplish.

How can we address these needs to support the AHISD Learner Profile?

- Teach parents about the needs we have and how they could assist us.
- ESL parent night
- Community events (ie.Ephiphany

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:
work order log

Upon review of these data, several findings were noted: these findings include:
Strengths:

- + teachers want to integrate technology into instruction
- + technology help desk has decreased the work order backlog
- + instructional coach available to work with teachers

Needs:

- inconsistent technology

Areas of need include:

1. Improve campus capacity to support needs of the teachers/students (stretched now and lacking in some areas)
2. Moving toward 1:1,

How does this connect to AHISD Learner Profile?

- Engaged classroom will tie in directly as it promotes/encourages the profile
- Students exhibit responsible digital citizenship .

How can we address these needs to support the AHISD Learner Profile?

- IC support
- New classroom environment (ie - furniture).

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:

Communication methods, master schedule, campus maps, clubs, monthly staff meetings

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

Strengths:

- + clubs
- + clearer staff expectations
- + monthly reminders
- + training and development mindset
- + monthly staff meetings for all staff
- + advisory implementation

Needs:

- more balanced classes
- consistent follow-through of expectations

Areas of need include:

1. Bring back monthly reminders
2. Continue to improve advisory

How does this connect to AHISD Learner Profile?

- The master schedule helps create the opportunities for our students to thrive.

How can we address these needs to support the AHISD Learner Profile?

- Look for flexible time options for students.

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:

Scope & Sequence, benchmarks, vertical alignment guides, online resources, Schlechty resources

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

Strengths:

+ DI cohorts

+ WOW training

+ common planning time

+ walk-throughs

+ 100% google classroom

Needs:

- Continue to hone and develop common assessment and analysis,
- Rti and intervention plans

Areas of need include:

1. Common assessments and analysis, TEKS resource system as a tool for planning
2. Intervention (Rtl)
3. AD spending time with core teachers to work on lesson planning
4. Google classroom PD - Engaged classroom
5. Revamp DAEP and ISS instruction
6. Increase walkthrough data at Robbins
7. Increase ESL writing samples, not waiting for TELPAS window

How does this connect to AHISD Learner Profile?

- Maximizing instruction via essential information
- Promotes curiosity
- Appropriate instruction and learning promotes critical thinking.

- Modeling communication and collaboration

How can we address these needs to support the AHISD Learner Profile?

- Structured time for the AD and teachers to meet regularly to plan.
- Use of the IC as a key PD catalyst

**DISTRICT STRATEGIES/GOALS
2020-2021**

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.

ESSA 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 LEP students will become proficient in English and perform at high levels.
- All teachers will continue to be Highly Qualified.

Vision 2020 Strategic Goal areas

1. *Communication Goal:* In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community.
2. *Belonging Goal:* In Alamo Heights ISD we are committed to a culture of belonging.

3. *Resources & Relationships Goal:* In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence.
4. *Social Emotional Learning Goal:* In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.

Student Performance Data

Reading

2016-17 Reading STAAR Results

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

English I

2016-17 English I STAAR Results

Alamo Heights High School

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	427	4144	96	22	331	78	276	65	59	14
Hispanic/Latino	164	3988	57	35	107	65	79	48	13	8
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
White	234	4272	30	13	204	87	181	77	44	19
Economically Disadvantaged	95	3814	46	48	49	52	35	37	3	3
Limited English Proficient	12	3390	10	83	2	17	0	0	0	0
Special Education	20	3397	17	85	3	15	0	0	0	0
At-Risk	108	3683	66	61	42	39	26	24	0	0

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	438	4115	109	25	329	75	263	60	56	13
Hispanic/Latino	182	3933	72	40	110	60	80	44	13	7
Black or African American	9	4037	3	33	6	67	4	44	1	11
White	227	4259	31	14	196	86	167	74	39	17
Economically Disadvantaged	88	3747	49	56	39	44	23	26	5	6
Limited English Proficient	18	3650	10	56	8	44	4	22	0	0
Special Education	33	3474	28	85	5	15	3	9	0	0

2018-19 English I STAAR Results

Student Group	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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Alamo Heights High School

		Scale Score								
			#	%	#	%	#	%	#	%
All Students	426	4188	89	21	337	79	279	65	79	19
Hispanic/ Latino	189	4001	64	34	125	66	96	51	19	10
Black or African American	8	4224	2	25	6	75	4	50	2	25
White	212	4345	20	9	192	91	167	79	55	26
Two or More Races	6	4341	1	17	5	83	4	67	1	17
Economically Disadvantaged	77	3794	42	55	35	45	26	34	3	4
Limited English Proficient	25	3624	18	72	7	28	2	8	0	0
Special Education	40	3531	30	75	10	25	4	10	0	0

English II

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	393	4129	90	23	303	77	240	61	39	10
Hispanic/ Latino	172	3994	57	33	115	67	85	49	12	7
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
White	199	4272	27	14	172	86	145	73	25	13
Economically Disadvantaged	81	3770	34	42	47	58	25	31	1	1
Limited English Proficient	14	3392	12	86	2	14	0	0	0	0
Special Education	16	3349	13	81	3	19	2	13	0	0

Alamo Heights High School

At-Risk	131	3703	70	53	61	47	31	24	1	1
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2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	421	4148	86	20	335	80	272	65	38	9
Hispanic/Latino	164	3958	58	35	106	65	73	45	9	5
Black or African American	8	4014	1	13	7	88	4	50	0	0
White	228	4296	23	10	205	90	182	80	28	12
Economically Disadvantaged	88	3743	43	49	45	51	23	26	0	0
Limited English Proficient	16	3350	15	94	1	6	1	6	0	0
Special Education	20	3545	13	65	7	35	5	25	0	0

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	430	4216	82	19	348	81	282	66	65	15
Hispanic/Latino	176	4036	56	32	120	68	88	50	19	11
Black or African American	6	4090	1	17	5	83	4	67	0	0
White	224	4376	19	8	205	92	179	80	43	19
Economically Disadvantaged	83	3816	41	49	42	51	23	28	3	4
Limited English Proficient	23	3584	16	70	7	30	4	17	0	0
Special Education	47	3604	29	62	18	38	10	21	0	0

Mathematics**2016-17 Mathematics STAAR Results****Algebra I****2016-17 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	169	3821	28	17	141	83	52	31	7	4
Hispanic/Latino	91	3825	15	16	76	84	30	33	3	3
Asian	6	3977	0	0	6	100	2	33	1	17
Black or African American	6	3612	3	50	3	50	1	17	0	0
White	63	3815	10	16	53	84	17	27	3	5
Economically Disadvantaged	63	3746	12	19	51	81	12	19	0	0
Limited English Proficient	12	3585	5	42	7	58	1	8	0	0
Special Education	19	3453	12	63	7	37	1	5	0	0
At-Risk	75	3689	21	28	54	72	11	15	0	0

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	206	3831	51	25	155	75	77	37	20	10
Hispanic/Latino	117	3745	36	31	81	69	27	23	10	9
Black or African American	5	3967	1	20	4	80	3	60	1	20

Alamo Heights High School

White	74	3934	12	16	62	84	40	54	8	11
Economically Disadvantaged	63	3727	24	38	39	62	17	27	4	6
Limited English Proficient	14	3904	3	21	11	79	6	43	3	21
Special Education	29	3417	19	66	10	34	2	7	2	7

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	185	3880	41	22	144	78	75	41	26	14
Hispanic/Latino	114	3897	23	20	91	80	49	43	18	16
Black or African American	6	3896	1	17	5	83	3	50	1	17
White	59	3840	15	25	44	75	21	36	5	8
Economically Disadvantaged	55	3840	17	31	38	69	20	36	9	16
Limited English Proficient	23	3818	6	26	17	74	8	35	2	9
Special Education	34	3503	22	65	12	35	4	12	1	3

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average	Did Not Meet		Approaches		Meets		Masters	
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Alamo Heights High School

			Scale Score								
				#	%	#	%	#	%	#	%

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	409	4330	29	7	380	93	306	75	134	33
Hispanic/Latino	154	4156	17	11	137	89	93	60	34	22
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
White	229	4462	8	3	221	97	195	85	94	41
Economically Disadvantaged	86	3984	17	20	69	80	43	50	12	14
Limited English Proficient	10	3575	5	50	5	50	1	10	0	0
Special Education	20	3577	12	60	8	40	3	15	0	0
At-Risk	91	3807	24	26	67	74	29	32	1	1

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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Alamo Heights High School

			#	%	#	%	#	%	#	%
All Students	389	4377	22	6	367	94	292	75	140	36
Hispanic/ Latino	146	4202	15	10	131	90	90	62	38	26
Black or African American	6	4224	0	0	6	100	4	67	1	17
White	217	4488	7	3	210	97	181	83	95	44
Economically Disadvantaged	58	3965	10	17	48	83	25	43	8	14
Limited English Proficient	15	3662	6	40	9	60	2	13	0	0
Special Education	17	3568	8	47	9	53	1	6	0	0

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	403	4274	23	6	380	94	290	72	116	29
Hispanic/ Latino	175	4141	18	10	157	90	109	62	32	18
Black or African American	8	4486	0	0	8	100	7	88	4	50
White	202	4372	5	2	197	98	160	79	74	37
Two or More Races	6	4303	0	0	6	100	4	67	1	17
Economically Disadvantaged	62	4005	10	16	52	84	32	52	6	10
Limited English Proficient	25	3841	4	16	21	84	8	32	0	0
Special Education	32	3624	14	44	18	56	4	13	0	0

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

2016-17 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	337	4645	7	2	330	98	300	89	220	65
Hispanic/Latino	140	4478	5	4	135	96	118	84	67	48
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
White	170	4784	1	1	169	99	159	94	138	81
Economically Disadvantaged	53	4202	4	8	49	92	36	68	16	30
Limited English Proficient	7	3787	3	43	4	57	3	43	0	0
Special Education	15	4029	3	20	12	80	5	33	3	20
At-Risk	81	4143	6	7	75	93	48	59	21	26

2017-18 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	346	4700	10	3	336	97	307	89	240	69
Hispanic/Latino	147	4580	4	3	143	97	123	84	88	60
Black or African American	5	4466	0	0	5	100	4	80	3	60
White	177	4792	5	3	172	97	164	93	135	76
Economically Disadvantaged	64	4386	6	9	58	91	45	70	32	50
Limited English	6	3719	1	17	5	83	2	33	0	0

Alamo Heights High School

Proficient										
Special Education	20	3852	6	30	14	70	7	35	5	25

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	398	4638	11	3	387	97	354	89	284	71
Hispanic/Latino	153	4471	8	5	145	95	127	83	88	58
Black or African American	9	4546	0	0	9	100	8	89	7	78
White	216	4747	3	1	213	99	201	93	174	81
Economically Disadvantaged	70	4293	4	6	66	94	53	76	29	41
Limited English Proficient	12	3703	4	33	8	67	2	17	0	0
Special Education	27	3870	8	30	19	70	9	33	7	26

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Think Critically and Creatively & Seek Knowledge and Understanding
Area of Focus:	Purposeful lesson planning and Differentiated Instruction to meet the needs of ALL of our learners
Performance Objective:	100% of AHISD students will engage in a developmentally challenging curriculum; differentiated for student need and interest

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to utilize blue print lesson planning as a tool for teachers to acknowledge their 'who' thereby ensuring all students; advanced, grade level, or below grade level, are receiving equitable experiences and opportunities for success	Teachers Department Leads Academic Dean	Weekly during lesson planning throughout school year	1/2 day planning, Dept time embedded in PD days, subs for outside trainings, PD for purposeful planning, Use of YAGS, Engaged classroom training days	Observing collaborative lesson planning sessions walk throughs to observe differentiation lesson plans addressing needs and interest peer evaluations of lesson plans during adult learning time T-Tess Observations
2. We will continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands	Teachers Department Leads Academic Dean	By the first day of the school year, twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
3. We will continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Leads Academic Dean Instructional Coach Principal	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer	Observe during walk throughs Lesson plan details integration and how it meets the student needs TTess observations

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
4. We will continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coaches Academic Dean	4X per year, New teacher meetings once a month	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
5. We will continue to provide equitable access to library services in all levels of courses	Teachers Librarian Principal	Throughout the school year during class time		Library collection usage data Library lesson delivery data
6. We will continue and expand the use of rubrics for grading across all departments	Teachers Department Leads Academic Dean T-Tess Appraisers	Throughout the school year teachers will determine through collaborative planning when rubrics help meet the needs of students	Planning time to develop rubrics	Observed during walk throughs Lesson plan details integration and how it meets the student needs TTess observations
7. We will continue to utilize online curriculum resources as an integrated tool to help learning be more accessible and personally relevant to students	Teachers Department Leads Academic Dean T-Tess Appraisers	Embedded in all PD days, peer visits and Adult Learning days	District funded online resources	walk throughs, culture shift
8. We will continue our tradition of whole campus purposely planning together to acknowledge and align all course YAGs	Teachers Department Leads Academic Dean Instructional Coach Assistnat Principals Principal	August 2019		Every year there is a teacher and/or department that sees what another is doing during the year and works on a cross-curricular project
9. We will continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year		Collaboration during planning periods Lesson plans YAGs Teacher survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10. This year Department Leads will be assigned one month to highlight one of their teachers lessons/activities that align to the POL, either through real time observation or the lens of a collaborative planning session	Teachers Department Leads Campus Leadership Team	One (1) Campus Leadership meeting a month per Department Lead (DL)		DL sharing observations from each others' successes to their departmental teachers
11. This year we will offer Differentiated Instruction (DI) professional development during adult learning	Instructional Coach	One (1) Adult learning in the fall and one (1) Adult learning in the Spring	Time for IC to develop training	Observe practices during walk throughs and give meaningful feedback
12. This year we will create and implement common assessments in core content areas	Teachers Department Leads Academic Dean	All core departments will have (2) common assessments this year	Planning time to develop common assessments	Data will be presented and examined during DL meeting
13. This year will will provide BluePrint for Learning lesson planning philosophy training for all staff	Instructional Coach Department Leads Academic Dean Principal	August PD week	Time for IC to develop training	During collaborative lesson planning time teachers will use the blueprint for planning lessons During walk throughs you will see blue print components embedded in lesson delivery
14. We will continue partnerships with colleges and technical schools to enhance Career and Technical Education (CTE) course offerings; AND this year will be expand our efforts to educate students on opportunities	Counselor for Dual Credit Academic Dean	Advisory lesson for students in November before course selection process	Time to collaborate with cooperating schools Time to write agreements Time to educate students	Number of students attending colleges or tech schools during the school day

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	Engage Socially and Globally & Develop a Healthy Sense of Self
Area of Focus:	Increase understanding of social and emotional issues our student face and Build systems that support life balance
Performance Objective:	100% of our students feel safe, valued and understood every day at school

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue weekly advisory lessons; where more than 75% of them address social and emotional issues of our students	Advisory Committee	Weekly	Time to plan lessons Monthly meetings Common Sense media Character.org	Student surveys counseling and wellness counseling logs SIT referrals
2. We will continue to publish and educate staff, students and parents on procedures for reporting mistreatment	Principal	Quarterly		Number and accuracy of mistreatment reporting
3. We will continue using Live streaming of PTSO events (Facebook Live) to expand access	PTSO	all PTSO meetings	facebook live stream	Number of viewers Parent survey
4. We will continue to educate all students on the Extracurricular Code	Principal	Prep Day	Extra Curricular Code	100% completion Review via advisory
5. We will continue with the implementation of Solid Roots behavioral interventions for targeted students to improve emotional/behavioral/social skills	ACE SST Staff	yearly re-training	Donated funds from former AH student. Consultants from Emergent Tree	Campus attainment of quality indicators (developing and/or mastery) as evidenced by the end of year progress report from consultants
6. We will continue to educate our parents and students on the workload of PreAP/AP courses	Academic Dean Counselors	8th-9th transition mtgs High School Ahead Night PTSO meeting		Number of schedule changes dropping PreAP courses
7. We will continue to implement Exam Exemption Policy to help students make	Academic Dean	Fall and Spring semesters	Exemption Guidelines	Student and Parent surveys Attendance Rate

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
thoughtful choices for a balanced life				Academic Integrity occurrences
8. We will continue to utilize and see to improve the Student Intervention Team and Student Intervention Triage Team to address the social, emotional and academic issues of our students	Academic Dean Counselors Nurse Teachers APs Truancy Officer	Weekly	Time to reflect and make improvements to systems	Number of students seeing Counselors and Wellness counselors for Emotional issues Number of repeat SIT referrals Discipline reports Number of SIT 'C' referrals
9. We will continue to follow no homework nights	Principal	monthly	district planning calendar	confirm during the calendar planning time
10. We will continue to ensure that the Library collection supports understanding of social and emotional issues, builds empathy & provides access to bibliotherapy opportunities for all students	Librarian Counselors Teachers	All year	District Reading Campus Budgets	Collection Statistics
11. We will continue to devote a section of our Monday Mail to address the issues that our students face, social and mental awareness	Principal	Every Monday throughout the school year	Time to develop the document	Parent surveys Student surveys
12. We will continue to host community talks with our Wellness Counselors concerning challenges that our student face such as: violence prevention/intervention, bullying/cyber bullying, improved parent/child communication, student support through individual/ small group counseling, suicide, drug abuse, misuse of internet/technology resources and dating violence.	Wellness Counselors Principal	Four times a year	Time to develop the meetings	Attendance at meetings Parent surveys Community surveys
14. We will continue to develop systems to ensure that information to parents of English Language (EL) learners is provided in the home language.	Administration Teachers	Throughout the year	Time to translate	Parent survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
15. This year we will have a dedicated advisory for every teacher bringing the advisory class down to 20:1; with potential to strategically group students based on need	Teachers Academic Dean	Advisory is every Monday Study hall and RtI can be utilized T-F weekly	Advisory lessons Time to get to know students	Number of students seeing Counselors and Wellness counselors Number of SIT referrals Discipline reports Universal screener data Report card grades
16. This year we will focus on 100% accurate accounting of attendance to quickly identify students who have attendance issues	Teachers Attendance Clerks Assistant Principal (AP) Truancy Officer	Every day, every period teachers take accurate attendance Daily reports given to AP concerning inaccuracies Professional development two (2) times a year on systems and expectations for teachers APs contact parents for students with attendance issues once a week	Time to collect data Time to meet with students and parents	Every three weeks Principal receives report from APs Daily attendance reports Drop out rates Number of students in credit recovery Number of retained students Number of students losing credit due to attendance
17. This year we will implement Major Assignments procedures to ensure that assignments do not overload students on particular days (departments have odd/even due dates)	Academic Dean Department Leads	due dates established at BOY		Monthly check during DL meeting
18. *Proposed Goal (Vision 2020, Goal #4 Social-Emotional Learning The administration team has the capacity to strengthen our faculties understanding of social and emotional learning for our students, create systems and protocols, and provide meaningful professional development, in order directly impact the areas of student achievement, student engagement, school culture, and curriculum design. .) Action 1: We will provide professional	Principal, Asst. Principal, Academic Dean, Instructional Coach, Counselors, Athletic Director and Asst. A.D., and CLT.	All year, ongoing	Time to meet and plan. Monies to secure outside professional development such as Casel. Other professional opportunities for SEL. Send selective staff to trainings.	Surveys, Verbal Feedback

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
development to increase teacher knowledge, inform teachers of systems, and allot time for meaningful curriculum development through the use of the Blueprint.				

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: III	We will close the achievement gap
Profile a Learner:	Seek knowledge and Understanding & Develop a Healthy Sense of Self
Area of Focus:	Utilize relevant data to help ALL students reach their full potential
Performance Objective:	100% of our students will graduate high school as College, Career or Military Ready

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue utilizing the Star universal screener for ALL students (3) times per year in Reading and Math to determine student strengths and needs for additional supports	Academic Dean and Math/ELAR Department Leads Math/ELAR teachers	September, January, April	Renaissance Learning \$16,000 (district funds) Data dig time Collaborative planning time	BOY, MOY, EOY data used to make informed decisions on how to help students performing below grade level RtI "A" referrals Seat counts in Read/Math 180 Progress in Read/Math 180 RtI plans
2. We will continue to provide and revise our credit recovery opportunities for students in danger of losing credit(s) in core areas except for math; utilizing the GradPoint software	Academic Dean Credit recovery teachers Robbins academy teachers	All year	\$19,000 (district funds), and some spec ed funds	Student completion data Number of students in CR Student duration in CR
3. We will continue to provide and revise our credit recovery opportunities for students in danger of losing credit(s) in Math; utilizing the ALEKS software	Academic Dean, Credit recovery teachers Robbins academy teachers	All year	\$8000 (district funded)	Student completion data Number of students in CR Student duration in CR
4. We will continue to provide EL professional development for ALL teachers during Adult Learning time and during August PD week	Assistant Principal over EL District Design Team Academic Dean Instructional Coach	Two (2) one hour sessions during August PD week One (1) Adult Learning sessions in the Spring	Title III funds (\$5000)	Increase in TELPAS results Walkthrough evidence of teachers utilizing SIOP strategies
5. We will continue Writing Across Heights in an effort to increase writing opportunities for	Assistant Principal over EL ESL Teacher	Samples are collected monthly	Time for collection and feedback	Increase in TELPAS results Increase in STAAR English 9

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
students in all courses	All teachers			and 10 results
6. We will continue to ensure 100% adherence to IEP, 504, LPAC accommodations and modifications by providing teachers PD for best practices and legal requirements for students with IEPs; best practice and accommodations for students with a 504 plan; best practices and strategies for students who English is their second language	Academic Dean Special Education Coordinator Counselors Assistant Principal over EL ESL Teacher Department Leads All teachers	August PD week Both early release PD days One (1) adult learning in the Fall	Time to plan PD	ARDs address needs 504 meetings address needs During walkthroughs it is evident that students are receiving resources for their needs Students exiting 504 or Special Education Students exiting the ESL program STAAR results TELPAS results
7. We will continue to provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, and summer school	Teachers Academic Dean Summer School Teachers	Three weeks before STAAR assessments Three weeks during summer school	Time to plan differentiated lessons	Number of students retaking STAAR exams Number of students not meeting standards on STAAR exams Attendance during accelerated instruction opportunities
8. We will continue to provide individualized and group counseling for students identified At-Risk, students with emotional issues, students with drug or alcohol dependencies	Wellness Counselors Counselors	Throughout school year	District funded Wellness Counselor	Number of students in group sessions Number of students seeing Wellness counselors
9. We will continue to provide Saturday make-up days for students who have exceeded the number of allowable absences	Assistant Principal Saturday school teacher Attendance Clerk Truancy officer Student Parent	Saturdays throughout the school year	Pay for Saturday school teacher	Number of students losing credit due to absences Number of students in credit recovery Attendance reports SIT referrals
10. This year we will utilize the advisory period to	Teachers	Two (2) advisory periods per	Time to develop resources	Universal screener data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
build in RtI time for students identified as needing Tier II interventions	Academic Dean	week	for struggling students	Grades in English and Math classes for specified students
11. This year teachers will contact every student and student's parent when a student has a failing grade on any progress report. Teachers will have parent meetings with any student and student's parents when a student fails a nine week period.	Teachers Parents Students Academic Dean	All grade reporting periods	Time to meet with student and parent	Number of course failures Number of students in credit recovery
12. This year teachers will submit a SIT referral for any student who failed a nine week grading period	Teachers Counselors Academic Dean	Nine week grading periods	Time to submit referrals Time to for counselors and Academic Dean to hold a staffing for failing student Time to collect RtI data	Number of course failures Number of students in credit recovery Number of SIT 'A' referrals
13. This year counselors will meet with every one of their students to discuss goals and needs	Counselors	Throughout the year	Time to meet with students	Student surveys
14. This year Counselors will meet with every student who is behind on credits to graduate before the end of the first nine weeks	Academic Dean	Throughout the first nine weeks of school	Time to meet with students	Graduation rate Number of students in credit recovery Number of students attending summer school
15. This year we will provide teachers with professional development about Dyslexia; provide training for teachers who service Dyslexic students with phonemic awareness and decoding guidelines to use during content area instruction	Academic Dean Teachers	August PD week	Time to develop the training	Student surveys Teacher surveys Universal screener data
16. We will continue to sustain and build the CTE Program to provide students career opportunities and industry certifications; This year will be increase our CTE coherent sequences in two areas	Academic Dean CTE coordinator Counselors	Throughout the school year we will continue to search for ways to increase CTE offerings	Time to collaborate Time for professional development in CTE and Perkins funding	Number of students participating in a CTE course Number of students in a coherent sequence Number of students receiving industry certifications

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
17. We will continue to provide ASVAB testing to our student; This year will we ask all ROTC students to take the ASVAB assessment	Academic Dean JROTC instrutors	April 2020	ASVAB tests	Number of students who take the ASVAB Number of students who intend to enlist in the Armed Forces

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual
Profile a Learner:	Communicate and Collaborate & Employee Skills for Life
Area of Focus:	Continue to develop our understanding of the Profile of a Learner and continue to build systems that support character development
Performance Objective:	100% of AHHS stakeholders will personify the Profile of a Learner

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to develop all stakeholder understanding of our Profile of a Learner	All stakeholders	Throughout the school year during: all advisories all teacher meetings all community meetings		Use of the POL language throughout the community, district and campus Demonstrating behaviors aligned to the POL throughout the community, district and campus
2. We will continue to develop core framework of coordinated classroom guidance support that is engaging, relevant, and scaffold to meet student's developmental needs at each grade level.	Counselors Academic Dean	Throughout the school year	time monthly district GAC meetings	Student surveys Teacher surveys Parent surveys
3. We will continue the use of the Raptor System; allowing us to sign in all visitors and verify their identity	Main office personnel	Throughout the school day	Time to train personnel how to use system Resources to replenish the system	Number of visitors in our building without a raptor badge
4. We will continue to partner with Character.org in helping build our touchstone and our core values aligned to our POL; and deliver lessons during our advisory	Counselors Wellness Counselor Advisory Committee Student Council Student Council Teacher Rep	Lessons delivered during weekly advisory	character.org framework; 1 day release time for district/campus planning	Student surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. We will continue to train all staff and our community in the 5 forms of mistreatment	Principal	November staff meetings November PTSO meetings		Teachers are well versed in the forms of mistreatment
6. We will continue to implement Common Sense Media lessons into our advisory lessons and during PTSO meetings	Advisory team Counselors Assistant Principals	Monthly during advisory time One (1) PTSO meeting	Common Sense media lessons	Number of misuse of technology referrals Number of cyber bullying reports
7. We will continue to utilize the mistreatment flow charts for timely communication with all necessary parties	Assistant Principals Teachers		Time to work with student(s) and parents	Number of discipline referrals for mistreatment Number of counseling referrals for mistreatment
8. We will continue to partner with Dude. Be Nice to increase the effectiveness of our character education efforts	Student Council Student Council Teacher Rep	Dude. Be Nice week		Student surveys
9. This year teachers will incorporate one component of the Profile of a Learner into a lesson each nine weeks	Teachers Department Leads Academic Dean	One (1) lesson per nine weeks	Time to develop the lesson	Students Surveys Use of the POL language throughout the campus Demonstrating behaviors aligned to the POL throughout the campus Teachers will give lesson to Department Leads to share with Campus Leadership Observing POL language incorporated into lessons during walkthroughs
10. This year each administrator and will 'adopt' one At-Risk student to mentor throughout the year	Administrators	During advisory time Administrators can meet with student to mentor	Time to meet with student	Attendance reports Discipline reports SIT referrals Academic performance
11. *Proposed Goal (Vision 2020, Goal #1 Communication - AHHS has the capacity to continuously strengthen campus	Principal, Asst. Principals, Academic Dean, Instructional Coach, and Campus	Continued throughout the school year.	Weekly CLT and Administrative meetings	Teacher Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
<p>communication in order to thoughtfully maintain transparency, trust and inclusivity through the use of common language, protocols, and systems.)</p> <p>Action 1: By August 12, 2020 CLT will initiate a high leverage co-constructed “common language” list for the campus.</p>	Leadership Team (CLT)			

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy V	We will ensure a high-performing faculty and staff to accomplish our mission
Profile a Learner:	Communicate and Collaborate & Seek Knowledge and Understanding
Area of Focus:	Recruit the best teachers, support them during induction and provide training opportunities for them to grow professionally
Performance Objective:	100% retention of staff that embodies the Profile of a Learner and seeks to continually improve practices to meet student needs

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to increase classroom walkthroughs with an emphasis on giving teachers meaningful feedback	T-Tess Appraisers Department Leads Instructional Coach	Throughout the school year	Coaching Days	Number of walkthroughs Teacher surveys
2. We will continue to utilize the work of our Campus Design Team (CDT) to increase learning and facilitate campus professional development needs	Campus Design Team Academic Dean Instructional Coach	Monthly meetings	Time to reflect and develop plans	Staff surveys Evidence of best practices during walkthroughs
3. We will continue to support new teachers through new teacher induction week and new teacher cohorts	Principal Academic Dean Instructional Coach Campus Leadership Team	First week with new teachers Monthly cohort meetings	Time for meetings District induction program components Campus induction program components Micro-credentials	New teacher survey at end of year Teacher survey Cohort feedback Mentor feedback
4. We will continue to support new teachers through campus mentors, one content and one non-content	Principal Academic Dean Instructional Coach Campus Leadership Team	Throughout the school year	Time to train mentors Time to develop mentor items	New teacher survey at end of year Teacher survey Mentor feedback
5. We will continue to utilize Peer Observations for teachers to grow professionally in content and pedagogy	Teachers Campus Design Team	Four (4) times a school year	Teacher dedicating time to visit peers	Teacher feedback through CDT survey at end of year Staff survey
6. We will continue our campus goal of ensuring	Academic Dean	Professional development on	Time to develop lessons	Purposeful planning

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Department Leads take more of an Instructional focus in developing teachers within their department	Principal Instructional Coach Department Leads Teachers	best practices during Campus Leadership meetings one (1) meeting per month		evidenced during content strand collaboration Observation of differentiated instruction and best practices embedded in lesson plans Observing Department Leads mentoring teachers on best practices
7. We will continue to incorporate professional development time for librarian to provide training to staff regarding library resources and how to access materials	Librarian Academic Dean	August PD week	Time to design training materials	Teacher survey Staff survey Library usage reports
8. We will continue to ensure administrators purposefully calibrate walkthrough evidence and T-TESS ratings	T-Tess Appraisers	Weekly Admin Meetings	Time for calibration Time for peer walkthroughs Coaching days	Teacher surveys
9. We will continue to practice the Coaching Model for Administrators and Counselors to be more visible and accessible to our staff	Administration Counselors	Coaching days vary by Administrator but there is one assigned to every day of the week		Teacher surveys Discipline referrals Counseling referrals
10. We will continue to 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.	T-Tess Appraisers Teachers	Throughout school year	Title III funds Time to lesson plan	TELPAS student data Teacher survey Observing strategies utilized for students during walkthroughs T-Tess Observations
11. We will continue to provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum for student identified as Gifted	Teacher Assistant Principal for GT Academic Dean	GT training opportunities throughout the year online and through Region 20 GT training for teachers during August PD week	Time Region 20 cohort funding	Number of teachers GT certified Number of GT course offerings
12. We will continue to ensure Administrators are utilizing walkthrough data, T-Tess observations and other data sources to help	T-Tess Appraisers	Goal setting beginning of year meetings Mid year reviews	Time to calibrate Time to coach	T-Tess observations Walkthrough data Feedback to teachers

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
teachers improve their craft		Summative conferences Throughout the school year		Documentation of supports
13. We will continue to ensure Administrators are supporting teachers who need to improve classroom management, instructional practices, professional responsibilities, or other job related duties	T-Tess Appraisers Instructional Coach Counselors Department Leads Mentors Teachers	Throughout the school year	Time for Appraiser to support Time for Instructional Coach to support Time for Academic Dean to support Outside support(s) at campus cost	Teacher survey Walkthrough data T-Tess observations Documentation of professional performance Documentation of supports Mentor feedback
14. We will continue to establish systems and build standard operating procedures to increase the understanding and communication amongst staff	Administrators Campus Leadership Team	Videos made for summer PD August PD week Throughout school year based on feedback	Time to develop systems Time to reflect and modify systems Time to train on systems	Staff survey Student survey CLT feedback
15. This year teachers can "Highlight A Peer" in our weekly Highlights	Teachers	Throughout the school year	Time to fill our nomination form	Number of teachers nominated Teacher feedback
16. This year we will provide new teachers extended training about library services	Librarian	Two (2) new teacher meetings throughout the year	Time to design training materials	New teacher end of year survey Library usage reports
17. This year all new teachers will have their formal T-Tess observation before the end of first semester	T-Tess Appraisers	First semester	Time to observe all new teachers	T-Tess observation
18. *Proposed Goal (Vision 2020, Goal #3 Resources and Relationships - The administration team has the capacity to create structures that will support our faculty and staff in ways that foster employee satisfaction, well-being, and excellence.) Action 1: We will create a faculty handbook in order to provide clear instructional direction (Blueprint), outline job responsibilities, and day to day campus operations to ensure teachers have a sense of	Administration (All)	All year	Completed by May - 2020	Faculty feedback on 1st draft.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
clarity and direction.				

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	Communicate and Collaborate & Engage Socially and Globally
Area of Focus:	Build a culture where all students feel included and value diversity
Performance Objective:	100% of our students will be connected to AHHS in a personally meaningful way

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to recognize District Family Nights (no homework nights)	Principal	Six (6) times a year		Lesson plans Student survey
2. We will continue the tradition of a Fall semester Club Fair where students are encouraged to participate in a wide-variety of clubs	Assistant Principal for Clubs Student Council Club sponsors	September 2019	Time during the school day	Student survey
3. We will continue to offer Early/Late Library hours	Staff Member	September 2019 - May 2020	District funded	Library usage rates during these hours
4. We will continue to offer free tutoring to students by content teachers or peers	Teachers NHS members	Throughout the school year during lunches and before/after school		Number of students failing a course Number of students utilizing tutoring times
5. We will continue to strive that all communication to parents and students be available in home languages	Principal	Throughout school year	Title III funds Time to translate	Parent survey Student survey
6. We will continue to 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.	Principal	Throughout school year	Title III funds	Number of parents attending meetings

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. We will continue to provide students with opportunities to learn about the five graduation endorsements and certificate/certification programs	Counselors Academic Dean Parents	High School Ahead Night 8th grade transition meetings one (1) advisory lesson per year During course selection with 9th and 10 grade students	Time for counselors to meet with students Time for AD to design HS Ahead	Number of students with endorsements Number of students with industry certifications Student survey Number of hits on the website
8. *Proposed Goal (Vision 2020, Goal #2 Belonging - AHHS has the capacity to continuously strengthen campus belonging in order to generate feelings of trust, connection, pride, and motivation.) Action 1: We will create informational avenues that inform students, teachers, and parents about goals, initiatives, and structures in place to help foster a sense of belonging.	Principal, Asst. Principal, Academic Dean, Instructional Coach, Counselors, Athletic Director and Asst. A.D., and CLT.	All Year	Time to meet and plan. Social Media Platforms. Email, Eblasts, Mule Tube, Marquee, and similar communication used for student and parents.	Surveys, Attendance, Verbal Feedback, and Club attendance

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.

Alamo Heights ISD 2020-2021

We believe we must all work together to help you child achieve

Parent Compact

Student

I promise to

Parent

I promise to

Teacher

I promise to

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

PART IV. ADOPTION

Directional System	
BELIEFS The district's fundamental convictions, values, and character.	We believe that... <ul style="list-style-type: none"> • 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.
Vision 2020 strategic goal areas created by our community in 2019-20 for 2020 and beyond.	<ol style="list-style-type: none"> 1. <i>Communication Goal:</i> In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. 2. <i>Belonging Goal:</i> In Alamo Heights ISD we are committed to a culture of belonging. 3. <i>Resources & Relationships Goal:</i> In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence. 4. <i>Social Emotional Learning Goal:</i> In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.
PARAMETERS The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none"> • 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 our mission.	<ol style="list-style-type: none"> 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.

Alamo Heights Independent School District Profile of a Learner

The *AHISD Learner Profile* articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation

Alamo Heights Learners:

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a broad, rich curriculum
- Actively construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Throughout their school careers and beyond, Alamo Heights Learners apply the knowledge and skills of core disciplines and the arts in the quest of understanding. Although the individual pace and path of the curriculum is calibrated to match differentiated student needs, mastery of a rigorous curriculum is developed through active construction of knowledge. Alamo Heights Learners pursue personalized and passion-based learning outside of classroom walls supported by community partnerships and unique time and space configurations.

Develop A Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Alamo Heights Learners make informed and proactive choices in living healthy and balanced lives. Alamo Heights Learners reflect regularly upon success, failure, and their own learning, as well as on themselves as learners. Strong and stable school relationships and connectedness are key protective factors in the lives of Alamo Heights Learners. Moreover, they see even the most formidable challenges and failures as opportunities for personal growth.

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Alamo Heights Learners demonstrate intellectual curiosity and resourcefulness and apply imagination and inventiveness in the creative process. Alamo Heights Learners cultivate a moral thoughtfulness and possess the tenacity and persistence to deeply understand and take action on complex problems. They make objective decisions after considering the potential consequences of their actions and are willing to grow as a result of the experience.

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Alamo Heights Learners express themselves purposefully, clearly, and creatively in their speaking and writing, as well as other forms they find personally effective and rewarding. As a result of their education and experiences, Alamo Heights Learners craft an authentic identity as leaders. They are able to restrain their individual goals to contribute to the collective efforts of a team and do not privilege speaking over listening. Rather, listening is valued as an essential communication tool. Alamo Heights Learners possess the skills to efficiently and responsibly communicate in all phases of daily life, from face-to-face interactions to social media.

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

In tandem with academic skills, Alamo Heights Learners acquire the core skills needed to support success in higher education and the work place. Alamo Heights Learners are persistent in the face of challenge and courageous by taking risks in thinking. Personal responsibility and integrity are acknowledged as the pillars of character and of community. Alamo Heights Learners can anticipate and respond positively to shifting environments and situations. In addition, Alamo Heights Learners demonstrate personal accountability through integrity, punctuality, and workload management.

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage in local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

Alamo Heights Learners respect their own culture as well as the values, traditions, and personal histories of others to the point of empathy. Recognizing the strength of bilingualism, Alamo Heights Learners promote and seek language learning. Contributing to a more just, sustainable and peaceful society, Alamo Heights Learners give back through engaging in service learning in the community and beyond.

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 19-20 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 CAMPUS IMPROVEMENT PLAN.

CAMPUS DEMOGRAPHICS:

Enter Campus Demographics: PEIMS Data, Enrollment Numbers, Attendance Rates, Subpopulation Data, Discipline Data

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

We have a diverse student body with strong attendance rates. Overall, our enrollment numbers continue to stay steady.

Areas of need include:

We want to continue focusing on category participation numbers matching our campus ethnicity breakdown.

We will also work to improve class balance size, especially for our grade level and co-teach courses.

How does this connect to AHISD Learner Profile?

This is connected in particular with the "Seek Knowledge and Understanding," in that it deals with students mastering a broad, rich curriculum. We want students to have access to curriculum that best meets their needs, while also challenging them. Class size balance, especially in our grade level and co-teach classes, to allow for more support in mastering that curriculum. This will also allow for us to maximize our resources to support student learning.

How can we address these needs to support the AHISD Learner Profile?

We can address them by ensuring parents are informed of their options. We can also support teachers instructionally. Lastly, by involving teachers and department chairs, we can improve class sizes.

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:

STAAR Data, TELPAS, Screener Data, Semester and Progress Reports

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

Utilization of RtI during FLEX, implementation of Read/Math 180 courses along with universal screener

Areas of need include:

All student meeting growth goals and passing relevant assessments

How does this connect to AHISD Learner Profile?

This is connected to "Developing a Healthy Sense of Self," in that students can recognize and address personal needs and challenges. It also relates to them "inherently valuing their own learning."

How can we address these needs to support the AHISD Learner Profile?

First and foremost, students need to know where they stand academically. We can support them in knowing their progress and helping them set growth goals. This will allow for them to own their learning. By seeing their strengths and areas for growth, they can take steps toward achieve more.

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

Data Reviewed:

Student/Family/Staff Surveys, Clusters, Parent Communication, PTO Feedback

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

We have solid PTO relationships, parents are generally satisfied with teachers, staff is focused on growing in their practice

Areas of need include:

Increasing percent of parents taking surveys, improvement of communication and involvement of monolingual Spanish-speaking parents, supporting staff in growing their practice, more of a streamlined process for follow up from Clusters

How does this connect to AHISD Learner Profile?

This connects to several aspects of the Profile. One is "maximizing resources to expand their learning environment." Another is "engage socially and globally." Connected to both of those is "applying learning to real-world situations." Lastly, "graciously give and receive feedback" as it applies to administrators to staff, staff to administrators, staff to staff, students and families to staff, and staff to students.

How can we address these needs to support the AHISD Learner Profile?

By becoming more aware of and connected to community resources, students can be better access to relevant experiences. Whether that is career focused or related to service learning projects, students can tap into community organizations, businesses, nonprofits, etc. to make connections. Also, the increase of

participation of our monolingual Spanish-speaking parents increases the strength of bilingualism and allows us to potentially bring in culturally relevant traditions, similar to the elementary schools. We can also more broadly increase the channels by which people give and receive feedback. Whether that is student roundtables, parent focus groups, and peer to peer observations, the possibilities are endless. The more strategic we can be the better.

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:

Teacher / Staff Certification/ qualification data, PDAS data, Teacher-Student ratios, staff effectiveness in relation to student achievement data, mentoring/ induction strategies

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

Overall our staff is qualified, teachers are generally proficient in their practice, there are some classes with higher teacher-student ratios.

Areas of need include:

Need to continue supporting new teachers at the JS with layers of support, continuing to balance class sizes, and focus on priority demographics for student achievement data

How does this connect to AHISD Learner Profile?

A connection to the Profile comes from "taking risks, accepting challenges, and valuing the learning that comes from failure." For our teachers who are in their first year at the JS, "actively construct and demonstrate knowledge and skills." Across the school, what seems key for student achievement is both "assuming shared responsibility in collaborative work" as well as "balancing individual goals with group goals."

How can we address these needs to support the AHISD Learner Profile?

The consideration of the Engaged Classrooms will also allow for us to take risks. In our now fourth year at the JS teachers, our coaching can continue to grow to help them actively construct knowledge, along with their mentors. It would be incredible to build up our coaching model to include a learning platform that grows into a portfolio or even presentations about what they learn in a year. Lastly, as we consider our student achievement data across the spectrum, working with teams to set goals and track toward them is key. Our Campus Design Team in particular can help us with balancing individual goals with groups goals through our collaborative design sessions that drive to student achievement.

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:

Family and Community Involvement participation counts, Parent volunteer Information, Parent Evaluations, PTO engagement

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

Back to school nights are well attended, PTO has a high number of participants, community is involved with mentoring, UIL, and other clubs-to include FLEX

Areas of need include:

Creating tracking systems and metrics for family and community involvement counts-to include gathering baselines (ex: snakpak4kids, UIL, etc.), growing the diversity of our Sitebased team, engaging monolingual Spanish speaking parents through Cafecitos and Telpas Night, more involvement of community in our programs (mentoring, FLEX, etc).

How does this connect to AHISD Learner Profile?

There are multiple connections, starting with "developing and nurturing healthy, loving relationships." "Maximizing resources to expand their learning environment" is key, as is "understanding and engaging in local, national, and global issues." Among those, is the high potential for "adding value to the world through service" and involving families and community to help everyone better understand "responsible digital citizenship."

How can we address these needs to support the AHISD Learner Profile?

Mentoring is key and needs to grow as a high priority in our initiatives. We have seen what is possible with staff and community involvement, so this needs to become a sustainable focus. Those strong and stable relationships are critical. By considering our resources in terms of families and community, we can truly maximize their impact on our school. This could even help us with understanding issues in our community that can inform our service. Whether it is through workshops, family academies, partnering with our wellness counselors and other school, the need to address digital citizenship truly is a community responsibility. The more families know, the more we tap into community resources, the better to help our students navigate the pressures the face, while also empowering families to support their students. As we consider opportunities for students such as extracurricular clubs, service opportunities, we can truly tap into leaders in our community ranging from teachers to family and community members to provide more avenues for student leadership and involvement. This is an area we can grow in, especially in our after school clubs.

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:

STaR Chart data, Technology Plan, Classroom technology needs

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

We have a wide variety of technology needs and assets, Smartboards are implemented and some training has happened, we have pockets of teachers using technology well. We also are gearing up to support 4 engaged classrooms.

Areas of need include:

Having a truly cohesive plan and training scope for the use of technology as it relates to instruction. Getting creative our current technology inventory to support student needs. Having consistent sharing and learning reflections from engaged classrooms in hopes of guiding our responsible roll out.

How does this connect to AHISD Learner Profile?

We can truly tap into "evaluating evidence and questioning assumptions" and "demonstrating adaptability and flexibility in an ever-changing world." "Maximizing resources to expand their learning environment" is central to this area. And a potential connection could be made to "living a physically healthy life."

How can we address these needs to support the AHISD Learner Profile?

Helping our staff reflect on how they can grow in their use of technology for instructional purposes is key. Increasing how we showcase what is working in people's classrooms and inviting one another to learn is a strong possibility. In our design, taking a manageable lesson/unit and testing out how we could incorporate technology (risk-taking, not just comfortable), would be something to consider. It would also be interesting to figure out how to create spaces where we question the role of technology in our lives, which is how we can make a connection to living a physically healthy life-"A Day Without Technology" as a challenge, perhaps, or something similar. We could also consider how to integrate technology in our healthy living.

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:

School structure, master schedule, leadership, duty rosters, and extracurriculars/after school programs

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

Overall we have structures in places for the majority of content teams to meet, all teachers have assigned duties, there are multiple systems in place (ex: FLEX/RtI, Homework Support/Completion, Lunch Bunch, Study Hall, etc.)

Areas of need include:

Master schedule timeline needs to be improved, there is leadership spread across a spectrum of decision making bodies, there is a need for more of our at-risk students to be involved in other extracurriculars

How does this connect to AHISD Learner Profile?

Overall, "Thinking Critically and Creatively" seems to be most relevant as we "identify, frame, and solve multidimensional problems" and "challenge existing mindsets and ways of thinking." The other connection is to "working flexibly as leaders and contributors."

How can we address these needs to support the AHISD Learner Profile?

It would be a potentially good reflection idea to consider how we play roles as leaders and contributors, individually. As we analyze various leadership roles, considering how we can build capacity across the campus from leadership team to fieldtrips to extracurricular clubs. Master schedule will continue to be a puzzle to solve and improve, so continuing to get more input from various stakeholders, ranging from teachers to students and families. As we consider our duties, this could push our thinking within our systems broadly to think of new ways to approach structures in our school. There are multiple opportunities here for input and careful consideration for change that is in the best interest of our students and community.

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:

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

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

There is collaborative processes among content teams for the most part, YAGs are in place, there is the use of some common assessments

Areas of need include:

Horizontal and vertical team planning are not in place, common assessments are not used across the board, teachers need more training and need to use curriculum materials in order to increase effectiveness of YAGs, there is also a need to revisit YAGs in some content areas

How does this connect to AHISD Learner Profile?

In order for students to "master a broad, rich curriculum," work needs to be done here. We could also connect to "effectively manage time, assess progress and evaluate results." And lastly "openly express themselves with humility and vulnerability."

How can we address these needs to support the AHISD Learner Profile?

Starting with the last connection, we could open the dialogue further as departments and vertical teams to increase our efforts around curriculum and assessment planning that leads to stronger implementation. By reconsidering and evaluating what a broad, rich curriculum is for each content area, we could start making headway in improving our curriculum holistically and taking it to the next level. This is done through work with YAGs and common assessments. KUDs have a role to play as well. As we implement these reflections into actionable plans, we can manage time and assess progress to concurrently implement teaching units while improving the curriculum as a whole.

**DISTRICT STRATEGIES/GOALS
2020-2021**

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.

ESSA 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 LEP students will become proficient in English and perform at high levels.
- All teachers will continue to be Highly Qualified.

Vision 2020 Strategic Goal areas

1. *Communication Goal:* In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community.
2. *Belonging Goal:* In Alamo Heights ISD we are committed to a culture of belonging.

3. *Resources & Relationships Goal:* In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence.
4. *Social Emotional Learning Goal:* In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.

Student Performance Data

Reading

2016-17 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	366	1636	68	19	298	81	201	55	112	31
	7	377	1680	65	17	312	83	200	53	125	33
	8	377									

2017-18 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	353	1634	67	19	286	81	196	56	114	32
	7	368	1722	48	13	320	87	247	67	174	47
	8	367	1719	45	12	322	88	229	62	123	34

2018-19 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	372	1622	72	19	300	81	187	50	92	25
	7	358	1707	46	13	312	87	239	67	159	44
	8	381	1762	37	10	344	90	294	77	185	49

2016-17 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	150	1591	45	30	105	70	64	43	28	19
	7	156	1644	43	28	113	72	66	42	40	26
	8	157									

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	156	1590	45	29	111	71	64	41	33	21
	7	143	1681	28	20	115	80	76	53	48	34
	8	160	1689	31	19	129	81	85	53	45	28

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	140	1584	43	31	97	69	49	35	27	19
	7	161	1668	33	20	128	80	85	53	48	30
	8	152	1723	24	16	128	84	100	66	51	34

American Indian or Alaska Native	6	1									
	7	0									
	8	1									

American Indian or Alaska Native	6	1									

Alamo Heights Junior School

	7	1									
	8	0									
American Indian or Alaska Native	6	2									
	7	2									
	8	1									
Asian	6	8	1662	0	0	8	100	4	50	3	38
	7	7	1660	2	29	5	71	3	43	2	29
2016-17 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	11	1627	2	18	9	82	5	45	3	27
	7	7	1656	3	43	4	57	4	57	2	29
	8	8									
Black or African American	6	9	1576	4	44	5	56	3	33	2	22
	7	9	1679	3	33	6	67	4	44	4	44
	8	8	1693	3	38	5	63	5	63	4	50
2018-19 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	10	1627	4	40	6	60	3	30	2	20
	7	8	1719	1	13	7	88	5	63	5	63
	8	10	1690	3	30	7	70	5	50	3	30
Native Hawaiian or Other Pacific	6	0									

Alamo Heights Junior School

Islander	7	2									
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	194	1671	20	10	174	90	126	65	78	40
	7	205	1709	17	8	188	92	125	61	81	40
	8	197									
2017-18 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	175	1675	15	9	160	91	122	70	74	42
	7	204	1750	17	8	187	92	157	77	116	57
	8	190	1744	10	5	180	95	133	70	71	37
2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	200	1645	24	12	176	88	120	60	56	28
	7	175	1742	10	6	165	94	139	79	100	57
	8	207	1791	10	5	197	95	177	86	125	60
Two or More Races	6	2									
	7	0									
	8	0									

Alamo Heights Junior School

Two or More Races	6	1									
	7	2									
	8	0									
Two or More Races	6	3									
	7	2									
	8	2									
2016-17 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	78	1548	30	38	48	62	23	29	7	9
	7	67	1583	31	46	36	54	16	24	7	10
	8	84									
2017-18 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	80	1523	38	48	42	53	14	18	8	10
	7	75	1642	23	31	52	69	33	44	18	24
	8	68	1655	21	31	47	69	27	40	18	26
2018-19 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	81	1546	35	43	46	57	18	22	7	9

Alamo Heights Junior School

	7	76	1627	23	30	53	70	30	39	17	22
	8	69	1688	19	28	50	72	36	52	18	26

2016-17 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	17	1446	13	76	4	24	0	0	0	0
	7	25	1536	15	60	10	40	1	4	0	0
	8	0									

2017-18 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	23	1475	15	65	8	35	3	13	2	9
	7	17	1581	7	41	10	59	4	24	1	6
	8	22	1584	11	50	11	50	2	9	1	5

2018-19 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	22	1552	10	45	12	55	6	27	2	9
	7	30	1583	11	37	19	63	8	27	4	13
	8	19	1647	6	32	13	68	6	32	2	11

2016-17 Reading STAAR Results

Student Group											
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Alamo Heights Junior School

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	20	1431	16	80	4	20	2	10	0	0
	7	30	1519	21	70	9	30	4	13	3	10
	8	30									

2017-18 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	29	1434	23	79	6	21	3	10	1	3
	7	18	1528	12	67	6	33	2	11	0	0
	8	33	1554	21	64	12	36	5	15	2	6

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	29	1489	18	62	11	38	3	10	2	7
	7	33	1539	19	58	14	42	7	21	1	3
	8	19	1551	13	68	6	32	4	21	1	5

2016-17 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	6	98	1520	49	50	49	50	13	13	2	2
	7	133	1581	49	37	84	63	22	17	7	5

Writing

2016-17 Writing STAAR Results

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Student Group	7	375	3946	83	22	292	78	191	51	67	18
	7	155	3723	56	36	99	64	58	37	13	8
	7	0									
	7	7	3960	2	29	5	71	3	43	1	14
	7	5	3803	2	40	3	60	2	40	1	20
	7	2									
	7	206	4115	23	11	183	89	127	62	52	25
	7	0									
	7	66	3518	34	52	32	48	21	32	3	5
	7	25	3319	16	64	9	36	3	12	0	0
	7	30	3091	22	73	8	27	2	7	0	0
	7	133	3494	61	46	72	54	26	20	1	1

2017-18 Writing STAAR Results

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Student Group	7	369	4106	61	17	308	83	219	59	83	22
	7	144	3870	39	27	105	73	59	41	19	13
	7	1									
	7	9	4076	3	33	6	67	6	67	2	22
	7	204	4254	19	9	185	91	146	72	57	28
	7	2									
	7	75	3695	29	39	46	61	23	31	5	7
	7	17	3285	14	82	3	18	0	0	0	0

Alamo Heights Junior School

	7	18	3087	14	78	4	22	1	6	0	0
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2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	356	4169	70	20	286	80	209	59	113	32
	7	159	3932	50	31	109	69	67	42	36	23
	7	2									
	7	8	4207	1	13	7	88	5	63	3	38
	7	175	4368	15	9	160	91	127	73	68	39
	7	2									
	7	75	3747	32	43	43	57	25	33	12	16
	7	30	3616	15	50	15	50	9	30	4	13
	7	33	3222	22	67	11	33	1	3	1	3

English I

2016-17 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English I STAAR Results

Alamo Heights Junior School

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

2016-17 Mathematics STAAR Results										
Student Group										
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters
				#	%	#	%	#	%	#

Alamo Heights Junior School

6	366	1687	38	10	328	90	212	58	105	29
7	153	1580	69	45	84	55	13	8	1	1
8	408									

2017-18 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	353	1693	31	9	322	91	230	65	92	26
	7	118	1605	38	32	80	68	18	15	2	2
	8	423	1747	46	11	377	89	272	64	92	22

2018-19 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	371	1697	38	10	333	90	231	62	115	31
	7	119	1597	44	37	75	63	26	22	1	1
	8	377	1757	26	7	351	93	277	73	77	20

2016-17 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	150	1639	27	18	123	82	62	41	28	19
	7	90	1588	40	44	50	56	10	11	1	1
	8	173									

2017-18 Mathematics STAAR Results

Alamo Heights Junior School

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	156	1648	22	14	134	86	73	47	25	16
	7	71	1601	25	35	46	65	8	11	2	3
	8	175	1707	28	16	147	84	90	51	20	11
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	140	1650	26	19	114	81	67	48	29	21
	7	82	1584	35	43	47	57	15	18	1	1
	8	165	1722	18	11	147	89	103	62	20	12
American Indian or Alaska Native	6	1									
	7	0									
	8	1									
American Indian or Alaska Native	6	1									
	7	1									
	8	0									
American Indian or Alaska Native	6	2									
	7	1									
	8	2									
Asian	6	8	1705	0	0	8	100	4	50	2	25
	7	3									
2016-17 Mathematics STAAR Results											

Alamo Heights Junior School

2017-18 Mathematics STAAR Results											
2018-19 Mathematics STAAR Results											
2016-17 Mathematics STAAR Results											
2017-18 Mathematics STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	11	1645	3	27	8	73	5	45	3	27
	7	5	1562	3	60	2	40	1	20	0	0
	8	7									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	9	1620	2	22	7	78	3	33	2	22
	7	4									
	8	12	1758	2	17	10	83	10	83	2	17
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	10	1656	1	10	9	90	3	30	3	30
	7	3									
	8	11	1729	0	0	11	100	8	73	1	9
Native Hawaiian or Other Pacific Islander	6	0									
	7	1									

Alamo Heights Junior School

White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	194	1726	7	4	187	96	140	72	71	37
	7	54	1571	23	43	31	57	2	4	0	0
	8	218									

2017-18 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	175	1733	6	3	169	97	144	82	60	34
	7	39	1619	9	23	30	77	8	21	0	0
	8	223	1772	16	7	207	93	161	72	63	28

2018-19 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	199	1728	11	6	188	94	146	73	74	37
	7	29	1637	5	17	24	83	9	31	0	0
	8	187	1785	8	4	179	96	153	82	52	28

Two or More Races	6	2									
	7	0									
	8	0									

Two or More Races	6	1									
	7	0									
	8	2									

Alamo Heights Junior School

Two or More Races	6	3									
	7	2									
	8	1									

2016-17 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	78	1591	22	28	56	72	23	29	7	9
	7	53	1574	27	51	26	49	7	13	0	0
	8	89									

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	80	1612	16	20	64	80	24	30	7	9
	7	47	1580	22	47	25	53	6	13	1	2
	8	84	1680	20	24	64	76	40	48	5	6

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	81	1606	17	21	64	79	24	30	8	10
	7	51	1585	20	39	31	61	9	18	0	0
	8	73	1682	16	22	57	78	42	58	5	7

2016-17 Mathematics STAAR Results

Alamo Heights Junior School

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	17	1549	8	47	9	53	2	12	0	0
	7	18	1558	10	56	8	44	0	0	0	0
	8	0									

2017-18 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	23	1579	5	22	18	78	6	26	1	4
	7	13	1561	7	54	6	46	1	8	0	0
	8	24	1651	8	33	16	67	8	33	2	8

2018-19 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	22	1662	3	14	19	86	13	59	6	27
	7	19	1565	9	47	10	53	3	16	1	5
	8	24	1699	4	17	20	83	15	63	3	13

2016-17 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	20	1514	15	75	5	25	1	5	1	5

Alamo Heights Junior School

	7	30	1534	24	80	6	20	2	7	0	0
	8	30									

2017-18 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	29	1536	13	45	16	55	4	14	1	3
	7	16	1546	8	50	8	50	1	6	0	0
	8	34	1581	20	59	14	41	5	15	1	3

2018-19 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	29	1556	14	48	15	52	6	21	2	7
	7	27	1535	18	67	9	33	2	7	0	0
	8	21	1579	12	57	9	43	5	24	1	5

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	98	1585	26	27	72	73	19	19	6	6
	7	103	1563	59	57	44	43	5	5	0	0

Algebra I

2016-17 Algebra I STAAR Results

Alamo Heights Junior School

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	196	4642	1	1	195	99	193	98	161	82
Hispanic/Latino	51	4581	0	0	51	100	50	98	42	82
Asian	10	4718	0	0	10	100	10	100	7	70
White	132	4656	1	1	131	99	130	98	109	83
Economically Disadvantaged	9	4558	0	0	9	100	9	100	7	78
At-Risk	20	4447	0	0	20	100	20	100	13	65

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	192	4678	0	0	192	100	184	96	152	79
Hispanic/Latino	59	4745	0	0	59	100	55	93	48	81
White	128	4655	0	0	128	100	124	97	101	79
Economically Disadvantaged	11	4663	0	0	11	100	11	100	9	82

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	243	4850	2	1	241	99	239	98	208	86
Hispanic/Latino	66	4766	0	0	66	100	66	100	58	88
White	166	4862	2	1	164	99	162	98	140	84
Economically Disadvantaged	22	4723	0	0	22	100	22	100	19	86

Alamo Heights Junior School

Special Education	6	4890	0	0	6	100	6	100	6	100
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Science

2016-17 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	378									
	8	158									
	8	1									
	8	7									
	8	198									
	8	0									
	8	84									
	8	11									

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	366	3915	96	26	270	74	171	47	71	19
	8	162	3729	66	41	96	59	57	35	20	12
	8	0									
	8	8	3861	3	38	5	63	3	38	2	25
	8	187	4066	26	14	161	86	106	57	46	25
	8	0									
	8	72	3543	38	53	34	47	17	24	4	6
	8	22	3372	15	68	7	32	2	9	0	0
	8	34	3348	25	74	9	26	3	9	1	3

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	378	4073	53	14	325	86	216	57	95	25
	8	150	3868	37	25	113	75	64	43	26	17
	8	1									
	8	10	3752	3	30	7	70	3	30	1	10
	8	206	4228	13	6	193	94	143	69	64	31
	8	2									
	8	72	3703	23	32	49	68	24	33	6	8
	8	20	3502	11	55	9	45	5	25	1	5
	8	19	3326	12	63	7	37	3	16	1	5

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies**2016-17 Social Studies STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	376									
Hispanic/Latino	8	156									
American Indian or Alaska Native	8	1									
Black or African American	8	7									
White	8	198									
Two or More Races	8	0									
Economically Disadvantaged	8	82									
Limited English Proficient	8	11									
Special Education	8	28									

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	364	3861	104	29	260	71	137	38	90	25
Hispanic/Latino	8	161	3687	61	38	100	62	38	24	23	14
American Indian or Alaska Native	8	0									
Black or African American	8	8	3933	2	25	6	75	4	50	3	38
White	8	186	3997	39	21	147	79	90	48	61	33

Alamo Heights Junior School

Two or More Races	8	0									
Economically Disadvantaged	8	72	3540	35	49	37	51	10	14	5	7
Limited English Proficient	8	22	3322	16	73	6	27	0	0	0	0
Special Education	8	32	3400	22	69	10	31	0	0	0	0

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	379	3928	83	22	296	78	176	46	112	30
Hispanic/Latino	8	151	3758	55	36	96	64	53	35	30	20
American Indian or Alaska Native	8	1									
Black or African American	8	10	3768	3	30	7	70	4	40	2	20
White	8	206	4067	22	11	184	89	116	56	77	37
Two or More Races	8	2									
Economically Disadvantaged	8	72	3633	35	49	37	51	17	24	9	13
Limited English Proficient	8	20	3567	11	55	9	45	5	25	3	15
Special Education	8	19	3445	12	63	7	37	4	21	2	11

U.S History**2016-17 U.S. History STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Seek knowledge and understanding/ Think critically and creatively
Area of Focus:	Focus on strategies in all academic areas that enhance reading comprehension and writing.
Performance Objective:	AHJS will meet standard on the state accountability system. 90% of all students will meet passing standard on all state assessments. Steady increases in subpopulation progress will be measured each year.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. PD: Provide literacy support for teachers of EL students	Academic Dean ESL Coach LP AP	Semester Assessment	Language Rich Classrooms, 7 Steps Siedlitz, Title III funds I	Teachers engaged in at least quarterly semester PD around literacy and implement it into their classrooms.
2. PD: Train teachers to use universal screeners and other data points to ensure proper support for all learners in Tier I (classroom instruction), Tier 1B (small group intervention 4 times a week for 30 minutes) and Tier 2 (additional Math and/or reading class - Read/Math 180 courses).	Principal Academic Dean Department Chairs	BOY, MOY, EOY/ Every 9 weeks	Universal screener Renaissance Learning	Students are receiving adequate support to progress as evidenced through progress monitoring. There is a decrease in the number of students receiving intervention and on the student failure report.
3. PD: Ensure that grading practices result in accurate reflection of student levels of proficiency and inspire confidence that success is attainable.	Principal Academic Dean Department Chairs	Quarterly Assessment	Grading Guidelines including reassessment opportunities, quarterly failure reports	SIT Team will ensure students on the failure report and referred for intervention are taking advantage of reassessment opportunities.
4. PD: Ensure that homework guidelines are consistently implemented and that	Principal Academic Dean Department Chairs	Quarterly Assessment	AH Homework Guidelines covered during October Staff	Classroom walkthroughs, Student and Parent Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
homework is meaningful and purposeful.			Meeting with teachers, Back-to-school nights with parents, and advisory with students.	
5. PD: Ensure that teachers are designing engaging work that leads to profound learning.	Academic Dean Instructional Coach Department Chairs	Monthly	Schlechty Working on the Work (WOW), Design Qualities, Blueprint for Learning for Engaged Classrooms	Blueprint Units for Engaged Classrooms, Designed Units for Non-Engaged, Walkthroughs.
6. PD: We will continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coaches Academic Dean	Instructional Coaches Academic Dean	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
7. PD: Ensure support for new language program teachers to include ESL, SI, and DL	Campus Coordinator	Campus Language Team Meetings each nine weeks and additional support meetings for new teachers two times a year.	Time to design new teacher support; Time to meet with new teachers- may require release time; Release time for curriculum planning	Survey of new teachers at the end of the year provides feedback of substantial support during first year at AH.
8. PD: Provide additional training to teachers to support students with dual special education and EL services.	Director of Special Education and District Bilingual Coordinator, Campus Administrators	Fall training with follow up spring training.	Title III funds for ESC Consultant; Release time as needed; Aligned LPAC and ARD timeline	A clear plan is in place for each student served through both special education and EL services and programs.
9. PD: Learning walks in co-teach classes to ensure the co-teach model is implemented with fidelity.	Laura Ancira, Yadira Palacios, Liz Aguirre, Rene Gomez, Special Education Department Chair	Every 9 weeks		Decrease of students served through Special Education on Failure report
10. PD: Support core-content teachers in acquiring ESL certification	Campus Coordinator, Campus Administrator	Study sessions arranged a month before the test	Region 20 consultation; Active recruitment of ESL teachers	Increased number of teachers with ESL endorsement.
11. Create collaborative planning time for language program teachers	Campus Coordinator, Campus Administrator	Campus Language Team Meetings each nine weeks and additional support meetings for new teachers two times a year.	Time to design collaborative meetings; Time to meet as a department (may require release time).	Survey of language teachers at the end of the year provides feedback of substantial collaborative planning time.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
12. We will continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands	Teachers Department Leads Academic Dean Instructional Coach Principal	By the first day of the school year, twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
13. We will continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Heads Academic Dean	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer	Observe during walk throughs Lesson plan details integration and how it meets the student needs TTess observations
14. Vision 2020- Communication: We will continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year	DH Protocol May for dept proposal, Admin Feedback, Summer Finalization	Collaboration during planning periods Lesson plans YAGs Teacher survey

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	Healthy sense of self.
Area of Focus:	Providing the necessary support structure for our students and community.
Performance Objective:	Kindness Campaign Programs, Random Acts of Kindness, Mentor Program, Snack Pack 4 Kids, and other socio-emotional programs are in place to support our students and give resources to families/community.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Develop core framework of coordinated classroom guidance support that is engaging, relevant and scaffold to meet students' developmental needs at each grade level.	Yadira Palacios, Mike Snell, Claudia Gonzales, Lisa Lucas	Monthly meetings, Fall planning	District Counselor Meetings/Advisory Lessons	Monthly Counselor Interactions with students.
2. Continue to increase effectiveness of campus programs that will enhance the character, behavior, and leadership of the students and staff.	Lisa Lucas, Yadira Palacios, Laura Ancira, Liz Aguirre, Rene GOMEZ	Monthly meetings	Character Education through Advisory lessons; Kindness Week	Decrease in mistreatment cases
3. Continue to increase the consistency and effectiveness of the Junior School Ambassador Program to promote tolerance, acceptance and safety.	Lisa Lucas - Wellness Counselor, Family Group Leaders, Student Ambassadors	Ongoing	PTO Partnership	Ongoing support for new students and programs led by students
4. Increase partnerships and awareness around existing programs	Administrative and Counselor Team	Ongoing	Partnerships	At least 1 more significant partnership
5. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Yadira Palacios/ Campus Leadership Team	Quarterly	Testing Calendar	Testing Calendar does not have projects due or tests scheduled the day after No Homework Nights. No more than 2 tests or major projects are scheduled on any given day.
6. Address with parents the impact over-scheduling and Pre-AP course loads can have on the social and emotional well-being of	Principal Academic Dean Counselor Team	5th to 6th Transition parent meetings; 8th to 9th transition meetings;	AH HW Guidelines, AHJS Course Catalog	Number of drops at 9 weeks and semester failure report

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
their children.		Counselor registration meetings with new to district students.		
7. Ensure all students participate in the ExtraCurricular Code of Leadership.	Principal Assistant Principals /UIL Coaches	August/September	AH District Extracurricular Code of Leadership	100% participation of all students on extracurricular teams.
8. Discourage the dropping off and/or delivery of lunch to children on campus for reasons of safety, security and exclusivity.	Principal		District-Wide Message/Back to school Nights/ Monday Mail Communication with Parents	Decrease in lunches delivered/dropped-off
9. Vision 2020- Social Emotional Learning: We will adopt a social emotional learning curriculum to support our student development and social well-being.	Principal Character Team Academic Dean	June 2020	Campus Funds	A culture of acceptance and inclusivity is reported by students on their Panaroma survey.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: III	We will close the achievement gap
Profile a Learner:	AH learner will seek knowledge and understanding.
Area of Focus:	Identification of student gaps and teacher support for closing those gaps.
Performance Objective:	Significant gains will be made in our subpopulations that have historically struggled and shown performance gaps.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Monitoring team planning to ensure vertical and horizontal alignment.	Principal Academic Dean	Monthly	Campus Design Team, Leadership Team, and Department/Grade Level Chairs	Increased work in team planning
2. Utilization of clusters to set up progress measures.	Academic Dean Counselor Team	Ongoing	Teachers	"Next Steps" sheet is created for clusters and sent out to teachers.
3. Strengthen the Progress Monitoring of Special Education, 504, ELLs, and At Risk Ss.	APs, EL Program Coordinator, Special Education Department Chair, Dyslexia Chair, Counselors	End of each 9 weeks	Special Education Chair, Special Education Teachers, Dyslexia Chair, Counselors	Progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress.
4. Administer Universal Screeners three times per year on all students in Math and Reading to identify and provide RTI reading and math intervention to students on Urgent Intervention and Intervention groups on Screeners through FLEX intervention and through M/R 180.	Academic Dean, Department Chairs, ELA and Math Teachers	September, January, April	Renaissance Learning (District Funds) ARI/AMI Funds Title II	BOY, MOY and EOY data will be utilized to form Tier 1b and Tier 2 Intervention groups. Students receiving intervention will make gains on their EOY Universal Screener.
5. After school Study Hall: After school tutoring free of charge with certified teachers will be	Principal, Content Coordinator	3 x a week	Teachers; Transportation	Attendance rosters to Study Hall will be compared to

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
provided 3 days out of the week. Ss on free and reduced lunch will have access to the the late bus.				Failure Report
6. FLEX Study Hall: ALL Ss will have the opportunity to attend content specific Study Halls with a certified content teacher respectively during FLEX for help with their subject specific work. Ss on the failure report at the end of each 9 weeks will be required to attend.	Academic Dean, Department Chairs	4 x a week	Teachers	Decrease in the number of Ss on the subject specific failure report at the end of each 9 weeks.
7. EL: Progress Monitor EL students through grades and Intervention	LP AP, EL Coordinator	Every of each nine weeks	Time for coordinators to check grades, and local assessments Time for RTI staff to evaluate progress monitoring data and collaborate with classroom teachers about intervention.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress. Clear plan for intervention for each RTI EL student.
8. EL: Ensure correct coding of EL students in PEIMS and on Testing Documents	Academic Dean, EL Coordinator, Data Processor, Lead Counselor	By Snapshot October 2020; Middle of Year LPAC changes; End of Year LPAC Changes Adheres to testing calendar dates for each grade level	Time for coordinators to check coding; time for PEIMS data clerks to enter coding Time for counselors to carefully check all pre-coded testing booklets and make any changes needed. Cross check- with MOY LPAC Language Decision Making	District Bilingual Coordinator's final audit of student coding across district All EL students are correctly coded for testing purposes.
9. EL: Use EL linguistic accommodations checklist to document notes by 9 weeks	Campus Coordinator and Classroom teachers	BOY MOY EOY	Time for coordinators to communicate with stakeholders.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				All stakeholders are informed of student progress in a timely manner.
10. EL: Communicate EL progress monitoring results with teachers, administrators, support staff, and parents	Campus coordinator communicates to district coordinator, campus administrators, and classroom teachers. Classroom teachers communicate progress to parents.	Every nine weeks	Time for campus coordinator to collaborate with classroom teachers to complete EL Linguistic Accommodation Sheet.	EL accommodation checklist completed for each EL student in district and uploaded into AWARE.
11. Sped Services: During Intervention courses of FLEX, special education teachers will provide subject specific support for their Ss in the areas of Reading and Writing, Math and Science, and Social Studies.	Academic Dean, Special Education Department Chair, Special Education Teachers	4 times a week; 4 courses	Special Education Chair, Special Education Teachers,	Spreadsheet of progress monitoring shows adequate progress of SPED students. A plan is developed to support students not making progress.
12. Special Education teachers will be the Advisor to the Ss on their case load. They will check agendas, grades, and support with content during Advisory.	Academic Dean, Special Education Department Chair, Special Education Teachers	Once a week; Monitored MP1, MP2, MP3, MP4	Special Education Chair, Special Education Teachers,	A decrease of Ss who receive Special Education services on the the Failure Reports.
13. Students scoring a grade below 60 on the failure report, will be submitted to SIT by teacher. Progress monitoring and intervention plans will be a part of department meetings.	Dept Chairs Principal Academic Dean	Every 9 weeks	Dept Meetings, Student intervention Team	Decrease of students on failure report.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual
Profile a Learner:	Engage socially and globally.
Area of Focus:	There are campus-wide methods to disseminate awareness and action toward strong character
Performance Objective:	<p>There is a significant decrease in the number of incidents of mistreatment and teachers/students engaged monthly around character education</p> <p>Strengthen our character education by becoming a common-sense media digital citizenship certified school.</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Educate students on the 8 Keys of Excellence as part of character education.	Wellness Counselor, Assistant Principals	1st 2 weeks of Advisory	Advisory Lessons, Advisory Committee	Teacher/student feedback on advisories
2. Coordinate campus character education programs that will enhance the character, behavior, and leadership of students.	Wellness Counselor, Assistant Principals	Monthly	Character Education Committee	Decrease of incident reports
3. Implement teacher/student/parent training around 5 forms of mistreatment.	Wellness Counselor, Assistant Principals	Every 9 weeks	Forms of Mistreatment and Matching Kindness posters. Mistreatment Flow Charts.	Increased accuracy identifying mistreatments on student incident reports.
4. Implement school-wide recognition of character traits and examples of good character are highlighted	Wellness Counselor	Weekly	Staff	Advisory Lessons
5. Become a common sense media digital citizenship certified campus	Academic Dean and Character Committee	Monthly	Advisory Lessons, Cristie Christopher and Advisory Committee	Recognition as a Common Sense Media Digital Citizenship campus.
6. Train all staff and volunteers to actively supervise students because unsupervised times can lead to mistreatment.	Assistant Principals	August In-Service Days, Quarterly	Duty and Supervision Schedule	Decrease of incident reports during common times (i.e. lunch, recess, after school, before school).

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and student's ownership of behavior.	Assistant Principals	Daily	Mistreatment Flow Charts, Incident Report Historical Data	APs will have a monthly calibration to ensure they are being consistent with consequences.
8. Vision 2020- Social Emotional Learning: Provide Service learning opportunity for students to engage in civically-minded ways to positively impact their community.	Wellness Counselor Character Committee	Service Learning Week	Week Long Advisory for Project Development	Service Learning Projects
9. Vision 2020- Communication: Build common language around decision making, so that decisions are transparent and connect to the bigger why (i.e. short term vs long term impact, alignment to our vision and mission, zoom in/out lens greater picture).	Administration Team	Ongoing		Decision making will be transparent as a trademark of impeccable character from leadership.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy V	We will ensure a high-performing faculty and staff to accomplish our mission
Profile a Learner:	Seek Knowledge and Understanding Think Critically and Creatively Communicate and Collaborate Employ Skills for Life
Area of Focus:	Strategically place support systems in place for staff knowledge and skills
Performance Objective:	Support systems are tailored to meet teacher needs and increased teacher retention

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Expand and improve teacher mentoring program, while continuing new teacher collaborative support sessions.	Admin Team	Ongoing/monthly	Teacher mentors	Teacher surveys and retention
2. Provide coaching support for new teachers	Academic Dean/Instructional Coach	Weekly	Other administrators	Walkthrough data
3. Initiate peer visits to other district schools	Academic Dean/Instructional Coach	Fall/Spring	School partnership	Teacher surveys and reflections post the visit
4. Provide one-on-one coaching with teachers who need support	Admin Team/Instructional Coach	Ongoing	Cristie Christopher and other instructional coaches	Walkthrough data
5. Increase debriefs from classroom walkthroughs	Admin Team/Instructional Coach	Ongoing	Admin Meetings	Admin will debrief on trends observed in classrooms
6. Use the profile language during monthly department/staff/new teacher meetings.	Admin Team/Instructional Coach	Ongoing		Student Panaroma Survey 12 outcomes of Profile of a Learner.
7. Highlight descriptors of the Profile during Walkthroughs/Campus Newsletter	Admin Team/Instructional Coach	Ongoing		Student Panaroma Survey 12 outcomes of Profile of a Learner.
8. Provide coaching/training and development to support teachers as they get stronger understanding of the Profile of a Learner.	Admin Team/Instructional Coach	Ongoing	Coaching during planning sessions; Staff Meeting Profile Foci	Student Panaroma Survey 12 outcomes of Profile of a Learner

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
9. 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).	Principal	August 2020-May 2021	Title III funds	TELPAS student data
10. 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.	Principal	August 2020-May 2021	Title III funds	TELPAS student data
11. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies and Differentiated Curriculum.	Principal	August 2020-May2021	N/A	Number of teachers trained for Gifted and Talented
12. Vision 2020 Resources and Relationships- Create a platform where all staff members feel safe to provide feedback, engage in problem-solving, and allow for divergent thinking to be addressed (ex. Mule Team).	Principal Assistant Principals	August 2020- May 2021		Team Meets quarterly and staff feels their needs are heard and met as reflected on staff survey.
13. Vision 2020 Communication- Create Divergent Thinking Protocol- define the understanding of the problem, dialogue through considerations, be transparent with decision making, and trust decisions made- and train staff on how to use protocol.	Principal Campus Design Team	August 2020- May 2021		Protocol is used consistently for divergent thinking, problem-resolution.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	Communicate and Collaborate Engage Socially and Globally
Area of Focus:	Support of our at-risk populations to have enrichment opportunities
Performance Objective:	Increase balance of students in academic/extra-curricular activities by providing relevant programs for students

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Increase sections of high-interest FLEX courses and identify teachers to fill those needs	Academic Dean	Monthly	Staff	Continue to have over 90% of students in their 1st, 2nd, and 3rd choice
2. Ensure that all students participate in at least one fine arts program, club or activity	Administration Team	Ongoing	Sports, Fine Arts, Clubs	Participation in Sports, Fine Arts, Clubs, and FLEX interest courses
3. 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.	Principal	August 2020-May 2021	Title III funds	Increased parent involvement as evidenced through sign-in sheets
4. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with EL parents	Elementary Academic Dean (in collaboration with JS Dean) ; Academic Dean (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parent at conferences	A clear description of course selection options is documented and available to all teachers and parents. The recommended DL/SI track is explained to all students.
5. Expand family engagement opportunities to include events that showcase family	Bilingual Parent Liaison Committee	One event in the Fall and One in the Spring (Feria de la	Parent Liaison Stipend; Time to align family events with	Parent Survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
contributions of language minority families.		Universidad)	campus cultural calendars.	
6. 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 conferences with AH staff.
7. We will continue to develop systems to ensure that information to parents of LEP students is provided in the home language.	Administration Teachers	throughout the year	District Resources; PTO Volunteers for translation	Parent survey
8. We will offer a student interest groups fair in the Fall to encourage participation from all students	Assistant Principal for Clubs Student Council Club sponsors	September 2020	Time during the school day Student survey	Student survey
9. We will continue to provide students with opportunities to learn about course availability, open enrollment, course requests through Spring Counselor Classroom Visits and Transition Meetings	Dean, Counselors, Admin Team, Dept Heads	Spring 2021	Scheduling classroom visits,	Student Survey

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.

Alamo Heights ISD 2020-2021

We believe we must all work together to help you child achieve

Parent Compact

Student

I promise to

Parent

I promise to

Teacher

I promise to

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

PART IV. ADOPTION

Directional System	
BELIEFS The district's fundamental convictions, values, and character.	We believe that... <ul style="list-style-type: none"> • 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.
Vision 2020 strategic goal areas created by our community in 2019-20 for 2020 and beyond.	<ol style="list-style-type: none"> 1. <i>Communication Goal:</i> In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. 2. <i>Belonging Goal:</i> In Alamo Heights ISD we are committed to a culture of belonging. 3. <i>Resources & Relationships Goal:</i> In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence. 4. <i>Social Emotional Learning Goal:</i> In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.
PARAMETERS The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none"> • 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 our mission.	<ol style="list-style-type: none"> 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.

Alamo Heights Independent School District Profile of a Learner

The *AHISD Learner Profile* articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation

Alamo Heights Learners:

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a broad, rich curriculum
- Actively construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Throughout their school careers and beyond, Alamo Heights Learners apply the knowledge and skills of core disciplines and the arts in the quest of understanding. Although the individual pace and path of the curriculum is calibrated to match differentiated student needs, mastery of a rigorous curriculum is developed through active construction of knowledge. Alamo Heights Learners pursue personalized and passion-based learning outside of classroom walls supported by community partnerships and unique time and space configurations.

Develop A Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Alamo Heights Learners make informed and proactive choices in living healthy and balanced lives. Alamo Heights Learners reflect regularly upon success, failure, and their own learning, as well as on themselves as learners. Strong and stable school relationships and connectedness are key protective factors in the lives of Alamo Heights Learners. Moreover, they see even the most formidable challenges and failures as opportunities for personal growth.

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Alamo Heights Learners demonstrate intellectual curiosity and resourcefulness and apply imagination and inventiveness in the creative process. Alamo Heights Learners cultivate a moral thoughtfulness and possess the tenacity and persistence to deeply understand and take action on complex problems. They make objective decisions after considering the potential consequences of their actions and are willing to grow as a result of the experience.

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Alamo Heights Learners express themselves purposefully, clearly, and creatively in their speaking and writing, as well as other forms they find personally effective and rewarding. As a result of their education and experiences, Alamo Heights Learners craft an authentic identity as leaders. They are able to restrain their individual goals to contribute to the collective efforts of a team and do not privilege speaking over listening. Rather, listening is valued as an essential communication tool. Alamo Heights Learners possess the skills to efficiently and responsibly communicate in all phases of daily life, from face-to-face interactions to social media.

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

In tandem with academic skills, Alamo Heights Learners acquire the core skills needed to support success in higher education and the work place. Alamo Heights Learners are persistent in the face of challenge and courageous by taking risks in thinking. Personal responsibility and integrity are acknowledged as the pillars of character and of community. Alamo Heights Learners can anticipate and respond positively to shifting environments and situations. In addition, Alamo Heights Learners demonstrate personal accountability through integrity, punctuality, and workload management.

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage in local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

Alamo Heights Learners respect their own culture as well as the values, traditions, and personal histories of others to the point of empathy. Recognizing the strength of bilingualism, Alamo Heights Learners promote and seek language learning. Contributing to a more just, sustainable and peaceful society, Alamo Heights Learners give back through engaging in service learning in the community and beyond.

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 19-20 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 CAMPUS IMPROVEMENT PLAN.

CAMPUS DEMOGRAPHICS:

Enter Campus Demographics

Cambridge Enrollment 2020-2021: 860

Economically Disadvantaged 20%

African American 4%

Hispanic 42%

White 89%

American Indian 1%

Asian 4%

Pacific Islander 0.5%

Two or More none

English Language Learners 3%

Special Education 7%

Gifted and Talented 19%

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

We have a high number of GT students on campus. Percentage of hispanic students enrolled as well.

Areas of need include:

With the high number of hispanic families, we must ensure that communication meetings, such as PTO, Monday Mail, and all other communication is sent home in Spanish.

How does this connect to AHISD Learner Profile?

Communicate & Collaborate

How can we address these needs to support the AHISD Learner Profile?

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:

STAAR Data; TELPAS Score Reports; CBAs; iStation; AIMSweb

Due to COVID closing, we have no data for 2019-2020 school year.

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

Aims web Grade 2-5 rate of improvement on both M-COMP and M-CAP is higher than the national norms.

3rd Grade STAAR Reading Results 2019-2020

85 % of ALL Students passed (146 passed out of 171)

75 % of AA Students passed (6 passed out of 8)

81 % of Hispanic Students passed (58 passed out of 72)

64 % of Economically Disadvantaged passed (27 passed out of 42)

47% of Special Ed. Students passed (7 passed out of 15)

75% of students that took it in Spanish passed. (6 passed out of 8)

3rd Grade Math Results:

79% All Students passed (134 passed out of 170)

75% of AA Students passed (6 passed out of 8)

75% of Hispanic passed (54 passed out of 72)

60% of Economically Disadvantaged passed (25 out of 42)

20% of Special Ed. Students passed (3 out of 15)

75% of students that took it in Spanish passed (6 passed out of 8)

4th Grade Reading STAAR Results:

82 %-All Students (137 out of 168)

50% AA Students (3 passed out of 6)

74% - Hispanic (53 out of 72)

66% - Economically Disadvantaged (25 out of 38)

13% - Special ed. Students (2 passed of 15)

4th Grade Math STAAR Results

63% - All Students (106 out of 168)

33% - AA Students (2 out of 6)

47% - Hispanic (34 out of 72)

45 % - Economically Disadvantaged (17 out of 38)

13% - Special Ed. Students (2 out of 15)

4th Grade Writing STAAR Results

69% - All Students (114 out of 166)

50% - AA Students (3 out of 6)

56% - Hispanic (39 out of 70)

39% Economically Disadvantaged (15 out of 38)

20% - Special Ed. Students (3 out of 15)

5th Grade Reading STAAR Results:

87%- All Students (152 out of 174)

0%- AA Students (0 out of 2)

76%- Hispanic (56 out of 74)

69% Economically Disadvantaged (24 out of 35)

43% - Special Ed. Students (3 out of 7)

5th Grade Math STAAR Results:

89% - All Students (154 passed out of 174)

0%- AA Students (0 out of 2)

74%- Hispanic (55 out of 74)

66%- ED (23 passed out of 35)

57% - Special ed. (4 out of 7)

5th Grade Science STAAR Results:

68% - All Students (118 out of 174)

0%- AA Students (0 passed out of 2)
43% Hispanic (32 passed out of 75)
34% - Economically Disadvantaged (12 passed out of 35)
0% - Special Ed. (0 passed out of 7)

Areas of need include:

STAAR:

Increase the number of students that reach the "mastered" category in all grade levels
Increase the number of special ed. students meeting expectations in all grade levels and subjects
Across all grade levels our ED Students scored lower than other sub population groups.

How does this connect to AHISD Learner Profile?

Seek Knowledge and Understanding- Understanding and maximize resources.

How can we address these needs to support AHISD Learner Profile?

Monitor students knowledge through formative and summative assessments. Differentiate instruction when needed. Discuss needs of students beyond tier meetings.

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

Data Reviewed:

Teachers, Parents, Students completed surveys; Walkthroughs; Parent Conferences;

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

Class meetings were every Tuesday for all students
integrating literature into many class meetings this year
Reinforce positive character traits in discipline within the classroom and office

Numerous opportunities exist for parents to volunteer on campus and be a part of their child's learning experience.

Parents new to the district have a desire to participate and know about volunteer opportunities.

Parents and teachers believe Cambridge is a safe and overall positive environment for working and learning.

Areas of need include:

Outreach and orientation that is intentional, productive, and recursive needs to be extended to parents and teachers new to the district and school.

How does this connect to AHISD Learner Profile? Develop a healthy sense of self by nurturing healthy, loving relationships with new staff and new families. Value diversity as a strength while engaging socially, globally and celebrating language learners and their families.

How can we address these needs to support the AHISD Learner Profile? Continue to hold class meetings and build strong relationships with staff, students and families.

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:

Staff Retention Rates; Teacher-Student Ratios; Professional Development Attendance; Administrative Cohort

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

Voluntary staff turn over in the main is due to relocation of spouses or the desire of teachers to stay home with children.

Areas of need include:

An expansion of leadership opportunities and training for teachers.

We need more teachers to complete their ESL and GT Certification

Seek Knowledge & Understanding

Meet Monthly with new staff members.

How can we address these needs to support the AHISD Learner Profile? We must work with flexibility as leaders and contributors.

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:

PTO Volunteers; HB5 Community Engagement Report, Parent Evaluations

Upon review of these data, several findings were noted: these findings include:
Increase number of mentors for our students.

Provide opportunities for parents to participate in activities that are academic with their child such as a reading night, science night, etc.

Areas of need include:

Consider aligning parent volunteers to support academics (tutoring, reading with students, mentors)

How does this connect to AHISD Learner Profile?

Communicate & Collaborate

How can we address these needs to support the AHISD Learner Profile?

Increase our number of mentors helping out students at risk.

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:

STaR Chart Data, HB5 Community Engagement

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

Areas of need include:

Ongoing staff development to support staff increased technology integration.

Identified carts and headphones for testing

How does this connect to AHISD Learner Profile?

Seek Knowledge & Understanding: Maximize resources to expand their learning environment

How can we address these needs to support the AHISD Learner Profile?

Work collaboratively with technology department and instructional coaches to integrate technology

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:

Leadership/Design Teams, Afterschool programs, Explore Program

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

Design Team implemented adult learning throughout the year for an after school learning hour.

Areas of need include:

Continue to follow through with the plan from Design Team for adult learning.

How does this connect to AHISD Learner Profile?

Think Critically & Creatively

How can we address these needs to support the AHISD Learner Profile?

Design Team will get feedback from staff on the process.

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:

Vertical Teams, CBAs, Action Teams

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

Fidelity to math and science YAG's a relative campus weakness. Fidelity to integrated social studies and ELA YAG is a relative weakness.

Writing in all grade levels is weak.

Responsibilities and time commitment of content vertical team members is increasing.

Areas of need include:

Increase the amount of hands on science activities/labs.

Increase amount of time with writing.

CBA data disaggregation conversations that impact instruction.

How does this connect to AHISD Learner Profile?

Employ Skills for Life

How can we address these needs to support the AHISD Learner Profile?

Commit to teaching more hands on activities with science and math.

**DISTRICT STRATEGIES/GOALS
2020-2021**

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.

ESSA 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 LEP students will become proficient in English and perform at high levels.
- All teachers will continue to be Highly Qualified.

Vision 2020 Strategic Goal areas

1. *Communication Goal:* In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community.
2. *Belonging Goal:* In Alamo Heights ISD we are committed to a culture of belonging.

3. *Resources & Relationships Goal:* In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence.
4. *Social Emotional Learning Goal:* In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.

Student Performance Data

Reading

2016-17 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	145	1482	30	21	115	79	85	59	59	41
	4	176	1569	32	18	144	82	93	53	59	34
	5	131	1623	25	19	106	81	78	60	59	45

2017-18 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	154	1476	23	15	131	85	86	56	41	27
	4	153	1554	34	22	119	78	86	56	55	36
	5	173	1643	20	12	153	88	128	74	62	36

2018-19 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	163	1478	23	14	140	86	90	55	53	33
	4	165	1534	29	18	136	82	80	48	32	19
	5	166	1623	30	18	136	82	107	64	74	45

2016-17 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	48	1387	17	35	31	65	18	38	7	15
	4	75	1533	18	24	57	76	31	41	19	25
	5	63	1569	19	30	44	70	28	44	20	32

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	64	1444	13	20	51	80	30	47	9	14
	4	57	1477	22	39	35	61	21	37	9	16
	5	69	1590	11	16	58	84	44	64	14	20

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	65	1451	12	18	53	82	29	45	14	22
	4	70	1496	17	24	53	76	27	39	8	11
	5	66	1536	23	35	43	65	27	41	13	20

American Indian or Alaska Native	3	0									
	4	0									
	5	0									

American Indian or Alaska Native	3	0									
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Cambridge Elementary

	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
Asian	3	8	1402	3	38	5	63	4	50	2	25
	4	9	1663	0	0	9	100	7	78	3	33
	5	5	1586	1	20	4	80	3	60	2	40
Black or African American	3	2									
	4	1									
	5	4									
Black or African American	3	5	1337	2	40	3	60	1	20	0	0
	4	1									
	5	2									
Black or African American	3	8	1454	2	25	6	75	3	38	3	38
	4	6	1428	3	50	3	50	2	33	0	0
	5	2									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	87	1541	10	11	77	89	62	71	49	56

Cambridge Elementary

	4	91	1592	13	14	78	86	55	60	37	41
	5	59	1685	5	8	54	92	45	76	36	61
2017-18 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1510	8	10	73	90	53	65	32	40
	4	89	1607	11	12	78	88	62	70	45	51
	5	94	1666	9	10	85	90	75	80	41	44
2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	82	1499	7	9	75	91	53	65	32	39
	4	86	1576	7	8	79	92	51	59	24	28
	5	93	1689	5	5	88	95	76	82	59	63
Two or More Races	3	0									
	4	0									
	5	0									
Two or More Races	3	0									
	4	1									
	5	0									
Two or More Races	3	2									
	4	0									
	5	0									

2016-17 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	31	1331	14	45	17	55	7	23	4	13
	4	41	1500	12	29	29	71	11	27	7	17
	5	32	1501	13	41	19	59	7	22	3	9

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1415	11	31	25	69	14	39	5	14
	4	30	1452	13	43	17	57	7	23	1	3
	5	35	1560	8	23	27	77	17	49	6	17

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1384	13	35	24	65	9	24	4	11
	4	37	1455	12	32	25	68	8	22	2	5
	5	31	1515	15	48	16	52	10	32	5	16

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1265	4	80	1	20	1	20	0	0
	4	8	1475	3	38	5	63	3	38	1	13
	5	1									

2017-18 Reading STAAR Results

Cambridge Elementary

Cambridge Elementary											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	12	1429	6	50	6	50	5	42	0	0
	5	4									
2018-19 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	5	1443	2	40	3	60	2	40	0	0
	5	14	1509	5	36	9	64	5	36	2	14
2016-17 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1271	7	78	2	22	1	11	0	0
	4	14	1432	6	43	8	57	2	14	1	7
	5	13	1403	11	85	2	15	0	0	0	0
2017-18 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1265	8	80	2	20	1	10	1	10

Cambridge Elementary

	4	7	1344	6	86	1	14	0	0	0	0
	5	15	1499	8	53	7	47	5	33	1	7
2018-19 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	15	1311	8	53	7	47	2	13	0	0
	4	13	1372	11	85	2	15	2	15	1	8
	5	6	1383	5	83	1	17	0	0	0	0
2016-17 Reading STAAR Results											
Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1271	19	83	4	17	2	9	0	0
	4	47	1443	23	49	24	51	9	19	3	6
	5	39	1485	18	46	21	54	5	13	4	10

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	175	3751	61	35	114	65	55	31	16	9
Hispanic/	4	75	3623	34	45	41	55	17	23	3	4
American Indian or	4	0									
Asian	4	9	4196	0	0	9	100	4	44	2	22

Cambridge Elementary

Black or African	4	1									
Native Hawaiian or	4	0									
White	4	90	3816	26	29	64	71	34	38	11	12
Two or More Races	4	0									
Economically	4	41	3491	22	54	19	46	4	10	1	2
Limited English	4	8	3446	5	63	3	38	2	25	0	0
Special Education	4	13	3238	11	85	2	15	1	8	0	0
At-Risk	4	46	3280	33	72	13	28	4	9	0	0

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	151	3812	51	34	100	66	67	44	22	15
Hispanic/	4	56	3449	34	61	22	39	11	20	1	2
American Indian or	4	0									
Black or African	4	1									
White	4	88	4054	14	16	74	84	55	63	21	24
Two or More Races	4	1									
Economically	4	30	3398	21	70	9	30	3	10	0	0
Limited English	4	11	3208	8	73	3	27	1	9	0	0
Special Education	4	7	2930	7	100	0	0	0	0	0	0

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	162	3702	49	30	113	70	50	31	12	7
Hispanic/	4	67	3548	28	42	39	58	16	24	1	1
American Indian or	4	0									
Black or African	4	6	3277	3	50	3	50	2	33	0	0

Cambridge Elementary

White	4	86	3868	16	19	70	81	32	37	11	13
Two or More Races	4	0									
Economically	4	36	3357	21	58	15	42	2	6	0	0
Limited English	4	4									
Special Education	4	13	2920	10	77	3	23	2	15	0	0

English I

2016-17 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

2016-17 English II STAAR Results

Student Group	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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Cambridge Elementary

		Scale Score								
			#	%	#	%	#	%	#	%

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

2016-17 Mathematics STAAR Results

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	145	1489	28	19	117	81	80	55	39	27
	4	176	1563	44	25	132	75	72	41	39	22
	5	132	1659	23	17	109	83	79	60	43	33

2017-18 Mathematics STAAR Results

2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Cambridge Elementary

	3	154	1464	33	21	121	79	67	44	27	18
	4	153	1559	37	24	116	76	68	44	40	26
	5	178	1659	17	10	161	90	124	70	63	35
2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	162	1472	34	21	128	79	72	44	35	22
	4	168	1529	62	37	106	63	60	36	33	20
	5	171	1686	28	16	143	84	110	64	76	44
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	48	1411	18	38	30	63	17	35	7	15
	4	75	1524	23	31	52	69	22	29	9	12
	5	64	1616	18	28	46	72	29	45	13	20
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	64	1415	21	33	43	67	19	30	6	9
	4	57	1466	26	46	31	54	10	18	3	5
	5	74	1615	11	15	63	85	40	54	17	23
2018-19 Mathematics STAAR Results											

Cambridge Elementary

Cambridge Elementary											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	64	1449	16	25	48	75	24	38	13	20
	4	72	1475	38	53	34	47	19	26	6	8
	5	71	1573	25	35	46	65	28	39	12	17
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
Asian	3	8	1498	3	38	5	63	3	38	3	38
	4	9	1659	2	22	7	78	6	67	5	56
	5	5	1664	1	20	4	80	4	80	1	20
Black or African American	3	2									
	4	1									
	5	4									
Black or African American	3	5	1347	3	60	2	40	0	0	0	0
	4	1									
	5	2									
Black or African American	3	8	1463	2	25	6	75	4	50	1	13
	4	6	1394	4	67	2	33	1	17	0	0

Cambridge Elementary

	5	2									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									
2016-17 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	87	1531	7	8	80	92	59	68	28	32
	4	91	1587	18	20	73	80	44	48	25	27
	5	59	1705	4	7	55	93	43	73	28	47
2017-18 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1504	9	11	72	89	45	56	20	25
	4	89	1620	8	9	81	91	55	62	35	39
	5	94	1681	6	6	88	94	76	81	38	40
2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	82	1493	14	17	68	83	41	50	19	23
	4	87	1585	18	21	69	79	39	45	26	30
	5	93	1772	3	3	90	97	78	84	62	67

Cambridge Elementary

Two or More Races	3	0									
	4	0									
	5	0									
Two or More Races	3	0									
	4	1									
	5	0									
Two or More Races	3	2									
	4	0									
	5	0									

2016-17 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	31	1347	15	48	16	52	5	16	1	3
	4	41	1515	15	37	26	63	8	20	5	12
	5	33	1545	12	36	21	64	9	27	1	3

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1398	14	39	22	61	10	28	2	6
	4	30	1441	17	57	13	43	2	7	1	3
	5	39	1585	9	23	30	77	16	41	7	18

2018-19 Mathematics STAAR Results

Student Group											
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Cambridge Elementary

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	36	1384	16	44	20	56	7	19	3	8
	4	38	1457	21	55	17	45	8	21	2	5
	5	34	1528	17	50	17	50	10	29	2	6
Limited English Proficient	3	5	1227	4	80	1	20	0	0	0	0
	4	8	1537	2	25	6	75	2	25	1	13
	5	1									
2017-18 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	12	1415	7	58	5	42	2	17	0	0
	5	9	1599	3	33	6	67	3	33	1	11
2018-19 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	8	1474	5	63	3	38	3	38	0	0
	5	19	1502	12	63	7	37	4	21	2	11
2016-17 Mathematics STAAR Results											
Student Group											

Cambridge Elementary

Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1306	7	78	2	22	1	11	1	11
	4	14	1426	10	71	4	29	3	21	2	14
	5	14	1436	11	79	3	21	1	7	0	0
2017-18 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1246	9	90	1	10	0	0	0	0
	4	7	1384	7	100	0	0	0	0	0	0
	5	16	1515	8	50	8	50	5	31	3	19
2018-19 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	15	1305	12	80	3	20	2	13	0	0
	4	15	1373	13	87	2	13	1	7	1	7
	5	7	1443	5	71	2	29	0	0	0	0
2016-17 Mathematics STAAR Results											
Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1327	13	57	10	43	3	13	0	0
	4	47	1446	27	57	20	43	4	9	2	4

5

40

1513

17

43

23

58

6

15

0

0

Algebra I**2016-17 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science**2016-17 Science STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	132	3839	39	30	93	70	56	42	22	17
Hispanic/	5	64	3734	26	41	38	59	22	34	11	17
American Indian or	5	0									

Cambridge Elementary

Asian	5	5	3868	1	20	4	80	2	40	1	20
Black or African	5	4									
Native Hawaiian or Other Pacific Islander	5	0									
White	5	59	3947	11	19	48	81	30	51	9	15
Two or More Races	5	0									
Economically	5	33	3473	20	61	13	39	5	15	2	6
Limited English	5	3									
Special Education	5	14	3168	12	86	2	14	1	7	0	0
At-Risk	5	40	3440	25	63	15	38	6	15	1	3

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	171	3799	35	20	136	80	60	35	14	8
Hispanic/	5	69	3666	23	33	46	67	15	22	2	3
American Indian or	5	0									
Black or African	5	2									
White	5	92	3863	11	12	81	88	39	42	7	8
Two or More Races	5	0									
Economically	5	35	3609	11	31	24	69	5	14	1	3
Limited English	5	3									
Special Education	5	15	3422	7	47	8	53	1	7	0	0

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	165	3797	48	29	117	71	72	44	25	15
Hispanic/	5	66	3500	35	53	31	47	14	21	4	6

Cambridge Elementary

American Indian or	5	0									
Black or African	5	2									
White	5	92	4016	10	11	82	89	56	61	20	22
Two or More Races	5	0									
Economically	5	30	3371	19	63	11	37	4	13	1	3
Limited English	5	12	3445	6	50	6	50	2	17	0	0
Special Education	5	7	3047	7	100	0	0	0	0	0	0

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies**2016-17 Social Studies STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History**2016-17 U.S. History STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Seek Knowledge and Understanding, Think Critically and Creatively
Area of Focus:	<ul style="list-style-type: none"> Enhance success for all students by challenging students in relevant, rigorous academic instruction students ing 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.
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Offer on-going professional development, designed by the Campus Design Team, to support staff.	Jana Hawkins, Principal	2020-2021	Title II Class Size Reduction Funds	Observation and collaboration between teams. End of the year survey from campus design team.
2. Ensure that Instructional Coach works with classroom teachers on strategies in the classroom	Jana Hawkins, Principal	2020-2021	District Funds	Increase in student performance as indicated by STAAR scores and CBAs.
3. Assemble an action team to support DI initiative.	Julie Draper, Heights Teacher	2020-2021	Teacher time for after school meetings	Increase in student performance as indicstred by STAAR scores, CBAs and Student/Parent survey feedback.
4. Increase the number of students reaching Masters Level of STAAR by 20% in all math, reading, writing, and science.	Heather Smith , Assistant Principal	2020-2021	Campus Budget to Purchase Materials	STAAR Data
5. Investigate data to determine changes that may be needed for Special Education students' instruction, setting, etc.	Special Education teachers, Administration, Natalie Brown	2020-2021	SPED Department Meeting Time	Increase in student performance as indicated by CBA and STAAR A scores

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
6. Implement Peer Coaching Models	Jana Hawkins, Principal	2020-2021	Release Time for teachers to observe classrooms provided by administrators.	Increase in student engagement, performance and critical thinking
7. Ensure that all Cambridge Reading Language Arts Teachers are ESL Certified	Jana Hawkins, Principal	2020-2021	Campus Funds	Staff Checklist
8. Ensure that all Cambridge homeroom teachers complete, at minimum, Days 1 and 2 of GT hours.	Jana Hawkins, Principal	2020-2021	Campus Funds	Staff Checklist
9. Ensure teachers share differentiated experiences (strategy, lesson, work product from current instruction) with their grade levels.	Design Team Member	2020-2021	Grade Level Meetings	Grade Level Team Principal Reports
10. Research the science instruction of other schools and strategize with Elementary Academic Dean.	Science Vertical Team	2020-2021	Vertical Team Meetings	Increase in Science STAAR/CBA Scores
11. Integrate innovative and emerging technologies to meet the needs of diverse learners.	Tech Director, Instructional Coaches, Campus Tech Facilitators	Quarterly	District/Campus Funds	Higher levels of integration as measured by STAR

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	Engage Socially and Globally, Healthy Sense of Self
Area of Focus:	Enhance success for all students by supporting their social and emotional development through a variety of coordinated efforts.
Performance Objective:	100% of Cambridge students will successfully cope with social and emotional challenges.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Maintain a parent communication log relevant to academics and behavior to include a minimum of two positive-report contacts.	Teachers/Heather Smith , Assistant Principal	2020-2021	Teacher Time	Parent/Teacher Partnerships Strengthened
2. (Continue to) Implement "Watch Dogs" with fathers and male family representatives volunteering on campus each day.	Counselors	2020-2021	PTO Grant	Students will benefit from exposure to positive male role models
3. Hold Daily Classmeetings focusing on Character	Counselors	2020-2021	PTO Grant	meetings documented in lesson plans
4. Character Education Committee consisting of Staff Members to meet monthly	Counselors & Teachers	2020-2021	School Funds	monthly meetings from committee
5. Incorporate social and emotional wellness opportunities for staff	Campus Design Team	2020-2021	School Fund	End of the Year Design Survey
6. Provide age-appropriate guidance lessons in each classroom	Counselors	monthly	School Funds	Students are equipped to meet social and emotional challenges
7. Continue to Implement Solid Roots Behavioral interventions to Tier 2 and 3 students to improve emotional, behavioral, and social skills	Kelly Masters , Heather Smith	Continuing August 2020	School Funds	Yearly Progress Reports
8. Continue a Kindness Committee made up of 5th Grade Students.	Counselors	2020-2021	School Funds	Students will work with other students during the year on character education
9. Implement Mentors for our identified at risk students	Counselors	September 2020-May 2021	Campus Budget	End of the Year Survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10. Implement AHISD Heart of Heights recommendations on social and emotional wellness, character education and digital citizenship.	Cambridge Staff	ongoing	Campus Budget	Parent Surveys & Counselor Updates
11. Vision 2020 #1 All staff will be trained and feel confident in their ability to support students' social and emotional learning. Structures will be in place which assure direct social-emotional learning is protected part of the schedule as well as embedded and integrated into the curriculum.	Teachers, Admin, Counselors	August 2020-May 2021	Campus Budget	Data from Counselors and Asst. Principal
12. Vision 2020 #2- A Feeling of belonging - Mentor program Kid to kid & a Mentor for New Parents Every individual feels confident with sharing his/her unique voice, perspective, and identity. They feel valued as an important member of this community and have a strong sense of trust amongst one another. Any barriers that could result in the creation of exclusivity are consciously removed and each individual feels a strong sense of belonging.	Teachers, Admin, Counselors	August 2020-May 2021	N/A	Surveys

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: III	We will close the achievement gap
Profile a Learner:	Seek Knowledge and Understanding, Communicate and Collaborate, Employ Skills for Life
Area of Focus:	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.
Performance Objective:	95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading 90% of all 4th Graders will meet or exceed the state passing standard on STAAR Writing 90% of all 5th Graders will meet or exceed the state passing standard on STAAR Science 90% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Math Hispanic, SPED, Ed students will meet or exceed the state system safeguards in all STAAR Test 70% of Bilingual 5th Grade Students will meet or exceed the satisfactory level on STAAR Science Increase the number of students scoring at the advanced level on STAAR I all grades and content areas tested Increase the number of students at the advanced level of TELPAS by 10 %

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement interventions (by teachers) to improve any STAAR score below 80% through the use of before/after school tutoring; materials, RtI, LEP Parent Involvement Meetings	Jana Hawkins, Principal	2020-2021	Eduphoria Aware Title I, Title II, Title III Title V funds State Compensatory Education Funds	Formative: Previous year's STAAR scores, Pre-assessment Documents Summative: STAAR score reports and AEIS
2. Analyze CBA data (by teachers) to monitor student progress, evaluate instruction and inform efforts to improve student achievement.	District Testing Coordinator, District Administrators, Campus Administration	BOY, MOY, EOY	District technology for data management, professional development, monthly meetings	Teachers will effectively interpret data and intervene accordingly to increase student achievement.
3. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Principal	August 2020-May 2021	Title I funds	Title I data evidence

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
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.	Principal	August 2020- May 2021	Title I funds	Title 1 data evidence
5. Research schools with similar demographics to Cambridge whose Hispanic and EcD students are meeting or exceeding state standard. Findings will be shared, analyzed, and implemented campus-wide.	Jana Hawkins Principal,	2020-2021	Teacher/Site Base Members time	The performance level of Hispanic and Economic Disadvantaged students will increase.
6. Ensure that teachers of Spanish speaking students attend the Dual Language Conference in order to explore new strategies for use in the classroom.	Heather Smith , Assistant Principal	2020-2021	Title III funds	Teachers will utilize best practice and increase student achievement as Dual Language is added to grade levels at Cambridge.
7. Focus on math fluency and automaticity by having teachers use assessment to guide instruction, involving students in goal setting and creating engaging activities.	Amy Legeaux, Elementary Academic Dean, Teachers, Interventionists	2020-2021	Kim Sutton Full Day PD, Curriculum Forum, Learning Days	Growth of students in AIMS Web Computation EOY scores will outpace national norms.
8. Ensure that all faculty and staff receive ELPS/TELPAS Overview Training	Heather Smtih & Mariana Medaris	2020-2021	Faculty Meeting	Increased awareness of LEP population needs
9. Ensure that all EL Certified teachers complete SIOP training	Heather Smith	2020-2021	Region 20 Training	Teacher checklist; Evidence of Sheltered Instruction Strategies in the classroom
10. Increase number of EL Certified teachers	Jana Hawkins , Principal	2020-2021	Region 20 training, test prep	Minimum of 2 teachers per grade level certified
11. Provide research based interventions specific to each RtI level.	District RtI director, interventionists	Ongoing	Title I, Title III funds	
12. Ensure comprehensive implementation of a balanced literary approach to include Guided Reading and Daily 5.	Amy Legaux Elementary Academic Dean, Heather Smith , Assistant Principal	Ongoing	School, PTO and AH Foundation grants	Increase of student reading skills
13. Utilize Aware reports and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers, Instructional Coach	Ongoing	n/a	Increased student achievement on local and state assessments
14. Analyze and track data, ensure PEIMS/LRE coding and Tier Placement for ESL, Bilingual,	Teachers, interventionist, admin	ongoing	n/a	improved achievement on local and state assessment

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
and SPED students				
15. Communicate progress monitoring of EL students with teachers, administrators, support staff and parents	Mariana Medaris, Heather Smith, Teachers	Each Nine Weeks		spreadsheet of progress each nine weeks

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual
Profile a Learner:	Develop Healthy Sense of Self, Employ Skills for Life
Area of Focus:	Clearly defined character education initiatives
Performance Objective:	Cambridge Elementary students will have a well-defined understanding of behavior expectations and the importance of impeccable character.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Blend PBIS & Character Education into one school-wide initiative that incorporates Core Values & 8 Keys of Character	Character Ed. Committee Kelly Masters Heather Smith	2020-2021	PTO Grants, Campus Funds	Office referrals will decrease as students know and adhere to schoolwide expectations; 8 Keys of Character will be demonstrated in student behaviors.
2. Provide monthly guidance lessons based on the 8 Character Keys, Core Essentials, and STAR.	Lauren Boyher, Jessica Ponce	2020-2021	Campus Funds	Students will understand the role of leadership and importance of serving as positive role models.
3.		2020-2021	Campus Funds	All students will be aware of targeted behavioral expectations in various areas throughout the school as measured by a decrease in office referrals and Golden Key recognitions
4. Hold Class Meetings daily	Classroom teachers	2020-2021	Time/ teacher training	Students will learn to respect diversity of peers and know how to share differing viewpoints
5. Implement Project Wisdom message of the day on CNN with supporting lesson plans and writing prompts used in classroom	Jana Hawkins , Principal	Daily	Campus Funds	Students learn life lessons through exposure to the wisdom of role models

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
instruction.				
6. Implement Behavior RTI for identified students	Teachers, Counselors, Behavior Specialist	2020-2021	Campus Funds	Improved behavior of identified students
7. Ensure that students will be recognized on CNN and monthly PTO Meetings for modeling good Character Traits	Teachers, Counselors, Behavior Specialist	Monthly	Campus Funds	Good Character is modeled and recognized
8. Implement Cafeteria Incentives for students	Heather Smith, Asst. Principal	Monthly	Campus Funds	Students will show impeccable character in all areas of the building.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy V	We will ensure a high-performing faculty and staff to accomplish our mission
Profile a Learner:	Communicate and Collaborate, Employ Skills for Life
Area of Focus:	100% of Cambridge faculty and staff will be high-performing according to district standards
Performance Objective:	Cambridge will hire faculty and staff that meet district standards and provide an induction program that supports the district mission.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaborations and off campus workshops	Administrators, Elementary Dean	2020-2021	Campus funds	Walk throughs and observations
2. Ensure that a cohort of faculty participate in the "Teacher Leadership Academy" and meet with participants monthly.	Jimmie Walker Assistant Superintendent of Elementary Education, Jana Hawkins , Principal, Jenny Flores, Assistant Principal, Amy Legaux , Elementary Academic Dean	2020-2021	District/campus funds	Teacher leaders will implement risk-taking projects that support campus goals.
3. Provide mentors for all new staff & meet monthly	Administrators, Lead Mentor	2020-2021	Campus Funds	Teachers will experience satisfaction in the workplace resulting in high performance.
4. Implement "Teachers Teaching Teachers" : peer coaching, faculty meeting share-outs, instructional rounds	Jana Needham, Principal	2020-2021	Release time for teachers	Teachers will invite peers to observe, will observe other teachers, and will conference about their practice in order to improve instruction.
5. Hold conferences with new employees after 1st 9 weeks to determine success of initial induction	Jana Needham, Principal	2020-2021	Time	Campus leadership will evaluate effectiveness of teacher induction and mentoring and provide

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				assistance as needed resulting in teacher retention.
6. Train teachers in foundational training for Gifted and Talented	Principal Amy Legaux, Elementary Academic Dean	2020-2021	N/A	
7. 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)	Principal	August 2019-May 2020	Title III funds	TELPAS student data
8. 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.	Principal	August 2018-May 2019	Title III funds	TELPAS student data
9. Vision 2020 #3- All staff feel supported and valued. Their time and workload are considered when decisions are being made.	Admin, Campus Design Team, Staff	2020-2021	n/a	staff surveys

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	Employ Skills for Life, Communicate and Collaborate
Area of Focus:	Inclusion of at-risk students in enrichment and intervention activities
Performance Objective:	Provide opportunities and access for all students to participate in all campus events and activities.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide scholarships for after school enrichment program and/or invitations for at risk students.	Jana Hawkins, Principal, Tammy Wasson	2020-2021	Teacher volunteers	Increased participation of at risk students in enrichment classes.
2. Ensure that newsletters and all communication are translated for Spanish speaking families.	Cambridge Staff	2020-2021	Title III funds	Increased participation of Spanish speaking families
3. Provide field trips for students and their families through Explore.	Explore Committee	2020-2021	PTO Grant funded	Students learning expanded through exposure to art, festivals, museums, etc.
4. Utilize Social Media outlets to promote positive attributes of our school and students	administrators, Teachers	ongoing	N/A	increased followers
5. 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.	Principal	2020-2021	Title III funds	Increased parent involvement as evidenced through sign-in sheets
6. Vision 2020 #4 Develop a common understanding of values, beliefs, and direction of our school by having common language, protocols for planning and designing.	Cambridge Staff	2020-202	N/A	ongoing

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.

Alamo Heights ISD 2020-2021

We believe we must all work together to help you child achieve

Parent Compact

Cambridge Elementary School

<u>Student</u>	<u>Parent</u>	<u>Teacher</u>
I promise to read every night	I promise to read with my child read every night	I promise to listen to your child read every day
complete all my homework	monitor the completion of homework	show your child many strategies to help them become independent
come to school	get my child to school	be at school
limit my TV time	limit my child's TV time	be happy and well rested
limit my screen time	get my child to bed at an early hour	communicate with parents and the classroom teacher regarding your child's progress
get to bed early	communicate with the teacher regarding my child's progress	

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Cambridge Elementary agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the district.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Cambridge Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- *Meet twice a year to review the existing plan and make changes as necessary
- *Add more parents to our parent involvement committee
- *Ensure parent representation matches closely to students being served

2. Cambridge Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Solicit volunteers to serve on the committee each year

3. Cambridge Elementary will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- * Yearly fall "Celebration of Learning" Open iLab for Welcome and Information

4. Cambridge Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- *Required twice a year parent conferences and more often, as needed/every 6 weeks-progress reports and notification of exit or continuation

5. Cambridge Elementary will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- *Monday Mail
- *Open-door policy administrators
- *Teacher websites
- *Parent Conferences

6. Cambridge Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

*Reports sent home in May of each year.

7. Cambridge Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

*Letters sent home and files maintained

8. Cambridge Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

*Twice yearly parent conferences

*Academia de Padres

*Back-to-School Parent Orientation

*PTO Meetings

9. Cambridge Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

*Districtwide ESL classes for parents

*Dia de los Ninos Celebration – parents participate in Read-In and host Cultural Tables

*Academia de Padres

*PTO Meetings

*Parent Conferences

*On demand training, when requested

10. Cambridge Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*PTO Meetings

*Parent Conferences

*Support Meetings every three weeks with Administrators and Interventionists

11. Cambridge Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early

Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*All activities listed on Campus Calendar

12. Cambridge Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*All information sent home is in English and Spanish

*Information is sent electronically and in paper copy, when necessary; Calls made to parents at home to ensure understanding

*Weekly Monday Mail from principal is sent in English and Spanish

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.

This policy was adopted by the Alamo Heights ISD in October of 2017 and will be in effect for the period of the 2017-2018 school year.

Directional System	
BELIEFS The district's fundamental convictions, values, and character.	We believe that... <ul style="list-style-type: none"> • 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.
Vision 2020 strategic goal areas created by our community in 2019-20 for 2020 and beyond.	<ol style="list-style-type: none"> 1. <i>Communication Goal:</i> In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. 2. <i>Belonging Goal:</i> In Alamo Heights ISD we are committed to a culture of belonging. 3. <i>Resources & Relationships Goal:</i> In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence. 4. <i>Social Emotional Learning Goal:</i> In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.
PARAMETERS The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none"> • 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 our mission.	<ol style="list-style-type: none"> 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.

Alamo Heights Independent School District Profile of a Learner

The *AHISD Learner Profile* articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation

Alamo Heights Learners:

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a broad, rich curriculum
- Actively construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Throughout their school careers and beyond, Alamo Heights Learners apply the knowledge and skills of core disciplines and the arts in the quest of understanding. Although the individual pace and path of the curriculum is calibrated to match differentiated student needs, mastery of a rigorous curriculum is developed through active construction of knowledge. Alamo Heights Learners pursue personalized and passion-based learning outside of classroom walls supported by community partnerships and unique time and space configurations.

Develop A Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Alamo Heights Learners make informed and proactive choices in living healthy and balanced lives. Alamo Heights Learners reflect regularly upon success, failure, and their own learning, as well as on themselves as learners. Strong and stable school relationships and connectedness are key protective factors in the lives of Alamo Heights Learners. Moreover, they see even the most formidable challenges and failures as opportunities for personal growth.

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Alamo Heights Learners demonstrate intellectual curiosity and resourcefulness and apply imagination and inventiveness in the creative process. Alamo Heights Learners cultivate a moral thoughtfulness and possess the tenacity and persistence to deeply understand and take action on complex problems. They make objective decisions after considering the potential consequences of their actions and are willing to grow as a result of the experience.

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Alamo Heights Learners express themselves purposefully, clearly, and creatively in their speaking and writing, as well as other forms they find personally effective and rewarding. As a result of their education and experiences, Alamo Heights Learners craft an authentic identity as leaders. They are able to restrain their individual goals to contribute to the collective efforts of a team and do not privilege speaking over listening. Rather, listening is valued as an essential communication tool. Alamo Heights Learners possess the skills to efficiently and responsibly communicate in all phases of daily life, from face-to-face interactions to social media.

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

In tandem with academic skills, Alamo Heights Learners acquire the core skills needed to support success in higher education and the work place. Alamo Heights Learners are persistent in the face of challenge and courageous by taking risks in thinking. Personal responsibility and integrity are acknowledged as the pillars of character and of community. Alamo Heights Learners can anticipate and respond positively to shifting environments and situations. In addition, Alamo Heights Learners demonstrate personal accountability through integrity, punctuality, and workload management.

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage in local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

Alamo Heights Learners respect their own culture as well as the values, traditions, and personal histories of others to the point of empathy. Recognizing the strength of bilingualism, Alamo Heights Learners promote and seek language learning. Contributing to a more just, sustainable and peaceful society, Alamo Heights Learners give back through engaging in service learning in the community and beyond.

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 19-20 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 CAMPUS IMPROVEMENT PLAN.

CAMPUS DEMOGRAPHICS:

Total Enrollment: 905

American Indian: .5%, Asian 4.6%, African American 2.1%, Hawaiian .3%, Hispanic 38%, White 53%, Multiple 1.4%

Male Students: 470

Female Students: 417

SPED Enrollment: 71

ELL: 65

GT Enrollment: 143

504 Enrollment: 68

Economically Disadvantaged: 189

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

There are not many diverse learners identified in the GT/Heights program.

Areas of need include:

Identify more diverse students for the GT/Heights program.

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:

STAAR, TELPAS, TEA System Safeguards 18-19

Upon review of these data, several findings were noted: these findings include:
2019-2020 - No standardized testing due to COVID - 19 School Closure

STAAR: 18-19

43% of all 3rd grade students scored Masters on the Reading test in English.
10% of all 3rd grade students scored did not meet on the Reading test in English.
34% of all 3rd grade students scored Masters on the Math test in English
15% of all 3rd grade students scored did not meet on the Math test in English.
36% of all 3rd grade students scored did not meet on the Reading test in Spanish.
38% of all 3rd grade students scored did not meet on the Math test in Spanish.

31% of all 4th grade students scored Masters on the Reading test in English.
17% of all 4th grade students scored did not meet on the Reading test in English.
40% of all 4th grade students scored Masters on the Math test in English.
15% of all 4th grade students scored did not meet on the Math test in English.
23% of all 4th grade students scored did not meet on the Writing test in English.
44% of all 4th grade students scored did not meet on the Reading test in Spanish.
44% of all 4th grade students scored did not meet on the Math test in Spanish.
44% of all 4th grade students scored did not meet on the Writing test in Spanish.

25% of all 5th grade students scored did not meet on the Science test in English.
70% of all 5th grade students scored did not meet on the Science test in Spanish.

TELPAS:

TELPAS:

18-19

33% of the 5th gr. students scored Advanced High on the Listening section.
56% of the 5th gr. students scored Advanced on the Speaking section.
22% of the 5th gr. students scored Advanced on the Writing section.

54% of the 4th gr. students scored Advanced on the Listening section.
46% of the 4th gr. students scored Advanced on the Speaking section.

31% of the 4th gr. students scored Intermediate on the Writing section.

56% of the 3rd gr. students scored Advanced High on the Listening section.

31% of the 3rd gr. students scored Advanced on the Speaking section.

50% of the 3rd gr. students scored Intermediate on the Writing section.

17-18

50% of the 5th gr. students scored Advanced High on the Listening section.

68.75% of the 5th gr. students scored Advanced on the Speaking section.

50% of the 5th gr. students scored Advanced on the Writing section.

66.67% of the 4th gr. students scored Advanced on the Listening section.

100% of the 4th gr. students scored Intermediate on the Speaking section.

50% of the 4th gr. students scored Intermediate on the Writing section.

55.56% of the 3rd gr. students scored Advanced High on the Listening section.

55.56% of the 3rd gr. students scored Advanced on the Speaking section.

33.33% of the 3rd gr. students scored Beginning on the Writing section.

SYSTEM SAFEGUARDS:

ED and SPED students did not meet Federal System Safeguards on STAAR Reading.

SPED students did not meet Federal System Safeguards on STAAR Math.

HISPANIC and ED students did not meet the State System Safeguards on STAAR Writing.

HISPANIC and ED students did not meet the State System Safeguards on STAAR Science.

Areas of need include:

STAAR:

Close the achievement gaps for all students between low SES (or ED)/ELL for all students in grades 3-5 grade- reading and math STAAR test.

Close the achievement gap in reading, writing and science between all students and ED students.

Increase the number of students who reach the advanced level in reading, writing and science for all students.

Increase the number of students passing STAAR writing by 10%.

70% of ESL students will meet or exceed the satisfactory level on STAAR reading (grades 4 and 5) and writing.

70% of Bilingual 5th grade students will meet or exceed the satisfactory level on STAAR science.

TELPAS:

Increase the number of 5th grade students scoring at the advanced level by 10% percentage points.

SYSTEM SAFEGUARDS:

ED and SPED students will meet or exceed the state Federal System Safeguards on STAAR reading.

SPED students will meet or exceed Federal System Safeguards on STAAR math.

HISPANIC and ED students meet or exceed the State System Safeguards on STAAR writing.

HISPANIC and ED students will or exceed meet the State System Safeguards on STAAR science.

1st and 2nd Grade Reading Data:

In May 2018:

23% Kinder students were reading below 40th % on Universal Screeners .

46% 1st Grade students were reading below 40th % on Universal Screeners .

23% 2nd Grade students were reading below 40th % on Universal Screeners .

How does this connect to AHISD Learner Profile?

Seek Knowledge and Understanding--Master a broad, rich curriculum and Actively construct and demonstrate knowledge and skills

Employ Skills for Life: Effectively manage time, assess progress and evaluate results

How can we address these needs to support the AHISD Learner Profile? Continue to monitor students knowledge through formative and summative assessments and differentiate instruction based on the needs of students

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

Data Reviewed:

HB5 Community Engagement Survey, Adult Learning Feedback, Walkthrough Data and the Panorama Teacher Survey

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

At Woodridge, teachers at the end of the year reported on multiple outlets that they felt like they wanted to build closer relationships with colleagues throughout the entire school community.

Teachers want to see administrators in their classrooms on a regular basis, not for just the required walkthroughs.

Teachers would like more social gatherings, since our school is so large and they don't get a chance to see one another often.

Teachers want to see administrators in grade level meetings.

Scheduling changes are being communicated in a timely manner.

Discipline issues need to be dealt with in a timely manner and consequences communicated to staff involved.

Areas of need include:

Plan events where all staff is able to interact with each other.

Continue to work with the Campus Design Team to create effective Adult Learning Sessions.

Plan follow up sessions to check in after new strategies have been introduced.

Administrators will visit every classroom at least once per week.

The Social Committee will schedule at least 3 social events each semester.

Principal and/or assistant principal will attend at least two grade level meetings a month.

Schedule changes will be given to teachers at least a week in advance of the change.

Assistant Principal will respond to discipline referrals within 24 hours of receiving them and communicate consequences, if any, to staff and parents.

How does this connect to AHISD Learner Profile?

Employ Skills For Life: Just like we support students in this area, we will work at having staff members continue and develop strong work ethic and exhibit professionalism.

Develop a Healthy Sense of Self: Develop and nurture healthy, loving relationships.

How can we address these needs to support the AHISD Learner Profile? Continue to build strong relationships with staff and students and improve communication.

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:

Feedback from new teachers and campus demographics

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

New teachers enjoyed the before school meetings once a month.

All teachers are being asked to get ESL certification.

The percentage of Hispanic staff doesn't match the percentage of Hispanic students.

Areas of need include:

Continue to meet monthly with all first year teachers and invite second year teachers, too.

Recruit teachers who are currently ESL certified and/or pay for current teachers to become certified.

Recruit and hire Hispanic teachers.

How does this connect to AHISD Learner Profile?

Engage Socially and Globally: Model mutual respect for all. Value diversity as a strength.

Develop a Healthy Sense of Self: Engage in self-reflection to understand one's personal strengths and unique gifts

How can we address these needs to support the AHISD Learner Profile? Teachers with ESL certification can meet the needs of the students they are teaching. Teachers understanding of the campus culture and procedures will increase their knowledge about the campus, which in turn positively effects students

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:

HB Community Engagement Tool Data

Panorama Survey

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

At Woodridge, many great events take place that bring many families and community members to the school. However, we want to reach the families that don't usually attend.

Number of programs with parent support programs is less than 80%

Feedback on community surveys indicates that not all families feel fully integrated into the school community.

Areas of need include:

Campus leadership will constantly inform staff of importance of contacting families about the many opportunities to volunteer, school events and other activities they can be a part of during the school year.

Administrators will check in occasionally with clubs, committees and the PTO for their observations of family and community involvement.

Increase the number of parent support groups for programs to 85%

How does this connect to AHISD Learner Profile?

Engage Socially And Globally: We will work towards having adults and children continue to understand the importance of reaching out to all community members.

Maximize resources to expand their learning environment

How can we address these needs to support the AHISD Learner Profile?

Increasing parent support will increase student achievement and parents will have a better understanding of the programs offered.

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:

Technology Inventory and Student/Teacher Usage.

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

Technology is a great resource and it has increased greatly in the last year - specifically in regards to school closure due to COVID-19.

Areas of need include:

Develop common platforms for families to utilized (where each grade level / teacher are using a common platform) instead of teachers choosing and families having to utilize multiple frameworks.

Design team, instructional coach and/or librarian will address technology integration through professional development, staff mentoring and modeling in classrooms.

Utilize technology that interfaces with universal screeners.

How does this connect to AHISD Learner Profile?

Seek Knowledge and Understanding: Maximize resources to expand their learning environment.

How can we address these needs to support the AHISD Learner Profile? Teachers and Instructional Coach will work collaboratively to integrate technology, which will impact student learning.

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:

Master Schedule

Duty Schedule

Lunch Schedule

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

At Woodridge, staff members will continue to work together in increasing the positive learning environment throughout the entire school building specifically as we work through hybrids/ face to face with Continuous Learning for 20-21 school year due to COVID.

At Woodridge, staff members work well together to organize the everyday coordination of class, lunch, recess, RTI, specials, pull out classes and other daily events. We will work towards making the cafeteria an even more welcoming environment.

Consider offering some tutoring and/or clubs before school as well as after school.

Admin and team leaders will work together to use staff members effectively with duty locations.

Areas of need include:

Designing plans for lunch based on COVID guidelines.

When we return to standard schooling, have the four lunch monitors rotate weekly to build stronger relationships with the entire staff.

Hold a meeting with the lunch monitors and cafeteria staff before the first day of school.

Each grade level will come to the cafeteria for a quick orientation the morning of the first day of school.

How does this connect to AHISD Learner Profile?

Communicate and Collaborate: Teachers, lunch monitors, cafeteria staff and administrators will work towards giving and receiving constructive feedback. All members will be valued.

Employ Skills for Life: Demonstrate adaptability and flexibility an ever-changing world

How can we address these needs to support the AHISD Learner Profile? Teachers will serve as role models for adaptability and flexibility

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:

CBA and STAAR previous year, Istation , Continuous Learning Surveys

Campus Master Schedule

Professional Development - Language Programs Courses/ESL Offerings/GT

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

Continuous Learning/hybrid models for utilizing web based resources that meet the needs of diverse population.

Spelling continues to be the lowest scoring skill on Istation in grades 2-5 and below the national norm.

Elementary teachers have only one planning time a day. Extended collaborative learning and planning time is needed for all elementary grade level teachers across grade level team groups.

Not all faculty members are trained in effective strategies to support ESL students in content-based ESL programs.

Not all faculty members are trained in effective strategies to support Gifted and Talented students in content-based and elementary homeroom classes.

ESL Program guidelines have changed : An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

Areas of need include:

Develop schedule/plan to maximize support services: RTI, special ed, dyslexia during COVID with health guidelines.

Decrease the number of students at Tier 3 in Spelling on iStation.

Become more aligned with national norms in the area of Spelling.

Teachers will follow the spelling guidelines set forth by the District

Not all faculty members are trained in effective strategies to support Gifted and Talented students in content-based and elementary homeroom classes.

How does this connect to AHISD Learner Profile?

Master a broad and rich curriculum.

Speak and write with clarity and purpose.

How can we address these needs to support the AHISD Learner Profile?

Teachers will commit to teaching spelling at least 15 minutes during the school day.

**DISTRICT STRATEGIES/GOALS
2020-2021**

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.

ESSA 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 LEP students will become proficient in English and perform at high levels.
- All teachers will continue to be Highly Qualified.

Vision 2020 Strategic Goal areas

1. *Communication Goal:* In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community.
2. *Belonging Goal:* In Alamo Heights ISD we are committed to a culture of belonging.

3. *Resources & Relationships Goal:* In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence.
4. *Social Emotional Learning Goal:* In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.

Student Performance Data

Reading

2016-17 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	173	1490	26	15	147	85	98	57	70	40
	4	177	1547	36	20	141	80	98	55	58	33
	5	195	1613	24	12	171	88	124	64	81	42

2017-18 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	166	1495	20	12	146	88	98	59	59	36
	4	186	1561	35	19	151	81	111	60	67	36
	5	201	1634	22	11	179	89	143	71	77	38

2018-19 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	174	1520	18	10	156	90	118	68	75	43
	4	161	1561	28	17	133	83	98	61	50	31
	5	175	1636	20	11	155	89	118	67	79	45

2016-17 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	69	1454	11	16	58	84	28	41	19	28
	4	66	1482	23	35	43	65	28	42	13	20
	5	75	1570	16	21	59	79	39	52	22	29

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	58	1467	8	14	50	86	26	45	18	31
	4	77	1534	20	26	57	74	40	52	20	26
	5	67	1577	12	18	55	82	34	51	21	31

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	57	1486	7	12	50	88	31	54	17	30
	4	57	1545	11	19	46	81	33	58	16	28
	5	72	1604	11	15	61	85	43	60	23	32

American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
American Indian or Alaska Native	4	0									
	5	0									

American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	2									

Woodridge Elementary

	4	1									
	5	1									
American Indian or Alaska Native	3	0									
	4	2									
	5	1									
Asian	3	6	1508	1	17	5	83	4	67	3	50
	4	6	1575	0	0	6	100	3	50	2	33
	5	6	1666	0	0	6	100	5	83	5	83
Black or African American	3	3									
	4	7	1572	2	29	5	71	3	43	3	43
	5	5	1396	3	60	2	40	0	0	0	0
Black or African American	3	7	1428	2	29	5	71	2	29	1	14
	4	3									
	5	6	1675	2	33	4	67	4	67	4	67
Black or African American	3	2									
	4	5	1570	1	20	4	80	2	40	1	20
	5	4									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	1									
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	93	1521	12	13	81	87	64	69	47	51

Woodridge Elementary

	4	96	1585	11	11	85	89	62	65	39	41
	5	106	1654	5	5	101	95	79	75	54	51
2017-18 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	86	1495	10	12	76	88	58	67	30	35
	4	98	1587	12	12	86	88	66	67	44	45
	5	114	1664	7	6	107	94	94	82	47	41
2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	96	1532	8	8	88	92	72	75	44	46
	4	86	1559	15	17	71	83	53	62	27	31
	5	91	1664	7	8	84	92	69	76	51	56
Two or More Races	3	1									
	4	2									
	5	2									
Two or More Races	3	1									
	4	0									
	5	4									
Two or More Races	3	7	1569	1	14	6	86	5	71	5	71
	4	1									
	5	0									

2016-17 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	25	1411	8	32	17	68	10	40	5	20
	4	28	1427	16	57	12	43	5	18	4	14
	5	41	1506	17	41	24	59	14	34	7	17

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	35	1415	7	20	28	80	8	23	6	17
	4	34	1453	13	38	21	62	11	32	3	9
	5	33	1553	9	27	24	73	13	39	7	21

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	35	1443	6	17	29	83	13	37	7	20
	4	34	1491	10	29	24	71	13	38	6	18
	5	31	1534	8	26	23	74	13	42	5	16
Limited English Proficient	3	1									
	4	4									
	5	0									
Limited English Proficient	3	5	1465	0	0	5	100	2	40	1	20

Woodridge Elementary

	4	2									
	5	7	1556	1	14	6	86	4	57	1	14
Limited English Proficient	3	7	1381	3	43	4	57	3	43	1	14
	4	6	1504	2	33	4	67	1	17	1	17
	5	2									
2016-17 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1332	4	57	3	43	1	14	1	14
	4	16	1335	12	75	4	25	3	19	1	6
	5	10	1524	3	30	7	70	4	40	1	10
2017-18 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	12	1309	8	67	4	33	2	17	1	8
	4	13	1436	6	46	7	54	2	15	1	8
	5	14	1474	7	50	7	50	4	29	3	21
2018-19 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1444	4	24	13	76	8	47	4	24
	4	13	1419	7	54	6	46	4	31	1	8

Woodridge Elementary

	5	9	1469	5	56	4	44	1	11	1	11
2016-17 Reading STAAR Results											
Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1342	15	56	12	44	3	11	2	7
	4	41	1430	19	46	22	54	8	20	5	12
	5	55	1552	16	29	39	71	28	51	12	22

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	175	3815	57	33	118	67	73	42	24	14
Hispanic/	4	65	3630	29	45	36	55	20	31	6	9
American Indian or	4	0									
Asian	4	6	4164	1	17	5	83	4	67	2	33
Black or African	4	7	3899	2	29	5	71	3	43	1	14
Native Hawaiian or	4	0									
White	4	95	3909	25	26	70	74	44	46	15	16
Two or More Races	4	2									
Economically	4	27	3433	16	59	11	41	5	19	1	4
Limited English	4	4									
Special Education	4	15	3132	11	73	4	27	3	20	1	7
At-Risk	4	40	3296	30	75	10	25	5	13	0	0

2017-18 Writing STAAR Results

Woodridge Elementary

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	187	3746	65	35	122	65	67	36	16	9
Hispanic/	4	77	3637	31	40	46	60	20	26	4	5
American Indian or	4	1									
Black or African	4	4									
White	4	98	3831	30	31	68	69	44	45	11	11
Two or More Races	4	0									
Economically	4	35	3368	24	69	11	31	5	14	0	0
Limited English	4	2									
Special Education	4	13	3244	10	77	3	23	1	8	0	0

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	161	3854	37	23	124	77	68	42	22	14
Hispanic/	4	57	3779	14	25	43	75	21	37	6	11
American Indian or	4	2									
Black or African	4	5	3591	2	40	3	60	2	40	0	0
White	4	86	3829	20	23	66	77	35	41	10	12
Two or More Races	4	1									
Economically	4	34	3589	13	38	21	62	8	24	3	9
Limited English	4	6	3568	2	33	4	67	2	33	0	0
Special Education	4	13	3261	7	54	6	46	2	15	0	0

English I

2016-17 English I STAAR Results

Woodridge Elementary

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

2016-17 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English II STAAR Results

Student Group	# Students Tested	Average	Did Not Meet		Approaches		Meets		Masters	
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Woodridge Elementary

		Scale Score								
			#	%	#	%	#	%	#	%

Mathematics

2016-17 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	173	1490	23	13	150	87	87	50	39	23
	4	188	1598	37	20	151	80	101	54	67	36
	5	202	1685	19	9	183	91	134	66	74	37

2017-18 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	166	1481	30	18	136	82	81	49	37	22
	4	187	1578	31	17	156	83	97	52	49	26
	5	206	1700	14	7	192	93	159	77	94	46

2018-19 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	172	1522	26	15	146	85	102	59	58	34
	4	161	1623	24	15	137	85	109	68	64	40

Woodridge Elementary

	5	176	1727	7	4	169	96	125	71	90	51
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	68	1474	10	15	58	85	32	47	15	22
	4	69	1530	22	32	47	68	26	38	13	19
	5	81	1624	15	19	66	81	43	53	17	21
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	58	1449	13	22	45	78	23	40	8	14
	4	77	1562	16	21	61	79	32	42	18	23
	5	69	1656	8	12	61	88	45	65	22	32
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	55	1468	13	24	42	76	24	44	11	20
	4	57	1573	13	23	44	77	31	54	15	26
	5	73	1705	4	5	69	95	48	66	30	41
American Indian or Alaska Native	3	1									
	4	0									
	5	0									

Woodridge Elementary

American Indian or Alaska Native	3	2									
	4	1									
	5	1									
American Indian or Alaska Native	3	0									
	4	2									
	5	1									
Asian	3	6	1602	0	0	6	100	4	67	2	33
	4	7	1773	0	0	7	100	6	86	5	71
	5	6	1830	0	0	6	100	6	100	4	67
Black or African American	3	3									
	4	7	1583	2	29	5	71	3	43	2	29
	5	5	1501	3	60	2	40	1	20	0	0
Black or African American	3	7	1426	2	29	5	71	2	29	1	14
	4	4									
	5	6	1653	1	17	5	83	4	67	1	17
Black or African American	3	2									
	4	5	1591	1	20	4	80	3	60	2	40
	5	4									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	1									
2016-17 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Woodridge Elementary

	3	94	1501	11	12	83	88	51	54	22	23
	4	103	1632	13	13	90	87	64	62	46	45
	5	107	1735	1	1	106	99	83	78	52	49
2017-18 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	86	1484	14	16	72	84	45	52	19	22
	4	98	1586	14	14	84	86	57	58	29	30
	5	115	1723	5	4	110	96	96	83	62	54
2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	97	1551	8	8	89	92	66	68	37	38
	4	86	1646	10	12	76	88	64	74	39	45
	5	91	1744	3	3	88	97	68	75	55	60
Two or More Races	3	1									
	4	2									
	5	2									
Two or More Races	3	1									
	4	0									
	5	5	1616	0	0	5	100	3	60	1	20
Two or More Races	3	7	1483	2	29	5	71	3	43	2	29
	4	1									

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	5	0									
2016-17 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	25	1403	6	24	19	76	7	28	2	8
	4	29	1484	15	52	14	48	7	24	5	17
	5	47	1564	15	32	32	68	15	32	6	13
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	35	1399	13	37	22	63	6	17	2	6
	4	35	1490	15	43	20	57	8	23	2	6
	5	33	1616	7	21	26	79	14	42	8	24
2018-19 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	34	1454	11	32	23	68	12	35	6	18
	4	34	1532	11	32	23	68	14	41	6	18
	5	32	1616	3	9	29	91	12	38	6	19
Limited English Proficient	3	1									
	4	7	1673	1	14	6	86	4	57	4	57
	5	0									

2017-18 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1445	2	40	3	60	2	40	2	40
	4	2									
	5	10	1738	0	0	10	100	8	80	6	60
Limited English Proficient	3	6	1396	4	67	2	33	2	33	1	17
	4	6	1606	1	17	5	83	3	50	2	33
	5	3									

2016-17 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1365	5	63	3	38	3	38	0	0
	4	16	1392	12	75	4	25	3	19	3	19
	5	14	1541	7	50	7	50	3	21	1	7

2017-18 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	12	1301	8	67	4	33	1	8	1	8
	4	13	1482	7	54	6	46	3	23	2	15
	5	14	1525	7	50	7	50	5	36	3	21

2018-19 Mathematics STAAR Results

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Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1400	9	53	8	47	5	29	2	12
	4	13	1468	8	62	5	38	3	23	3	23
	5	9	1589	2	22	7	78	3	33	1	11

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1376	13	48	14	52	6	22	1	4
	4	44	1499	20	45	24	55	14	32	8	18
	5	61	1605	12	20	49	80	27	44	10	16

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Algebra I STAAR Results											
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Woodridge Elementary

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	204	3891	50	25	154	75	98	48	38	19
Hispanic/	5	82	3658	35	43	47	57	26	32	8	10
American Indian or	5	0									
Asian	5	7	4377	0	0	7	100	5	71	4	57
Black or African	5	6	3326	5	83	1	17	1	17	0	0
Native Hawaiian or Other Pacific Islander	5	1									
White	5	107	4079	9	8	98	92	66	62	26	24
Two or More Races	5	1									
Economically	5	46	3399	31	67	15	33	6	13	2	4
Limited English	5	23	3298	17	74	6	26	1	4	0	0
Special Education	5	13	3195	10	77	3	23	1	8	0	0
At-Risk	5	61	3572	30	49	31	51	15	25	4	7

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	200	3898	43	22	157	79	92	46	36	18
Hispanic/	5	65	3757	20	31	45	69	25	38	10	15

Woodridge Elementary

American Indian or	5	1									
Black or African	5	6	3700	2	33	4	67	1	17	1	17
White	5	113	3983	16	14	97	86	58	51	21	19
Two or More Races	5	5	3746	3	60	2	40	2	40	1	20
Economically	5	32	3603	17	53	15	47	8	25	3	9
Limited English	5	6	3661	3	50	3	50	2	33	0	0
Special Education	5	14	3341	9	64	5	36	4	29	1	7

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	172	3900	43	25	129	75	77	45	28	16
Hispanic/	5	69	3818	22	32	47	68	27	39	10	14
American Indian or	5	1									
Black or African	5	4									
White	5	91	3981	17	19	74	81	46	51	17	19
Two or More Races	5	0									
Economically	5	31	3548	16	52	15	48	5	16	2	6
Limited English	5	0									
Special Education	5	13	3541	8	62	5	38	3	23	1	8

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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Woodridge Elementary

		Scale Score								
			#	%	#	%	#	%	#	%

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies**2016-17 Social Studies STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History**2016-17 U.S. History STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Seek Knowledge and Understanding, Think Critically and Creatively
Area of Focus:	Challenging students in a relevant, rigorous academic program with differentiated instruction.
Performance Objective:	All students will be engaged in a challenging curriculum. Teachers will participate in learning and planning activities to enhance their abilities as leaders, designers, and guiders of rigorous and engaging instruction.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Differentiate instruction in the core curriculum to address the needs of defined groups.	Teachers, Instructional Coach	Ongoing	Campus budget	Evidenced in walkthroughs and student performance
2. Meet or exceed the state and federal targets for performance status on the TEA System Safeguards for our economically disadvantaged, SPED and Hispanic population will	Administration and all professional staff	Ongoing	Campus budget, Title I and Title III funds	Improved performance on STAAR and TELPAS
3. Provide engaging, higher level learning experiences that are purposeful and relevant.	Teachers	Ongoing	Campus budget	Progress evident in walkthrough documentations and student performance on STAAR and TELPAS
4. Ensure that the Campus Design Team takes responsibility for on-going professional development and teacher support to maintain campus focus on design and the Profile of a Learning	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and increased collaboration in team meetings focused on design.
5. Ensure that grade levels/departments dedicate time each month for design	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and team meeting notes
6. Increase, by 20%, the number of students in grades 3, 4 and 5 reaching the Advanced	Teachers	Ongoing	Campus budget to purchase materials	Evidenced on STAAR data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Level III in reading, math, science and writing.				
7. Integrate innovative technology to meet the needs of diverse learners.	Teachers and Instructional Coaches	Ongoing	Technology long-range plan	Evidenced in walkthroughs
8. Ensure that teachers design and implement rigorous, engaging lessons based on Schlechty Working on the Work (WOW) strategies and Design Qualities for student engagement	Campus Design Team, Teachers and Administrators	Ongoing	NA	Evidenced in walkthrough/formal observation documentation and T-TESS Goal Setting/End of Year T-TESS Conferences
9. Ensure that teachers follow AHISD District Homework Guidelines and communicate these guidelines with parents	Administrators and Teachers	September 2020 and throughout May 2021 as needed.	NA	Evidenced in Campus Procedure for parents, TL agenda, Parent Orientation presentations and classroom newsletters
10. Ensure that teachers use data to drive instruction	Teachers; Administrators	Ongoing	N/A	Benchmark data, STAAR and TELPAS data, AWARE, Title II funds
11. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Instructional Coach, GT Teachers, Academic Dean	Ongoing - May 2021	Gifted and Talented Budget	Sign in sheets, teacher lesson plans

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	Engage Socially and Globally, Healthy Sense of Self
Area of Focus:	<ul style="list-style-type: none"> Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide opportunities to celebrate learning and recognize student achievement on Woodridge News Live (WNL) video announcements.	WNL staff and Administration	Quarterly	Campus budget	Students proud of their accomplishments and hard work
2. Incorporate relationship building activities during the first three weeks of school.	Teachers	First three weeks of school, then ongoing throughout the school year	Campus budget	Strong relationships between students and teachers as evidenced by strategies shared by Kevin Curtis.
3. Implement school side social-emotional awareness initiatives	Counselors and teachers	ongoing throughout the year	Campus budget and PTO	Students are given models for making healthy choices and decisions.
4. Ensure that students are involved in at least two community service projects during the school year.	Teachers and Counselors	minimum of one in the fall and one in the spring	Campus budget	Pride in helping those in our community
5. Continue to implement Solid Roots behavioral interventions to targeted students to improve emotional/behavioral/social skills	ACE	Continuing September 2020	Donated funds from former AH students Consultants from Emergent Tree	Campus attainment of quality indicators (developing and/or mastery) as evidenced by end of year progress report from consultants.
6. Continue to implement the SnackPak for Kids program and Clothing Closet for identified students	PTO and counselors	Weekly throughout the school year and summer	PTO and community donations	End-of-year survey; improved student attendance and academics
7. Increase- by 5%- the number of mentors provided for identified at-risk students	Counselors	September 2020-May 2021	Campus budget	End-of-year Community Engagement survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Implement AHISD Heart of Heights recommendations on social and emotional wellness, character education and digital citizen ship	Administrators and Counselors	Ongoing	Campus budget	Weekly meetings with AP and Counselors to review progress
9. Implement campus procedures that evenly distribute projects and tests across all content areas	Administrators and Teachers	Ongoing	NA	Teachers will collaborate to ensure tests and projects are not overlapping
10. Implement class meetings daily	Classroom teachers/administrators	August 2020-May 2021	Campus budget and PTO Curriculum Enrichment	Meeting documented in lesson plans and evidenced in walk through data
11. Vision 2020 #1 Implement =Reflect and Correct - a restorative approach that incorporates writing piece (how student can make it right and how the behavior impacts others) within the classroom and other areas (Process of current School of Character application - brought campus to a common language - refocus back to who we are within the character real move about process rather than product (naming of school of character)	Teachers, counselors, admin	August 2020 - May 2021	N/A	Reflect and Correct data, decrease in office referrals, common language evident within reflect and correct that incorporates campus Be the WE creed / core values
12. Vision 2020 #4 Closing the feedback loop with stakeholders/teachers/students (follow up communications) create a system to close the communication gap with all stakeholders.	Administrators, teachers	August 2020 - May 2021	N/A	February Feedback 2021 from parents

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: III	We will close the achievement gap
Profile a Learner:	Seek Knowledge and Understanding, Communicate and Collaborate, Employ Skills for Life
Area of Focus:	Reading, Math, Science, Writing, Economically Disadvantaged, SPED and ELL/ESL students
Performance Objective:	<p>95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading</p> <p>There will be less than 20 percentage points between ED (economically disadvantaged) and non-ED students.</p> <p>90% of all 4th grade students will meet or exceed the state passing standard on STAAR Writing</p> <p>90% of all 5th grade students will meet or exceed the state passing standard on STAAR Science</p> <p>HISPANIC, SPED, ED students will meet or exceed the state system safeguards in reading</p> <p>HISPANIC and ED students will meet or exceed the state system safeguards in writing and science</p> <p>ED and SPED students will meet or exceed the federal system safeguards in reading</p> <p>70% of Bilingual 5th grade students will meet or exceed the satisfactory level on STAAR science</p> <p>Continue to increase the number of students scoring at the advanced level on STAAR in all grades and content areas tested</p> <p>Increase the number of 5th grade students at the advanced level of TELPAS by 10 percentage points</p> <p>50% of all SPED students will meet or exceed the satisfactory level on STAAR on all tests taken</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide training for teachers on how to support EL students with linguistic accommodations in the classroom.	Assistant Principal and Teachers	Ongoing	Title III and Campus budget	ELL students use accommodations during tests
2. Provide ELPS training for all new teachers.	Assistant Principal	Ongoing	Campus budget	Improved results on state assessments
3. Ensure that students participate in ongoing formal and informal assessments that will allow teachers to use the data to drive instructional decision-making	Teachers, Administrators and Interventionist	Ongoing	Campus Budget, School Foundation Grants	Evidence of mastery of grade-level objectives
4. Ensure that staff model and provide practice opportunities for students to think inferentially and critically when reading a variety of text genres. Strategies include daily	Teachers	Ongoing	NA	Evidence of improved achievement on local and state assessments.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
opportunities to read, write, listen and speak in all content areas.				
5. Analyze and track data, ensure correct PEIMS/LRE coding and Tier placement for ESL, Bilingual and SPED students	Teachers, Interventionist and Administrators	Ongoing	NA	Evidence on PEIMS data and improved achievement on local and state assessments
6. Utilize after school transportation to provide tutoring, homework help and academic clubs for students	Teachers and Administrators	September 2019-May 2020	Campus Budget and Foundation grant	Improved results on local and state assessments
7. Continue to provide Response to Intervention (RtI) tiered instructional practices and keep progress monitoring documentation to review at transition and support meetings	Teachers, Administrators and Interventionists	Ongoing	Foundation grant, campus budget, and Title III	Increase in achievement of students receiving tiered support and on local and state assessments
8. Ensure consistency of grade level TEKS in special education classrooms by regularly participating in general education team planning and data meetings	SPED teachers and SPED Team Leader	Ongoing	NA	Walkthroughs reflect similar best practices and teaching of grade level TEKS
9. Utilize AWARE reports, heat maps and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers	Ongoing	Campus budget	Increased student achievement on local and state assessments
10. Support extended grade level learning and planning time through Collaborative Learning Days three times a year to align instruction/equity for diverse learners.	Teachers	Ongoing	T2 funds support substitutes for teachers attending elementary Learning Days	Lesson plans, learning day surveys/feedback, walk through data from admin noting application of learning within classroom instruction
11. 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.	Assistant Principal, Campus Language Coordinator	Ongoing	Title 3 Funds are used to support Professional Development for teachers wanting to be prepared to support ESL students.	Sign in sheets, collaborative planning time scheduled, lesson plans
12. 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	Language program teachers and admin.	October 2020	Title 3 Funds are used to support Professional Development for bilingual, dual language, and Spanish Immersion teachers, and ESL	Sign in sheets, lesson plans documenting use of programs trained

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Reach)			teachers	
13. Continue inclusive 1st grade classroom with support	Principal, 1st grade Inclusion teacher	August 2020	NA	Improved academics and behavior of identified SPED students in Inclusive classroom
14. Continue to differentiate instruction to address the diverse needs of learners	Teachers	Ongoing	NA	Student needs met; improved achievement scores
15. Research and purchase TEKS-based materials for SPED teachers	SPED Team Leader and Teachers	December 2020	Campus Budget and SPED funds	Improved achievement on STAAR and move to a level 2 on PBMAS
16. Progress monitor EL students through local assessments	Campus Bilingual/ESL Coordinator	End of each nine week period		Spreadsheet shows progress of EL students and a plan is developed for students not making progress
17. Communicate progress monitoring of EL students with teachers, administrators, support staff and parents	Campus Bilingual/ESL Coordinator will communicate with Principal, AP and classroom teachers. Teachers will communicate with parents	End of each nine weeks period	NA	Progress shared with all
18. Increase accountability to program fidelity by conducting classroom walkthroughs specifically targeting culturally responsive strategies	Administrators	ongoing	N/A	Walkthroughs documenting strategies in Strive

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual
Profile a Learner:	Develop Healthy Sense of Self, Employ Skills for Life
Area of Focus:	Positive Behaviors and Acknowledgements and Character Education
Performance Objective:	Students will participate in classroom discussions about the Be the WE (school creed), the Woodridge Way, Core Essentials and Character.org that promote a safe, well-mannered and orderly school environment and the modeling of good character

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Core Essentials Character Education Program during classroom guidance lessons	Counselors, teachers, WE character committee	September 2020-May 2021	Campus Budget, PTO C&E, character.org	Students will treat others right, make smart decisions and maximize their potential with data to support character.org and evidence noted in application for a school of character for 19/20 school year.
2. Provide monthly guidance lessons based on the Be the WE (creed), Core Essentials and the Woodridge Way.	Counselors	Ongoing	Campus budget	Students will understand and model Be the WE, Woodridge Way on a daily basis
3. Implement the Woodridge Way (Be Safe, Be Respectful, Be Responsible) school wide	All Staff	Ongoing	Campus budget	Improved behavior in the hallways and cafeteria
4. Provide classroom time to teach, model and reinforce Be the WE and The Woodridge Way.	Teachers	Ongoing	Campus Budget	Improved classroom and school wide discipline to show evidence for application as a school of character (character.org)
5. Refine acknowledgement systems at the school and classroom level.	PBIS Team and Teachers	Ongoing	Campus Budget	Improved classroom and school wide discipline
6. Implement Behavior RTI for identified students	Teachers, Counselors, Behavior Specialist	September 2020-May 2021	Campus budget	Improved behavior of identified students
7. Implement class meetings daily	Teachers, counselors, Admin	August 2020 - May 2021	Campus Budget	Walk throughs, evidence of

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				treatment agreements, circles using 11 principals (in partnership with character.org)
8. Train all staff and students on the Five Forms of Mistreatment in and out of school and how to respond	Administrators and Counselors	September 2019, then as needed	Campus budget	Safe Schools Training by August 2020
9. Utilize the disciplinary protocol for mistreatment, including timely communication with parents of all involved parties	Administrators	Ongoing	NA	Flowchart utilized throughout the school year
10. Professional Development for counselors for high quality, current trends and practices regarding social emotional wellness along with WE character committee members with ultimate goal of applying as a state school of character.	Counselors, WE character committee members	Ongoing	Campus buCampus budget and PTO C&Ed budget	Surveys, Continuing Ed Hours, Effectiveness of programs as well as partnering with character.org with specific training at character.org national conference
11. Train all staff, volunteers and substitutes to actively supervise students at all times	Administrators	August 2020	Campus budget	Staff Handbook and team leader agendas, agenda for support services collaboration Aug. 31, 2020
12. Ensure counseling services support students with persistent discipline challenges	Counselors	Ongoing	Campus Budget	Discipline records reflect counseling support

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy V	We will ensure a high-performing faculty and staff to accomplish our mission
Profile a Learner:	Communicate and Collaborate, Employ Skills for Life
Area of Focus:	Provide recruitment and induction practices that support the District mission
Performance Objective:	Hire and support new staff. Decrease staff mobility.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide mentors for all new staff	Administrators	August 2020	NA	Mentors assigned and ongoing support is provided for new staff
2. Ensure that new staff participate in the AHISD Induction Program	New staff and HR Coordinator	Ongoing	District budget	Ongoing support is provided for new staff. Decrease in staff mobility rate.
3. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaboration and off campus workshops.	Administrators, Elementary Academic Dean	Ongoing	Campus budget	Models for effective instructional practices are shared and opportunities for collaboration increased.
4. Meet with new staff at least once a month	Administrators and Instructional Coach	September 2020-May 2021	Campus budget	Ongoing support provide for new staff
5. Improve response rate on EOY parent surveys, with a strong emphasis with Spanish speaking families	Administrators and Parents	Spring 2020	NA	Feedback used to set goals for improvement
6. Recruit and hire more Hispanic teachers	Administrators	Spring 2020	NA	Percentage of Hispanic teachers will more closely match the percentage of Hispanic students
7. Support extended grade level learning and and planning time through Collaborative Learning Days three times a year.	Principal	August 2020-May 2021	Title II funds	Teacher Feedback Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. 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)	Principal	August 2010-May 2021	Title III funds	TELPAS student data
9. 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.	Principal	August 2020-May 2021	Title III funds	TELPAS student data
10. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Principal	August 2020-May 2021	N/A	Number of teachers trained for Gifted and Talented
11. Vision 2020, #3 Incorporate ways for staff set goals for personal growth involvement/interests/desires to support talent with job embedded satisfaction.	Administrators, Campus Design Team	August 2020- May 2021	Campus budget/PTO C&E	Ongoing surveys, TTESS goal setting,BOY, MOY and EOY conferences

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	Employ Skills for Life, Communicate and Collaborate
Area of Focus:	All students receive access to core academics and before/after school activities.
Performance Objective:	Increase amount of time students have access to core content areas and extra curricular activities.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Recruit volunteers and secure materials needed to provide before and/or after school clubs, teams and/or leadership activities for students.	Administrators and Volunteer staff	Ongoing	Campus budget	Increased student participation
2. Increase the number of Academic UIL clubs offered to students	Volunteer teachers and Daniel Shea (Coordinator)	August 2020	Campus funds	Increased student achievement
3. 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.	Teachers, Administrators, PTO	Ongoing	Title 3 funds are used to support family engagement.	Surveys, newsletters, parent choice for parent conferences
4. Continue to communicate with parents in multiple ways in English and Spanish including, but not limited to Monday Mail, classroom newsletters, teacher websites, PTO flyers, School Messenger, etc.	Administrators, Teachers and PTO translator	Ongoing	Campus funds	Increased awareness of campus information by parents and students and increased participation in campus events.
5. Encourage parent, student and campus partnerships through fall and spring conferences and the signing of the Title I Compact	Teachers	Ongoing	NA	Signed Compacts Parent Conference Survey results

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
6. Utilize social media outlets to promote positive attributes of our school and students	Administrators, Instructional Coach and Teachers	Ongoing	NA	Increased followers on Woodridge Twitter account and Classroom Twitter and Facebook accounts
7. Provided ongoing opportunities for Spanish speaking families including, but not limited to Adult ESL and parent/teacher committee - Noche de Cultura.	Campus and District Administrators and Teachers	Ongoing	Campus budget and Title III funds	Increased participation of Spanish speaking families
8. 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.	Principal	August 2020-May 2021	Title III funds	Increased parent involvement as evidenced through sign-in sheets
9. 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.	Title 1 teachers/staff, classroom teachers with title 1	Ongoing	Title 1-funds support interventionist salaries, supplies, and family engagement activities	Sign in sheets, agendas, newsletters, Monday Mail, parent choice for events (offered at different times/dates)
10. Vision 2020 #2 Create opportunities for Be the WE Crew to engage in larger scope of campus - Principal Advisory, BetheWE crew in other areas (4th and 5th grades).	Administrators and Counselors	Ongoing	Campus funds	Number of student applications for different Be the WE crews, surveys of students that participate - BOY and EOY

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.

Alamo Heights ISD 2020-2021

We believe we must all work together to help you child achieve

Parent Compact

As a member of the Title 1 Team, we agree to the expectations below:

<u>Student</u>	<u>Parent</u>	<u>Teacher</u>
I promise to Read at home every day	I promise to Read with my child outside of school.	I promise to Listen to your child read every day
Complete all my homework	Monitor completion of homework	Provide high quality curriculum and assessment to help your child become an independent reader
Get to bed at a reasonable time	Get my child to bed at a reasonable time	
Come to school on time	Get my child to school on time	Communicate with parents and the classroom teachers regarding each student's progress
Limit my screen time	Limit my child's screen time	
	Communicate with teachers regarding my child's progress	

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Woodridge Elementary agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the district.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Woodridge Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- *Meet twice a year to review the existing plan and make changes as necessary
- *Add more parents to our parent involvement committee
- *Ensure parent representation matches closely to students being served

2. Woodridge Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Solicit volunteers to serve on the committee each year

3. Woodridge Elementary will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- *Twice yearly "Celebration of Learning" Breakfast

4. Woodridge Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- *Required twice a year parent conferences and more often, as needed

5. Woodridge Elementary will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- *Monday Mail
- *Open-door policy administrators
- *Teacher websites
- *Parent Conferences

6. Woodridge Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

*Reports sent home in May of each year.

7. Woodridge Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

*Letters sent home and files maintained

8. Woodridge Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

*Twice yearly parent conferences

*Back-to-School Parent Orientation

*PTO Meetings

9. Woodridge Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

*Districtwide ESL classes for parents

*PTO Meetings

*Parent Conferences

*On demand training, when requested

10. Woodridge Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*PTO Meetings

*Parent Conferences

*Bi-monthly meetings with Administrators and Interventionists

11. Woodridge Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early

Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*All activities listed on Campus Calendar

12. Woodridge Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*All information sent home is in English and Spanish

*Information is sent electronically and in paper copy, when necessary

*Weekly Monday Mail from principal is sent in English and Spanish

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

Woodridge Elementary

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.

This policy was adopted by the Alamo Heights ISD in October of 2017 and will be in effect for the period of the 2017-2018 school year.

Directional System	
BELIEFS The district's fundamental convictions, values, and character.	We believe that... <ul style="list-style-type: none"> • 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.
Vision 2020 strategic goal areas created by our community in 2019-20 for 2020 and beyond.	<ol style="list-style-type: none"> 1. <i>Communication Goal:</i> In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. 2. <i>Belonging Goal:</i> In Alamo Heights ISD we are committed to a culture of belonging. 3. <i>Resources & Relationships Goal:</i> In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence. 4. <i>Social Emotional Learning Goal:</i> In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.
PARAMETERS The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none"> • 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 our mission.	<ol style="list-style-type: none"> 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.

Alamo Heights Independent School District Profile of a Learner

The *AHISD Learner Profile* articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation

Alamo Heights Learners:

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a broad, rich curriculum
- Actively construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Throughout their school careers and beyond, Alamo Heights Learners apply the knowledge and skills of core disciplines and the arts in the quest of understanding. Although the individual pace and path of the curriculum is calibrated to match differentiated student needs, mastery of a rigorous curriculum is developed through active construction of knowledge. Alamo Heights Learners pursue personalized and passion-based learning outside of classroom walls supported by community partnerships and unique time and space configurations.

Develop A Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Alamo Heights Learners make informed and proactive choices in living healthy and balanced lives. Alamo Heights Learners reflect regularly upon success, failure, and their own learning, as well as on themselves as learners. Strong and stable school relationships and connectedness are key protective factors in the lives of Alamo Heights Learners. Moreover, they see even the most formidable challenges and failures as opportunities for personal growth.

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Alamo Heights Learners demonstrate intellectual curiosity and resourcefulness and apply imagination and inventiveness in the creative process. Alamo Heights Learners cultivate a moral thoughtfulness and possess the tenacity and persistence to deeply understand and take action on complex problems. They make objective decisions after considering the potential consequences of their actions and are willing to grow as a result of the experience.

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Alamo Heights Learners express themselves purposefully, clearly, and creatively in their speaking and writing, as well as other forms they find personally effective and rewarding. As a result of their education and experiences, Alamo Heights Learners craft an authentic identity as leaders. They are able to restrain their individual goals to contribute to the collective efforts of a team and do not privilege speaking over listening. Rather, listening is valued as an essential communication tool. Alamo Heights Learners possess the skills to efficiently and responsibly communicate in all phases of daily life, from face-to-face interactions to social media.

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

In tandem with academic skills, Alamo Heights Learners acquire the core skills needed to support success in higher education and the work place. Alamo Heights Learners are persistent in the face of challenge and courageous by taking risks in thinking. Personal responsibility and integrity are acknowledged as the pillars of character and of community. Alamo Heights Learners can anticipate and respond positively to shifting environments and situations. In addition, Alamo Heights Learners demonstrate personal accountability through integrity, punctuality, and workload management.

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage in local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

Alamo Heights Learners respect their own culture as well as the values, traditions, and personal histories of others to the point of empathy. Recognizing the strength of bilingualism, Alamo Heights Learners promote and seek language learning. Contributing to a more just, sustainable and peaceful society, Alamo Heights Learners give back through engaging in service learning in the community and beyond.

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 19-20 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 CAMPUS IMPROVEMENT PLAN.

CAMPUS DEMOGRAPHICS:

Enter Campus Demographics:

Total Number of Students for 2018-2019 (18-29 School Report Card) 399. EOY enrollment based on Ema's sheet:

TOTAL Students based on Ema's enrollment sheet: _____414 (increase of _____ students-- _____ in Kinder; _____ in PreK/HeadStart/PPCD

Demographic data taken from 18-19 School Report Card

African American	2.8% (+.9)
Hispanic	40.4% (-1.4)
White	51.4% (+6.4%
Amer. Indian	0.3%)
Asian	3.0% (-2.7)
Pacific Islander	0.3%
Two or More	2.0% (-1.3%)

Economically Disadvantaged: 23.6%. (decrease). District 19.7%

English Language Learners: 12.3% District . 6.5%

Special Education 15.8% (Increase) . District 8.2%

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

Our Special Ed population has increased over the last four years (5%). Our Kinder enrollment increased by one full class in 19-20. Integrated Mini Mules into

PreK.

Areas of need include:

NEED: To monitor our SE, ELL and Economically Disadvantaged population through differentiated instruction and to close achievement gaps while they are young and eager to learn.

NEED: consider academic data when forming balanced class lists

NEED: To support bilingual SPED population

NEED: To "embrace diversity" in intentional ways so that each child/family feels welcome and connected.

How does this connect to AHISD Learner Profile? This connects to all aspects of the Profile but most importantly to Engage Socially and Globally

How can we address these needs to support the AHISD Learner Profile?

We can pay close attention to the children who represent our subgroups to ensure a sense of belonging and to ensure growth in social/emotional, physical and academic development through layers of supports embedded in our RTI process.

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:

TELPAS Data

ISTATION/ISIP

READING RECORDS--Teacher Data spreadsheets

TPRI

TEJAS LEE

AIMS WEB

Title I EOY Report

TPEIR

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

ISTATION/ISIP: Meeting Cut score (March 2020--based on COVID-19)

year of implementation; 80% in Tier 1 Overall at BOY and maintained 80% in Tier 1 Overall at EOY. 15% in Tier 2 Overall at BOY and increased to 16% in Tier 2 Overall at EOY. 5% in Tier 3 Overall at BOY and reduced to 4% in Tier 3 Overall at EOY. The percent of each class who met or exceeded the cut score of 201-205 during April or May ranged from 44% - 100%

ISIP: 13/20 children (65% met or exceeded the cut score of 713-724)--not all children accounted for in ISIP report.

ISTATION/ISIP: Meeting Growth ScorePercent of children meeting growth of 21 points ranged from:

READING RECORDS MOY Data:

TPRI: (130 children tested at BOY; 110 at EOY)

AIMS WEB: All children (314) tested in September --215 kids (69%) were in Tier 1; 64 kids (20%) were in Tier 2; 35 kids (11%) were in Tier 3. Mid year only 29 kids were retested 9 in T1; 19 in T2 and 13 in T3; End of year 318 kids were tested--271 in T1 (85%); 21 in T2 (7%) and 26 in T3 (8%)

TPeir--(2017-2018) Students assessed (277Eng + 20Span--294 total??) increased by 2.3%age points. Kindergarten ready students decreased by 19.5%age points from the previous year. 64.6% (186/277 Eng/ 4/20 Span) were Kinder ready (based on I-Station).

For those attending Texas Public PreK, number of students assessed (47) increased by 5.2%age points from previous school year; Kinder ready students decreased by 30.3%age points. (18/47--38.3% Kinder Ready)

Areas of need include:

NEED/Questions:

Enrich Tier 1 students

Monitor Tier 1B fidelity of intervention and student progress.

Review behaviors to notice and support from Level C to Level D

To enrich above and well above in Reading and Math

Clarify intervention model for SPED children and monitor closely

Monitor fidelity of the Tier 2 intervention

How does this connect to AHISD Learner Profile?

Seek Knowledge and Understanding; Think Critically and Creatively; Communicate and Collaborate; Employ Skills for Life;

How can we address these needs to support the AHISD Learner Profile?

Consistently differentiate instruction based on data so that each child is appropriately challenged

DISTRICT/ School CULTURE, CLIMATE, ORGANIZATION: (Potential Data sources include: Surveys, Questionnaires, Focus Groups, Interviews, Walkthroughs,

Parent Conferences, Etc.)

Data Reviewed:

Parent Survey Data (Feedback February/Parent Input Group/Communication Survey Data)

Faculty Survey Data (Feedback February)

Individual Teacher Conferences

CNA Review

Discipline Data

Character.org feedback

Attendance Data

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

Feedback February (need to update for 2019-2020)

School Climate--86% up from 81% (17-18) --up from 75% in 16-17 (2 lowest areas were positive attitudes of colleagues (64% (18-19) 61% (17-18); 48% (16-17) and new initiatives to improve teaching, how supportive are your colleagues -77% (18-19) 67% (17-18) 52%(16-17).

Staff-Leadership Relationships-- 83% (18-19); 80% (17-18); 54% (16-17) Question about Trust- 82% (18-19); 50% (17-18); 22% (16-17)

Character.org--Implemented more student involvement in existing service projects (updated) Received Promising Practice for EOY Character Performance.

Office Referral Data:

18-19 --100 referrals for the year (not including documentation)--decrease of 5 referrals from the previous year; 62 referrals (including documentation) were by 8 kids ranging from 4 referrals to 13 referrals. October and April were high referral months. Behavior Support Team had the highest number of referrals (57).

Inconsistent in writing referrals

Attendance Data: Chronic tardies reported for approximately 10-15 families.

Areas of need include:

NEED: Initiate difficult conversations within a culture of trust

NEED: Empower team leaders to coach and lead team to achieve collaborative vision

NEED: Empower student voice/foster student leadership

NEED: Implement reflection tool consistently in office for referrals

NEED: A more detailed attendance plan to address patterns.

How does this connect to AHISD Learner Profile?--Seek Knowledge and Understanding (3 bullets), Think Critically and Creatively (4 bullets), Communicate and Collaborate (2 bullets), Employ Skills for Life (2 bullets), Engage Socially and Globally (7 bullets); Develop a Healthy Sense of Self (7 bullets)

How can we address these needs to support the AHISD Learner Profile?

Each individual assumes personal responsibility (i.e. positive intent)

Set campus, team and individual goals around the profile of a learner.

Design lessons/structures around key components of profile (i.e. Writer's Workshop; Project Based Learning)

Align the work of the Instructional Coach to the profile and the goals of the school, team, individuals

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:

TAPR REPORT Staff Information

Turnover Report

New Teacher Input

Teacher conversations/input sheets

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

Historical info

2 Kinder teachers were hired for (16-17) ; 1 Kinder teacher was hired for 17-18; 1 Head Start teacher and one PPCD-3 teacher were also hired for 17-18

Of these that were hired in the last year 3 have a dual cert in SE/Gen Ed and 2 have ESL certification.

SLPs time and roles were re-evaluated--2 new SLP's were hired for 17-18

2.5 assistants were hired for 17-18

Implemented a stronger mentoring program.

Added data: 2 Kinder teachers were hired for 18-19; 1 PreK teacher was hired as a result of PPCD 3 resignation

End of 2018-2019: One Kinder teacher requested transfer to High School and one kinder teacher resigned (not the right fit after one year). 3 assistants resigned (one moved; two seeking certified positions). We added two SPED assistants.

SLP: Two part time resigned (one for family reasons; one did not want full time).

Areas of need include:

NEED to increase those who are certified in ESL through hiring or training and/or dual-certified in Special Ed.

NEED to support teachers new to Howard in planning for instruction in a collaborative way, observing others, and defining roles and structures of support.

NEED to increase retention through relationship building, collaborative decision making and specific and differentiated feedback and praise

NEED to ensure progress in moving forward with the Engaged Classroom Initiative and connecting across teams.

NEED to design job-embedded professional development . (Engaged Classroom Cohorts; PD for Teaching Assistants)

How does this connect to AHISD Learner Profile?

Communicate and Collaborate; Seek Knowledge and Understanding; Employ skills for life

How can we address these needs to support the AHISD Learner Profile?

Through effective communication and collaboration particularly listening compassionately and to decipher meaning; valuing contributions of others; working flexibly as leaders and contributors

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:

Feedback February Parent Surveys

Parent Volunteer Numbers

PTO Meetings/numbers

Kinder Preview Numbers

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

196 (down by 4) parents responded to the AHISD survey for Howard. The majority of responses were positive.

66% of parents say they have visited the school weekly or monthly. Overall Family Engagement scored 39% (10% higher than district avg and 80% national norms, but this was the lowest area. We scored 90% in school climate and school safety, but safety was in the 50% national norms.

Areas of need include:

Need: Address multiple forms of communication, consistency in communication, and understand differences between BLOOMZ and SEE SAW

Need: Communicate with families new to Howard via an early August communication

Need: Communicate positively and accurately about the use of technology in the classroom

Need: Communication around GT

Need: Increase membership/involvement in PTO

Need: Inform community about full-day Prek

How does this connect to AHISD Learner Profile?

Healthy Sense of Self:

Communicate and Collaborate

Employ Skills for Life

Engage Socially and Globally

How can we address these needs to support the AHISD Learner Profile?

Develop and nurture healthy, loving relationships; Exhibit exceptional character, Model a spirit of mutual respect for all; Communicate effectively in more than one language

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:

Engaged Classroom applications; Inventory; PTO Curriculum & Enrichment Requests; Parent Input

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

18-19 : 7 Kinder teachers, 2 PreK teachers and 1 music teacher will be engaged classrooms.

19-20: 13 Kinder teachers, 3 PreK teachers and 1 music teachers are engaged classrooms.

Orders were placed for Beebots; Ozobots and Coding materials

Makerspace is set to open in August

Areas of need include:

NEED: Continue campus wide collaboration and professional development with tools that foster communication, collaboration and creation.

NEED: Communicate about the role of technology in an early childhood program

NEED: Establish Makerspace for consistent use by children/Teach adults

How does this connect to AHISD Learner Profile? Engage socially and globally (4/7bullets); Employ Skills for Life (4/7 bullets); Seek Knowledge and Understanding (all 6 bullets); Think Critically and Creatively (3/4 bullets); Communicate and Collaborate (6/8 bullets)

How can we address these needs to support the AHISD Learner Profile?

Professional Development with Engaged Classroom; Campus Structures for Collaboration; Develop a plan of support that involves Technology Facilitators and Instructional Coaches

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:

Daily schedules, Master schedule, PE/Library/Computer/Lunch schedules; Team input on ideal schedule; IEP needs; PBIS/Behavior RTI Notebook and processes; Feedback February; Assistant Schedules; Roles & Responsibilities; Master Calendar

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

Comments about the "busyness" of the master calendar that disrupts a typical school day for kids; February is a busy month;All Kinder teams want recess after lunch; Yoga will move to Wednesdays; Children with high needs in Kinder Supported Classrooms; All 4 year olds included in PreK; Writing office referrals is still inconsistent; HEB/Makerspace/Clothes closet and garden need attention through roles & responsibilities; Support needed for repeat offenders

Areas of need include:

NEED: Prioritize Master Calendar to reduce number of disruptions

NEED: Consider restructuring schedule to include two RTI times in the morning; recesses after lunch

NEED: Plan support for Kinder SPED children

NEED: Restructure staff roles and responsibilities

How does this connect to AHISD Learner Profile?

Employ skills for Life (Strong work ethic,exhibit professionalism, take risks, accept challenges, display grit and resilience in the face of challenge); Healthy Sense of Self (develop and nurture healthy, loving relationships); Seek knowledge and understanding (maximize resources); Engage socially and globally (value diversity; communicate effectively in more than one language); Communicate and Collaborate (all);

How can we address these needs to support the AHISD Learner Profile?

Begin with adults modeling

Establish structures in the school and classrooms that support the Profile

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:

TEKS; Walkthrough/Observation data; Data spreadsheets; Lesson Plans; High Quality PreK Program Evaluation; C & E grant requests; February Feedback

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

New ELAR Standards

New ELAR and Handwriting Adoption

Several children made it to Level C instructional rather than independent

Utilizing Maker Space

High Quality PreK --vertical alignment 2-3x per year

Use of apps to promote reading (Pebble Go; EPIC, Bookflix)

Areas of need include:

NEED: Increased collaboration between PreK and Kinder for vertical alignment

NEED: Revisit ELA block and teaching handwriting

NEED: Integrate new or existing tech apps into the curriculum (Pebble Go, Raz Kids, Science STEMScopes)

NEED: learning in Makerspace

NEED: integrating different cultures into the curriculum

How does this connect to AHISD Learner Profile? Communicate and Collaborate; Seek Knowledge and Understanding

How can we address these needs to support the AHISD Learner Profile?

**DISTRICT STRATEGIES/GOALS
2020-2021**

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.

ESSA 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 LEP students will become proficient in English and perform at high levels.
- All teachers will continue to be Highly Qualified.

Vision 2020 Strategic Goal areas

1. *Communication Goal:* In Alamo Heights ISD we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community.
2. *Belonging Goal:* In Alamo Heights ISD we are committed to a culture of belonging.

3. *Resources & Relationships Goal:* In Alamo Heights ISD we are committed to supporting our talented faculty and staff in ways that foster employee satisfaction, well-being, and excellence.
4. *Social Emotional Learning Goal:* In Alamo Heights ISD we are committed to nurturing each student's social emotional well-being resulting in a self-aware citizen prepared to positively impact a global society.

Student Performance Data

Reading

2016-17 Reading STAAR Results

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

English I

2016-17 English I STAAR Results

Howard Early Childhood Center

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

2016-17 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English II STAAR Results

Student Group	# Students Tested	Average	Did Not Meet		Approaches		Meets		Masters	
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		Scale Score								
			#	%	#	%	#	%	#	%

Mathematics**2016-17 Mathematics STAAR Results****Algebra I****2016-17 Algebra I STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology**2016-17 Biology STAAR Results**

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Biology STAAR Results

Howard Early Childhood Center

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies**2016-17 Social Studies STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Seek Knowledge and Understanding; Think critically and creatively
Area of Focus:	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.
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Form core content groups for collaborative Kinder Planning. VISION 2020-comm	Team Leaders; Kinder Teachers	July 2020- May 2021	District YAGs; Adopted Resources; TEKS Resource System	Lesson Plans; Faculty Survey
2. Implement guided reading as an expected practice and ensure that reading is both joyful and personally challenging so that all children make a minimum of three levels of growth. (continue)	Classroom Teachers	October 2020-May 2021	DRA BAS Assessment Kit; I-Station; TPRI; Interventionists; Instructional Coach; Title I funds; Fountas & Pinnell resources	TTESS Walkthroughs; Guided Reading Lesson Plans
3. Integrate technology as a tool for learning in ways that allow children to create, collaborate, and communicate. (continue)	Classroom Teachers; Instructional Coach	August 2020-May 2021	Engaged Classroom teachers; Tech Facilitators; SeeSaw	Google doc tracking use of apps; Parent Survey; Faculty Survey
4. Use ESGI to create and implement assessments to inform differentiated instruction. (new)	Classroom teachers; Interventionists	Each nine weeks	TEKS Resource System; PTO funds	Data spreadsheets showing growth
5. Implement new ELAR standards using HMM resources, including online resources. (Year 2 continued)	Classroom teachers	August 2020-May 2021	Learning Days; Professional Development half-days	Teacher input (surveys/reflections)
6. Implement a Maker Space for children to communicate and collaborate and think	Committee Members; classroom teachers	January 2021-May 2021	Internet; Engaged Classroom Teachers: TCEA	Teacher input; Student input

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
critically and creatively. (pending COVID)				
7. Implement Writer's Workshop as an expected practice and review writing samples 3x per year.(continued)	Classroom teachers	September 2020; January 2021; April 2022	District/campus rubric; Developmental levels	Individual growth in writing/spreadsheet; TTESS walkthroughs

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	Healthy Sense of Self; Communicate and Collaborate; Engage Socially and Globally
Area of Focus:	Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Peace Path as a tool for resolving conflict. (continue)	Behavior Committee; Principal; Classroom teachers	September 2020-May 2021	Conscious Discipline; Character.org feedback	RTI Screener data; Individual Data Collection sheets Formative and Summative RTI documentation via spreadsheets; Individual Behavior plans
2. Monitor Behavior RTI roster and levels of support every third week as part of progress monitoring using a rubric system through Behavior Committee meetings and assigned team walkthroughs. (carryover)	Behavior Committee; K SPED teacher; Principal	Every three weeks beginning in October 2020	Google Doc spreadsheet; Initial rosters with highlights	Rubrics; Decrease in Office Referral/Incident forms
3. Implement a Safe Place and visual strategies for maintaining composure in each classroom.(continue)	Character Committee; Classroom Teachers; Assistants	September 2020- May 2021	Conscious Discipline	Office Referrals; Crisis calls
4. Implement daily morning meetings as a structure for children to connect, develop speaking and listening skills, learn to embrace differences while aligning with thinking heads, feeling hearts, and helping hands. (newly revised)	Morning Meeting Volunteers; Classroom Teachers; Admin	August 2020-May 2021	Responsive Classroom; Morning Meeting Resources; 80 Ideas	Walkthroughs; Teacher Input/Survey; Student Input/Survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
VISION 2020-SEL, Belonging				
5. Increase monitoring and supervision during recess through strategic placement of children and adults.	Teachers, Assistants	September 2020-May 2021	Heart of Heights; COVID Safety Protocols	Outside walkthroughs; Nurse referrals
6. Reflect on Character Notebook and add information about new initiatives and VISION 2020.-SEL, Belonging, Comm	Behavior Committee; Character Committee	August -September 2020	Solid Roots; 2019-2020 Campus Plan; Character.org Feedback VISION 2020	New pages in notebook; Walkthroughs; Survey feedback
7. Work with TLA -2 members and key parent to develop a plan for inclusivity around race and culture. VISION 2020-Belonging, Comm	Principal; TLA 2 members	September 2020; November 2020: January 2021 March 2021	Vision 2020; TLA2	Agendas; Plan of action

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: III	We will close the achievement gap
Profile a Learner:	Seek knowledge and understanding; Think Critically and Creatively
Area of Focus:	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.
Performance Objective:	The achievement gap between EcD and non-EcdD Students will be eliminated

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Identify children (PreK and K) who are in subgroups (Eco Dis; ELL; Special Ed) and monitor progress closely through the use of a spreadsheet and as a cross-check for RTI. -- Added column or coding on teacher spreadsheet (continue)	Principal, Assistant Principal, Interventionists, Instructional Coach; Classroom Teachers	October 2020-May 2021	PEIMS Coded lists; ESGI	Completed spreadsheet indicating periodic progress checks Summary data for subgroups
2. Monitor and tighten continual progress of Tier 1b children using I-Station, TPRI, and classroom assessments by viewing monthly reports and mid-year data in an effort to make adjustments to groupings. (continue)	Principal, Assistant Principal, Interventionists, Kinder Teachers	October 2019-May 2020	District RTI Handbook; I-Station/On Demand reports; LLI and Reading Records; Anecdotal Notes	RTI Google Doc; I-Station/TPRI data; Teacher monthly reports; RTI Reflections
3. Implement 3-4 RTI times school-wide to differentiate at a deeper level using available personnel.	Admin; Interventionists; Kinder Classroom Teachers; Kinder Assistants	October 2020-April 2021	Master Schedule	Literacy Data; Title I Report
4. Implement the RTI process for Supported Classrooms based on the recommendations from the previous year (Specially designed instruction)(revised)	Admin, Special Ed Inclusion teachers; Department Chair; Interventionists	September 2020- May 2021	Special ed funds; Local funds; Google Doc--Supported Classrooms Clarification	IEP goals; Tier Progress
5. Hold staffings every 4-6 weeks to monitor progress of SPED children and to discuss newly-tested children with an all children/all	LSSP, SLP's, Admin, Special Ed Director; Supported Classroom teachers; Special	September 2020- May 2021	LSSP and SLP assessments	IEP's; Individual student data based on general ed assessments

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
programs mindset--including Language Rich PreK and BELLS. VISION 2020-comm	Ed Department Chair			
6. Provide ESL or Bilingual support for ELL children through content-based ESL, pull-out and a one-way transitional bilingual model. (continue)	Interventionist; Bilingual & ESL teachers; LPAC Committee; Bilingual SPED teacher	August 2020-May 2021	Region 20; Title III funds; Tejas Lee/TPRI; ESGI;	Literacy Data; Woodcock-Munoz; TELPAS
7. Include language objectives weekly in bilingual and ESL classrooms to support understanding and implementation for children and teachers. (Continued)	ESL & Bilingual teachers; ESL Coordinator; Assistant Principal	September 2020- May 2021	ELPS; Region 20; ESL Coordinator; ESL/Bilingual Cohort meetings	Walkthroughs; Lesson Plans
8. Begin academic RTI intervention with known PreK/SPED children and those who have no preschool as soon as possible. (continue)	Interventionists	September 2020	PreK Data; Parent Input sheets	Universal screening data; Progress monitoring data
9. Implement three full day Head Start/PreK blended classrooms (Language Rich and Supported) in addition to a full-day PreK for qualifying children and increased tuition children. (revised and continued)	Admin; PreK teacher; SLP	June 2020-October 2020	District Office; Region 20; TEA; Title funds; ADA	PreK Data; IEP progress reports; Parent/community feedback
10. Design a process map and hold transition meetings for PreK/PPCD children moving to Kinder in addition to the existing transition meetings of Kinder to First grade. (carryover)VISION 2020-comm	PreK teachers; Kinder teachers; Admin, Behavior Consultant, Special Ed Team Leader	April 2021- May 2021	Special Ed Director, First Grade Rep, Kinder Teacher Rep, PreK Rep	Individual assessment data; AWARE documentation
11. Hold Title I and Bilingual parent meetings a minimum of twice per year.	Interventionists; Language Coordinator; Bilingual PreK/K teachers	Fall 2020; Spring 2021	Title I and Title III funds	Sign in sheets; Parent feedback (exit tickets)
12. Develop and implement lessons that precede LLI beginning lessons for Tier 2 children.(continue)	Interventionists; Principal	October 2020- April 2021	LLI; Leveled Book Room; TPRI; Phonics Dance; ELAR materials	Literacy Data reflecting growth and % meeting cut score.
13. Plan lessons in PreK with an increased focus on vocabulary development and productive struggle.	Principal; PreK teachers	September 2020-May 2021	DAP; NAEYC; PreK Guidelines	Growth in cognitive assessments

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual
Profile a Learner:	Develop a Healthy Sense of Self; Think Critically and Creatively; Communicate and Collaborate; Employ Skills for Life; Engage Socially and Globally
Area of Focus:	A clearly defined character education initiative is initiated at each campus
Performance Objective:	100 % of students will participate in character education initiatives in AHISD classrooms

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide opportunities for children to assume classroom and school-wide leadership roles (i.e. Kinder Preview; New Students; Playground; Coaches in PE; etc.) Continue	Administrators; Classroom Teachers; Character Committee	January 2021- May 2021	Character.org	Reflection Piece; Agenda Item; # of children assuming a leadership role beyond the classroom; Inventory of classroom leadership roles
2. Broaden our community service opportunities in which children can engage in at least one new initiative in addition to the existing initiatives, (Continue)	Principal; Behavior Consultant; Specials Teachers; Teacher Leader	October 2020- May 2021	Pennies for Patients Giving Tree Local Nursing Homes Teacher Leader Academy Julie Bonewell, TLA 2017-2018	Master list/record of service projects/opportunities
3. Complete the application for Promising Practices through Character.org.	Character Committee; Principal; Assistant Principal	January 2021- April 2021	Character.org	Application completed; Awards
4. Attach core values to our touchstone (thinking head--integrity; feeling heart--compassion; helping hands--generosity)-continue	Character Committee; Teachers; Administrators	September 2020- May 2021	HBNN Morning Announcements; PBIS/Character Notebook	Page in Character Notebook; Survey question
5. Monitor and connect the character timeline	Character Committee;	August 2020- May 2021	Character Timeline;	Teacher Input/Surveys;

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
and new initiatives to Morning Meetings and the Profile of a Learner. (revised)VISION 2020-SEL; Belonging	Instructional Coach; Morning Meeting Volunteer Group		PBIS/Character Notebook; Morning Meeting resources in Google Drive Dan St. Romain written announcements.	Walkthroughs
6. Train all faculty and staff on the Five Forms of Mistreatment and how to respond.	Principal; Behavior Consultant	October 2020	Other Campus Counselors	Agenda/ Sign in sheet; Added document to PBIS notebook
7. Utilize the AHISD disciplinary protocol for mistreatment, including timely communication with parents of all involved parties.	Principal; Assistant Principal; Behavior Consultant	October 2020- May 2021	Monday Mail; Flow chart	PBIS Survey
8. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the child's ownership of the behavior.	Principal; Assistant Principal	monthly	PBIS Committee	Monthly review of referrals; Climate/Culture survey of parents and teachers
9. Train all staff and volunteers to actively supervise children because unsupervised times can lead to mistreatment.	Principal; Behavior consultant	Ongoing; September 2020; October 2020	PBIS Committee; written guidelines for lunch volunteers; Weekly Communication	Office Referral data; Nurse referral data (Location)
10. Involve children in tending to the Howard Garden. (continue)	Gardening Committee	September 2020-May 2021	PTO Budget; Campus Budget; Support lessons in Google Drive	Monthly Monitoring; Committee Review/Action Plan

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy V	We will ensure a high-performing faculty and staff to accomplish our mission
Profile a Learner:	All areas of the Profile
Area of Focus:	<ul style="list-style-type: none"> • AHISD will recruit and induct the highest performing faculty and staff through quality HR practices at the district and campus level • An expectation for quality professional development opportunities will ensure best practices to be implemented in AHISD classrooms
Performance Objective:	100% of AHISD staff members will be high-performing according to district standards

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Create opportunities for discussion groups and feedback around TTESS goals that extends beyond the teams.(continue)	Administrators; TTESS Professionals	September 2020; October 2020; January 2021; April 2021	SMART Goals, TTESS resources	STRIVE documentation; Survey
2. Collaborate with design team members, Instructional Coach Academic Dean and Interventionists to design professional development opportunities that align with our goals, our CIP, and the Profile of the Learner. (continue)	Administrators, Academic Dean, Campus Design Team; Instructional Coach	October 2020 Learning Days Monthly faculty meetings	Region 20	Agendas, Teacher Feedback
3. Collaborate with one another horizontally (same grade level) and vertically, with an emphasis on PK-K collaboration. (carryover/revise)	Design Team	Weekly (same grade level) Once in the fall and once in the spring	Conference periods; Release time	Agenda/Calendars; Howard Faculty Google Folder; Bloomz for Faculty
4. Revise leadership and planning structures to ensure passion and commitment to the work.VISION 2020-R&R	Principal	Summer 2020	District roles	Faculty survey; school calendar; weekly communication; Google documents
5. Support teachers new to Howard through a multi-layered approach that consists of partner teacher, team/team leader, assigned mentor from another team, interventionists,	Principal; Assistant Principal; Instructional Coach; Special Ed Dept. Chair	Monthly check-ins	AHISD Human Resources Checklists; Release time for observations	New Teacher input/survey; Recording Sheet

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
instructional coach, and office team. (continue)VISION 2020 R&R				
7. Provide opportunities for release time for assistants to collaborate and gain expertise in technology and best practices.	Principal; Assistant Principal; Instructional Coach	September 2020		Exit tickets
8. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum.	Principal	Summer 2020-May 2021	Gifted and Talented	Number of teachers trained for Gifted and Talented
9. Support and Increase the number of certified ESL teachers. (continue)	Principal; Assistant Principal; ESL Teacher/Interventionist	Summer 2020-October 2021	Region 20	Teacher Certifications
10. Support extended grade level learning and planning time through Collaborative Learning Days three times a year.	Principal	September 2020-May 2021	Title 2	Teacher Feedback Surveys
11. 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)	Principal	September 20-May 2021	Title 3	TELPAS student data
12. 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.	Assistant Principal; ESL Coordinator	September 2020-May 2021	Title 3	TELPAS student data
13. 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 of a guaranteed and viable curriculum that aligns with PK and kindergarten state standards.	Principal	August 2020-May 2021	High Quality PK Program	ECDS data

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2020**

Campus Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	
Area of Focus:	
Performance Objective:	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Establish common home-school connections to ensure equity for children.(continue)	Principal; Team Leaders	September 2019-May 2020	Bloomz; SeeSaw; Google docs; Survey data	Survey data
2. Develop a quality 4-year old Specials program that allows for more time in the classrooms.	Music teacher, PE teacher, Library Assistant; Yoga teacher	September 2020-June 202	Head Start Director; PTO funds	Walkthroughs;Teacher Input
3. Raise awareness of the connection between strong attendance and strong academic growth.	Principal; Assistant Principal	August 2019-May 2020	Equity Plan	Attendance rates
4. Provide school wide written communication in both Spanish and English. (continue)	Admin; Biilingual/ESL teachers	Ongoing	Translators	Copies of communications
5. Provide Yoga to all Kinder children to reinforce mindfulness.(continue)	Principal; Yoga Instructor	Two times per month all year (Wednesdays)	Local Enrichment Budget; PTO	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Yoga Instructor
6. Provide ARTWORKS to all children who attend full-day.(continue)	Principal; PTO	September 2019 - May 2020 (excluding November and March)	Artworks; PTO Budget	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Artworks Director
7. 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.	Principal; Assistant Principal	August 2019-May 2020	Title 3	Increased parent involvement as evidenced through sign-in sheets

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Plan events for the broader community during National Kindergarten Day/Week.		April 21, 2021		
9. Consider school-wide collaboration for Dr. Seuss/International Ready Day		March 2021		
10. Communicate the intent of technology use at Howard.		August 2019		

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.

Alamo Heights ISD 2020-2021

We believe we must all work together to help you child achieve

Parent Compact

Howard Early Childhood Center--PreK

<u>Student</u>	<u>Parent</u>	<u>Teacher</u>
I promise to read or listen to books every night.	I promise to read to or with my child every night.	I promise to listen to your child everyday.
come to school on time.	ask my child about his/her day.	show your child many strategies to help them become independent.
engage in home/school activities.	engage in home/school activities.	tap into your child's strengths and interests.
limit my time watching TV or videos.	get my child to school on time.	plan engaging activities to encourage lifelong learning.
get to bed early.	limit my child's time watching TV or videos.	support you as your child's first and most important teacher.
	get my child to bed at an early hour.	communicate with you regarding your child's progress.
	communicate with the teacher regarding my child's progress.	

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

HOWARD ECC agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the district.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. HOWARD ECC will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- *Meet twice a year to review the existing plan and make changes as necessary.

- *Continue to recruit parents for our parent involvement initiatives.

- *Ensure parent representation from the varied programs at Howard.

2. HOWARD ECC will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Invite parents to review the plan and provide input for revisions.

- *Survey parents

3. HOWARD ECC will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- *Open invitation to visit the classroom communicated through a flyer

- *Agenda item at Evening PTO meeting

4. HOWARD ECC will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- *Holding parent conferences a minimum of two times per year.

- *Phone calls updating children's progress as needed through RTI process

5. HOWARD ECC will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- *Scheduling individual or group meetings

*Communicating in writing

*Communicating via phone

6. HOWARD ECC will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

*April conferences/ I-Station progress reports

7. HOWARD ECC will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

*Letters sent home and files maintained

8. HOWARD ECC will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

*Twice yearly parent conferences

*Back to School Parent Orientation

*PTO meetings

*Head Start Parent Meetings/Home Visits

*Communication Folders

*Reading bags

9. HOWARD ECC will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- *District-wide ESL classes for parents

- *Parent Volunteer Program

- *PTO Meetings

- *Parent Conferences

- *Individualized training, when requested

- *Bilingual parent development meetings led by a teacher

10. HOWARD ECC will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Faculty meetings

- *Behavior Consultant presentations/individual meetings

- *PTO Meetings

11. HOWARD ECC will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early

Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Parent Meetings (Head Start, PAP, PTO)

Volunteer and Homeroom Mom orientation

- *Individual Parent Meetings (ARD's, RTI, Parent Conferences, Home Visits)

- *Special Events as listed on the Howard Calendar (Book Fair/Texas Tea Room, Library Volunteers, etc.)

12. HOWARD ECC will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*All information is sent home in English and Spanish.

*Information is sent electronically and in paper copy, when necessary.

*Weekly Monday Mail from principal is sent in English and Spanish

*Website communication

*Marquis communication

*Title I Service communication (letters/in person)

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.

This policy was adopted by the Alamo Heights ISD in October of 2017 and will be in effect for the period of the 2017-2018 school year.



Alamo Heights ISD

Report on Violence, Drug, Alcohol, & Tobacco Use Prevention October 2020

**Data Based on 2019-20 Incidents
(the previous school year)**

Texas statute requires every district to publish a report on violent and criminal incidents in their school. Alamo Heights ISD continues to prioritize safety of students and staff as a high priority. Data reflects the number of criminal activities occurring on school property or school sponsored events during the 2019-20 school year. Preceding the table of incidents is a list of prevention and intervention programs employed to reduce the number of risk situations. *Note: Spring 2020 was atypical because the closure and remote learning caused by the COVID-19 situation. Given that, we only provide the state-required PEIMS Incident Data tables instead of our usual locally determined information. Starting in 2020-21, we plan to use a different database to track discipline information which impacts future report layouts, too.*

District-wide Prevention and Intervention Efforts

- The Eight Keys of Excellence, character education traits (integrity; failure leads to success; speak with good purpose; this is it; commitment; ownership; flexibility; and balance), serve as a district-wide framework. The Keys are taught through stories, gestures and integrated continually into all facets of campus life.
- Since the fall of 2016, AHISD has partnered with character.org with the future goal of becoming recognized by them as a District of Character. Each campus uses the 11 Principles of Character Education as a framework within which to further their own character education efforts with the goal of being recognized by character.org as a Campus of Character. Three campuses have earned the National School of Character Designation and all five campuses have earned “Promising Practices” distinctions from character.org.
- Secondary students involved in extra and co-curricular activities are required to abide by the AHISD Extra-Curricular Code indicating their agreement to follow all district policies with an emphasis on policy related to alcohol, and other drug use, as well as mistreatment and other inappropriate behavior.
- Integration of drug, alcohol, and violence prevention efforts is conducted throughout grades EE-12 through classroom instruction, classroom guidance activities, counseling and health classes.
- The District Wellness Coordinator provides services to prevent, intervene, and drug substance use in our community. These efforts span across campuses.
- An anonymous tip line, provides an avenue to report safety concerns on-line. The link is available on the district webpage under the Parents & Students banner tab.

- Recommendations known as “Heart of Heights” have been implemented since 2016-17, the result of a task force from Spring 2016 that examined three areas: social/emotional wellness, character education, and digital citizenship.
- Implemented Youth Suicide Prevention Program curriculum units for grades 5-12.
- Each campus has an active mentoring program to match adult mentors from the district or school community with students in need of a mentor.

Howard Early Childhood Center

- Faculty integrate the Eight Keys of Excellence, the character touchstone, digital citizenship, and social skills into the curriculum, morning meetings, and special events throughout the school following a yearly timeline and weekly focus. A variety of project-based activities (canned food drives, Pennies for Patients, Project Care, Giving Tree, Mark Recycling) are also implemented to reinforce compassion and giving.
- Faculty follow the campus plan for prevention, intervention, and crisis as outlined extensively in the HECC Character/Behavior Notebook. This includes a comprehensive Behavior Response to Intervention (RTI) process and supports.
- Parent presentation series are provided to parents throughout the year.

Elementary Level (campus specific approaches may vary)

- The Eight Keys of Excellence framework is integrated into instruction and activities at the elementary level.
- Counselors provide character education and support for elementary age students including anger management, violence prevention skills, divorce and separation issues, and self-esteem through individual or group sessions through classroom guidance lessons as well as individual counseling.
- Counselor’s Corner provides handouts/info to families about social/emotional issues and character education.
- Regular classroom meetings (“community circles”) to build relationships and discuss social/emotional, digital citizenship, and character education related items (Heart of Heights content is infused here).
- Students are encouraged to live healthy life-styles, make wise choices and set goals through daily lessons and activities during “Red Ribbon Week.”
- Each campus implemented Positive Behavior Interventions and Supports (PBIS) that include clear expectations for positive behavior (specific approaches vary by campus).

- The RTI Committee meets regularly to identify and make recommendations for students in need of academic or behavioral support.
- School wide Kindness Week.
- Starting in Fall 2019, both elementary schools implemented the PALS program, which uses high school students (who sign up for the PALS class at AHHS) as mentors to elementary students.

Junior School

- The Student Support Counselor, a licensed professional social worker, assists students with a variety of emotional issues, which may interfere with their academic success.
- The Student Intervention Team, comprised of administrators, counselors, the campus school nurse, and campus social worker identify and generate interventions for students in crisis (meets weekly).
- Safety assemblies, by grade level, are delivered by administrators and counselors to address each grade level regarding specific safety guidelines for the campus. Proactive interventions are used to reduce potentially critical safety and climate issues.
- The 6th grade Health class is a required 9-week course.
- The academic counselors and a full-time wellness counselor provide support for Junior School students, including alcohol, drug-use, and social issues through individual, group sessions, and classroom guidance.
- The Junior Ambassador Program matches student mentors with new students to the district. Ambassadors also serve as guides during 5th grade visits.
- Advisory meets each week, a time in which students build relationships in small groups with an adult in which they discuss important topics that impact social/emotional wellness, digital citizenship, and character education. Information about these advisory lessons is shared with parents through Monday Mail.

High School

- The Student Support Center, with two part-time contracted social workers, assists students with a variety of emotional issues, which may interfere with their academic success.
- The Student Intervention Team, comprised of administrators, counselors, the campus school nurse, and campus social worker identify and generate interventions for students in who struggle with academic, social/emotional, and behavioral issues (meets weekly).

- A partnership with Rise Recovery (formerly Palmer Drug Abuse Prevention, or PDAP) provides drug-abuse counseling groups students in recovery at the high school campus.
- Advisory met each week, a time in which students build relationships in small groups with an adult in which they discuss important topics that impact social/emotional wellness, digital citizenship, and character education. Information about these advisory lessons is shared with parents through Monday Mail. An advisory team of teachers, with input from students, provides lessons for the students each week. Regularly, students in given classroom volunteer to develop the lessons for the entire campus.
- The District Wellness Coordinator, Cat Widder, let student-developed advisory lesson about the deleterious health effects of vaping.

Incidents for Elementary*

INCIDENT**	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Possessed, sold, used or was under the influence of alcohol	0	0	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	0	0	0	0	0
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	0	0	0
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	0	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	0	0	0	0	0

Incidents for Junior School*

INCIDENT**	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Possessed, sold, used or was under the influence of alcohol	1	2	1	2	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	2	4	3	5	0
Possessed, purchased, used or accepted a cigarette or tobacco product	1	12	8	17	0
Public lewdness or indecent exposure	0	1	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	1	0	0	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	2	2	0	0	0

*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.

** NOTE: An incident may include multiple students.

Incidents for High School*

INCIDENT**	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Possessed, sold, used or was under the influence of alcohol	4	2	8	1	
Assault against a school district employee or volunteer	0	0	0	0	
Conduct punishable as a felony	2	7	0	1	
Possessed, sold or used marijuana or other controlled substance	27	21	25	21	
Possessed, purchased, used or accepted a cigarette or tobacco product	2	11	1	45	
Public lewdness or indecent exposure	0	0	0	0	
School related gang violence	0	0	0	0	
Terroristic threat	2	0	2	0	
Used, exhibited or possessed a firearm	0	0	0	0	
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	1	0	0	
Assault against a student	1	5	2	4	

*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.

** NOTE: An incident may include multiple students.

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District	Total Graduates	<2.0	GPA for 1st Year in Public Higher Education in Texas				Unk
				2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
BEXAR								
ALAMO HEIGHTS ISD								
	015901001 ALAMO HEIGHTS H S							
	Four-Year Public University	99	10	9	14	21	45	0
	Two-Year Public Colleges	111	18	11	19	30	28	5
	Independent Colleges & Universities	34						
	Not Trackable	15						
	Not Found	126						
	Total High School Graduates	385						
BASIS TEXAS								
	015834001 BASIS SAN ANTONIO- SHAVANO CAMPUS							
	Four-Year Public University	18	1	0	2	3	12	0
	Two-Year Public Colleges	1						
	Independent Colleges & Universities	4						
	Not Trackable	4						
	Not Found	6						
	Total High School Graduates	33						
BROOKS ACADEMY OF SCIENCE AND ENGINEERING								
	015830001 BROOKS ACADEMY OF SCIENCE AND ENGINEERING							
	Four-Year Public University	13	4	3	4	1	1	0
	Two-Year Public Colleges	30	7	5	6	8	4	0
	Independent Colleges & Universities	8						
	Not Trackable	3						
	Not Found	43						

Total High School Graduates

97

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions. Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

School Counselors

As of October 19, 2017, in policy update 109, AIB (LEGAL) requires that the District Performance Report (TAPR) include the number of school counselors providing counseling services at each campus.

Howard Early Childhood Center: no professional school counselors, but a full time Assistant Principal.

Cambridge Elementary: two professional school counselors

Woodridge Elementary: two professional school counselors

Junior School: two professional school counselors and one social worker (licensed professional counselor certified)

High School: four professional school counselors, two-part time (50% and 60%) social workers (both licensed professional counselor certified), one college counselor (a certified professional school counselor), and the district wellness coordinator (a licensed professional counselor) housed at the high school.