

# Alamo Heights Independent School District

## District Improvement Plan 2016-17



**Superintendent:** Dr. Kevin Brown

**Mission:**

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

## Table of Contents

Strategic Plan.....	4
Comprehensive Needs Assessment.....	5
DISTRICT STRATEGIES/GOALS.....	10
Student Performance Data.....	11
Science STAAR Results .....	11
Biology STAAR Results.....	11
Mathematics STAAR Results .....	11
Algebra I STAAR Results .....	11
Reading/English Language Arts STAAR Results .....	11
English I Reading STAAR Results .....	11
English II Reading STAAR Results .....	12
Writing STAAR Results .....	12
English I Writing STAAR Results .....	12
English II Writing STAAR Results .....	12
Social Studies STAAR Results.....	12
US History STAAR Results.....	12
World History STAAR Results .....	13
District Strategy: I.....	14
District Strategy II.....	21
District Strategy: III.....	24
District Strategy: IV .....	25
District Strategy V .....	28
District Strategy VI .....	29
Alamo Heights ISD Parental Involvement Policy (Title I).....	30



## Strategic Plan

<b>BELIEFS</b> The district's fundamental convictions, values, and character.	<b>We believe that...</b> <ul style="list-style-type: none"><li>• All individuals have inherent value.</li><li>• All individuals have immeasurable potential.</li><li>• All individuals have a responsibility to themselves and others.</li><li>• All individuals have an inner desire to learn.</li><li>• Diversity enhances life.</li><li>• The home environment establishes the foundation for learning.</li><li>• Building supportive relationships impacts individual growth.</li></ul>
<b>OBJECTIVES</b> The desired and measurable end results for the district.	<ol style="list-style-type: none"><li>1. Each student will graduate with a competitive edge from a personally challenging academic program prepared to positively impact the world.</li><li>2. Each student will be a good citizen with impeccable character who demonstrates a deep understanding of the world and the importance of contributing to local, national and world communities.</li><li>3. Each student will be physically fit and have a healthy mind and soul.</li><li>4. Each student will cultivate an awe, wonder, and thirst for learning, discovery, and the beauty of the world.</li><li>5. Each student will pursue individual dreams and boldly challenge the impossible.</li></ol>
<b>PARAMETERS</b> The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none"><li>• We will base all decisions on what is best for our students.</li><li>• We will not confine our thinking to the limits of our existing organization.</li><li>• We will not accept mediocrity in students or staff.</li><li>• We will treat all people with dignity and respect.</li><li>• We will not compromise excellence.</li></ul>
<b>STRATEGIES</b> The means of accomplishing the district's objectives.	<ol style="list-style-type: none"><li>1. We will demand all learning be engaging, personally challenging, and relevant.</li><li>2. We will aggressively confront the social and emotional issues of our community.</li><li>3. We will close the achievement gap.</li><li>4. We will create an environment where impeccable character is modeled by and expected of each individual.</li><li>5. We will ensure a high-performing faculty and staff to accomplish our mission.</li><li>6. We will create a culture of participation that ensures equitable access to academic and extra-curricular activities.</li></ol>

## 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 15-16 school year by analyzing data from each campus to identify areas of need in the following areas: demographics, student achievement, school culture and climate, staff quality, curriculum and instruction, technology, family & community involvement and school context & organization. The information is used to set priorities and goals, to allocate available financial and support resources, and to determine appropriate adjustments of the support systems in place.

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

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

### **DISTRICT DEMOGRAPHICS:**

Campus Needs Assessment and/or Campus Improvement Plans

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

Student Information Percent

African American 12.6%

Hispanic 52.0%

White 28.9%

American Indian 0.4%

Asian 3.9%

Pacific Islander 0.1%

Two or More Races 2.0%

Economically Disadvantaged 58.8%

Non-Educationally Disadvantaged 41.2%

English Language Learners (ELL) 18.2%

At-Risk 51.2%

Areas of need include:

How does this connect to AHISD Learner Profile?

N/A

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

N/A

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

achievement gap: Hispanic, economically disadvantaged, ELL TELPAS performance and ELL SpecEd TELPAS

Areas of need include:

close the achievement gap, improve ELL performance on TELPAS (and especially Sp. Ed/ELL),

How does this connect to AHISD Learner Profile?

This connects to the "Seek knowledge And Understanding" domain.

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

Continue to set high academic expectations for ALL AHISD students

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

staff morale, inclusion of new staff into the culture, study skills for students, student mistreatment

Areas of need include:

improve staff morale, improve student study skills, decrease student mistreatment

How does this connect to AHISD Learner Profile?

Healthy sense of self/Employ skills for life

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

Focused activities around study skills/task force recommendations

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

new teachers to district, bilingual teachers, ESL certified teachers, training for specialized areas (AP, SIOP, ESL/ GT), walk throughs

Areas of need include:

mentor and support new employees, ensure necessary training for specialized areas, recruit for bilingual, administrators meet their walk through goals & collaborate with teachers

How does this connect to AHISD Learner Profile?

Engage socially and globally

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

Provide administrators with support for TTESS training/implementation

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

diversity of student involvement (from different groups, e.g., Spanish, economic disadvantaged, ESL), parent involvement in academic assistance (not just volunteering for nonacademic items)

Areas of need include:

increase involvement in traditionally underrepresented groups, increase parent help at school academically

How does this connect to AHISD Learner Profile?

Communicate/collaborate

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

Ensure that each campus prioritizes activities to support

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

aging technology, student use of technology for academic uses

Areas of need include:

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

How does this connect to AHISD Learner Profile?

Engage socially/globally and think critically and creatively

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

Engaged classroom roll-out

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

relevant to campuses

Areas of need include:



campus schedules to meet campus needs

How does this connect to AHISD Learner Profile?

Employ skills for life

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

Support management of schedules through Academic Deans

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

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

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

vertical alignment/in-depth study of TEKS

Areas of need include:

increase vertical alignment in all core areas, integrate math/science, English/ss, when applicable

How does this connect to AHISD Learner Profile?

Seek knowledge and understanding

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

Curriculum forums, secondary flow chart

**DISTRICT STRATEGIES/GOALS  
2015-2016**

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

**NCLB Goals**

- 90% of all students will continue to meet passing standard on all state assessment. Steady increases in subpopulation progress will be measured each year. The AHISD school district will continue to achieve a district rating of recognized based on the performance of each group of students.
- Student attendance at all campus will continue to exceed the state average.
- The district completion rate will continue to exceed the state average.
- The district will continue to provide a safe and orderly school climate which is conducive to learning.
- All ELL students will become proficient in English and perform at high levels.
- 100% of teachers will continue to be Highly Qualified.

## Student Performance Data

Science STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Mathematics STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Algebra I STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Reading/English Language Arts STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

English I Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

English II Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

English I Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
EOC	LEP M1							
EOC	LEP M2							

English II Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
EOC	LEP M1							
EOC	LEP M2							

Social Studies STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

US History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

**World History STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

**ALAMO HEIGHTS ISD  
DISTRICT IMPROVEMENT PLAN  
2016**

<b>District Strategy: I</b>	<b>We will demand all learning be engaging, personally challenging, and relevant.</b>
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Focus on strategies in all academic areas that enhance reading comprehension and writing.</li> <li>Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.</li> </ul>
<b>Performance Objective:</b>	<ul style="list-style-type: none"> <li>100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.</li> <li>AHISD will earn a rating of Recognized on the state accountability system.</li> <li>AHISD will initiate a responsible roll out 4-year plan for Engaged Classrooms.</li> </ul>

<b>Strategic Plan Action(s)</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Implement the Engaged Classroom Cohort (17 classrooms grade K-12)	Dana Bashara, Assistant Superintendent for Elementary Education  Frank Alfaro, Assistant Superintendent for Secondary Education  Sandra Shelton, Technology Director	August 1-4, 2016 Training  August 30-September 1, 2016 - Coaches Academy Training	Instructional Coaches  Engage2Learn	AHISD Blueprint for Learning Measurement Outcomes
2. Ensure that the AHISD Homework Guidelines are consistently implemented.	Principals	Ongoing	CDT	Homework Guidelines  Principals to report out in October 2016 PD
3. Teachers will utilize differentiated instructional strategies in their classrooms.	Assistant Superintendent for Elementary and Secondary	August 2016-Spring 2017	Title II A Professional Development Funds	Self report; Formal and Informal observations by

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	Education Academic Deans DI cohort leaders		LoTi survey Campus Design Teams	administrators DI cohort leaders evaluate efforts at January meeting TTESS analysis
4. Campuses will continue to implement "Response to Intervention" process and procedures to meet individual student needs.	Academic Deans	Ongoing	Self report; Formal and Informal observations by administrators	3-tiered list for reading, math, and behavior at each campus  Regularly scheduled RTI meetings to review students in need of assistance  FLEX time schedule implemented at AHJS
5. Train teachers in Working on the Work framework to provide engaging work to students in the classrooms.	Assistant Superintendent for Elementary and Secondary Education	Ongoing training and support through CDT and DDT	Alamo Heights School Foundation Grants	Teachers equipped to design lessons focused around design elements of context and choice  High levels of student engagement evident through walkthrough observations
6. Implement Campus Design Teams at all campuses	Principals	Ongoing	Schlecthy Center Staff Consultants  District Design Team Meetings	Calendar of meetings  Work plans published for each campus
7. All teachers will incorporate technology into their instructional program	Campus Administrators, Instructional Technology Specialists	Ongoing	Technology Proficiency Program, Star Chart, LoTi instrument  Instructional Coaches	Walk-throughs and formal PDAS observations show the integration of technology  Summary results of LOTI

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				survey
8. Teachers will use data to disaggregate student assessment information to make instructional decisions	Campus Administrators; All Teachers	Fall of each year	Benchmark exams, STAAR scores, TELPAS data  AWARE data management system  Title II Funds (AWARE— WEBcat)	Individual students will show growth (added value) in their STAAR performance
9. The district will monitor, evaluate and track identification and instruction of students identified for special programs—GT,AP/PAP, Enriched, Bilingual/ ESL, Title I, Dyslexia, Compensatory Education and Special Education.	Assistant Superintendent for Elementary and Secondary Education	Ongoing	Local Funds State Comp Ed Funds Special Education Funds Title I Funds Title II Funds Title III Funds	Students identified and performance being monitored Advisory committees meet at least once a semester
10. Campuses will provide interventions for improving any STAAR score below 80%.	Campus Administrators	Fall, Review of Data  Ongoing Monitoring through Rtl process	<ul style="list-style-type: none"> <li>• Eduphoria Aware</li> <li>• Title I funds</li> <li>• Title II funds</li> <li>• Title III funds</li> <li>• State Compensatory Education Funds</li> <li>• Special Education Funds</li> <li>• District Funds</li> </ul>	Formative: Past year's STAAR scores, pre-assessment documents  Summative: STAAR score reports and AEIS  100% of AHISD students will meet the state requirements for passing the STAAR.
11. Campuses will provide compensatory academic programs as needed to serve at-risk students. <ul style="list-style-type: none"> <li>• Robbins Discipline</li> <li>• Academic Support Center</li> <li>• Credit Recovery Program</li> <li>• STAAR Remediation Sessions</li> <li>• Bilingual/ESL programs</li> <li>• Others as appropriate</li> </ul>	Principals	Ongoing	State Compensatory Funds	Formative: Review semester grades of at-risk students and adjust academic offering and/or Personal Graduation Plans as needed  100% of the at risk students are identified and served in a compensatory program as



Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				appropriate
12. Monitor student progress with STAAR Alt and STAAR M objectives and curriculum progression.	Kris Holliday, Director of Special Education	Fall	Special Education Funds IDEA Formula B Funding IDEA AARA Funding PBMAS Team	STAAR results reviewed in Fall and instruction is aligned  Eligibility data and monitoring is reviewed throughout the year and maintained in district database
13. Administrators will participate in learning walks on all campuses.	Principals	Fall	TTESS	Calendar published
14. Ensure correct coding of LEP students in PEIMS	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators PEIMS Clerk	By snapshot day October 28, 2016  Middle of Year LPAC changes End of Year LPAC changes	Time for coordinators to check coding  Time for PEIMS clerks to enter correct coding	District Bilingual Coordinator final check of student coding across district
15. Progress monitoring of LEP students through local assessments.	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	End of each nine weeks 10/21 1/13 3/24 6/1	Time for coordinators to check grades, and local assessments	Spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress.
16. Communicate progress monitoring results with teachers, administrators, support staff, and parents	Campus Bilingual/ESL Coordinators communicate with District Bilingual Coordinator, Campus Administrators and classroom teachers.  District Bilingual Coordinator communicates with Assistant Superintendents  Classroom teachers communicate progress with	End of each nine weeks 10/21 1/13 3/24 6/1	Time for coordinators to communicate with stakeholders.	Spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress.  All stakeholders informed of student progress in a timely manner.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	parents			
17. Monitor language of intervention for LEP students	District Bilingual Coordinator, Campus Bilingual/LEP Coordinators, and Bilingual RtI Staff	11/ 1 1/19 3/21 5/ 2 5/30-EOY placement	Time for RtI staff to evaluate progress monitoring data and collaborate with classroom teachers about language of intervention.  Time for Campus and District Bilingual/ESL Coordinators to oversee decisions about language	Clear plan and documentation for language of intervention for each LEP RtI student.  Documentation is on Intervention Notes uploaded into Aware each year.
18. Redesign summer school experiences for LEP students	Summer School Facilitators , District Bilingual Coordinator, Deans	Initial Meeting November, Follow Up in January	Time to design summer school language academies  Title III Funds for summer school resources  PD training for summer school staff	Survey of summer school teachers shows positive feedback on program effectiveness.  Istation shows reading growth over summer school.
19. Ensure correct coding of LEP students on testing documents	Campus Testing Coordinators and Counsellors with support from District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	Adheres to testing calendar dates for each grade level.	Time for campus testing coordinators to carefully check all pre-coded testing booklets and make any needed changes.  Cross check with MOY LPAC Language Accommodations	All LEP students are correctly coded for testing purposes.
20. Ensure support for new language programs teachers to include ESL, SI, and DL	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	Campus Language Team Meetings each nine weeks and additional support meetings for new teachers each nine weeks.	Time to design new teacher support  Time to meet with new teachers- may require release time	Survey of new teachers at the end of the year provides feedback of substantial support during first year at AH.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			Release time for curriculum planning	
21. Create collaborative planning time for language programs teachers	District Bilingual Coordinator, Assistant Principals, and Campus Bilingual/ESL Coordinators	Campus Language Team Meetings and additional support meetings for grade level teachers each nine weeks.	Time to design collaborative meetings.  Time to meet as a grade level- may require release time	Survey of language teachers at the end of the year provides feedback of substantial collaborative planning time.
22. Support teachers in acquiring ESL certification	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators, Campus Administrators	Study sessions arranged month before test	Region 20 Consultation  Active recruitment of ESL certified teachers.	Increased number of teachers with ESL endorsement.
23. Use ELL Linguistic Accommodation Checklist to document notes by 9 weeks	Campus Bilingual/ESL Coordinators and Classroom Teachers	BOY MOY EOY	Time for Campus Bilingual/ESL Coordinator to collaborate with classroom teachers to complete ELL Linguistic Accommodation Checklist	ELL Linguistic Accommodation Checklist completed for each LEP student in district and uploaded into Aware.
24. Communicate TELPAS results directly with parents	Classroom Teachers	Fall parent conferences or staffing meetings	Time for classroom teachers to understand TELPAS results  Time for classroom teachers to meet with parents  Copies of TELPAS results  Talking points for teachers to explain TELPAS to parents	All parents receive TELPAS scores during parent conference with AH staff.
25. Provide additional training to teachers to support students with dual special education and LEP services	Director of Special Ed and District Bilingual/ESL Coordinator, Campus Administrators	Fall training with follow up spring training.	Title III Funds for ESC20 Consultant  Release time as needed  Aligned LPAC and ARD	A clear plan is in place for each student served through both special education and LEP services and programs.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			timeline	
26. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with ELL parents	Classroom teachers with support from Junior School staff and Campus Bilingual Coordinators  Academic Dean at JS (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for fifth grade teachers to accommodate all parents at conferences	A clear description of course selection options is documented and available to all teachers and parents.  The recommended track for Dual Language/SI is explained to all parents
27. Expand family engagement opportunities to include events that showcase family contributions of language minority families	Bilingual Parent Liaison Committee (Assistant Principals and campus representatives)	One event in the fall and one in the spring (Feria de Universidad)	Parent Liaison Stipend  Time to align family events with campus cultural calendars.	HB 5 Survey is at Exemplary Level for all campuses.

**ALAMO HEIGHTS ISD  
DISTRICT IMPROVEMENT PLAN  
2016**

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

<b>Strategic Plan Action(s)</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Ensure that staff understands social and emotional wellness of students, recognizes students in need, and responds appropriately.	Principals	October 15	October PD focus on social/emotional learning  Task Force Leader Team	Principals report progress in October PD.
2. Implement a program for training and reporting mechanisms for District staff who regularly interact with students, to: a. Identify campus liaisons for this program b. Develop a child-in-crisis response plan c. Recognize students who are or may be the victims of or who engage in bullying or abusive conduct; d. Recognize students displaying early warning signs and possible need for early mental health, substance abuse, or suicide prevention intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexpected changes in sleep or eating habits, and destructive behavior towards self and others; and e. Intervene effectively regarding students described in 3 or 4, above, by providing notice and counseling alternatives or the student's parent or guardian so appropriate action may be taken.	Principals	January 15	GAC  Task Force Leader Team	January implementation

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3. Educate students about stress, anxiety, depression, and suicide using Youth Suicide Prevention Programs curriculum units in grades 5-12.	Principals	October 15, 2017 - Advisory Implementation	Kristen Ascencao, District Testing Coordinator	Principals report out in August 26 PD
4. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Principals	September 1, 2016	Grade level / Department Chairs	Principals report quarterly to PD (Oct./Dec./Feb./May)
5. Educate parents on the impact that over scheduling and PreAP/AP course load have on their child's social and emotion well-being.	Counselors	Spring 2017	5th-6th grade and 8th-9th grade conferences	Limited number of course changes Fall 2017
6. Encourage communication between school counselors, parents, community medical professionals, and behavioral health professionals who work with the students.	Kristen Ascencao, District Testing Coordinator	April 2017	Guidance Advisory Council (GAC)	GAC program evaluation  October 16 Nurses Training (APs & Counselors)
7. Work with PTOs and other support groups to extend access to information about, and involvement of all parents, including monolingual Spanish speaking parents.	Kevin Brown, Superintendent of Schools	September 2017	PTO President's Council  Mule Team  Athletic Director	PTO President Plan of Action
8. Implement a program for parents and guardians offering knowledge and tools to nurture their children's character development, digital citizenship, and social and emotional wellness.	Sandra Shelton, Director of Technology	November 1, 2017 - Plan of Action  Ongoing throughout year	Parent Symposium	Published dates for Parent Symposium and monthly meeting
9. Publish parent-focused guides of district procedures for student-to-student mistreatment, social media misuse, anxiety, depression, and other areas as needed.	Sandra Shelton, Director of Technology	January 15, 2017	Task Force Leader Group	Guides Published
10. Improve the website layout and content to increase ease of navigation and access to information about character education, digital citizenship, and social and emotional wellness.	Sandra Shelton, Director of Technology	October 1, 2017		Parent website developed

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
11. Engage community partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship.	Kevin Brown, Superintendent of Schools	Ongoing	Ambassadors for Engagement	Report to DDT March 2017
12. Ensure that club sports that use the "Alamo Heights" name and/or AHISD facilities adhere to the 24-Hour Code of Leadership.	Jennifer Roland, Athletic Director	October 2016	Athletic SBDM	Report to PD October 2016
13. Communicate to students, parents, staff, and community how to engage with and access AHISD counseling services.	Kristen Ascencao, District Testing Coordinator	October 2016	GAC	GAC evaluation
14. Implement intentional small group conversations, at least weekly, for every student, built into the instructional day, to support their social and emotional wellness.	Principals	August 2016	SBDM teams  CDT	Advisory Meetings <ul style="list-style-type: none"> <li>• Published (Secondary)</li> <li>• Community meetings implemented (Elementary)</li> </ul>

**ALAMO HEIGHTS ISD  
DISTRICT IMPROVEMENT PLAN  
2016**

<b>District Strategy: III</b>	<b>We will close the achievement gap</b>
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Performance Objective:</b>	<ul style="list-style-type: none"> <li>The achievement gap between EcD and non-EcdD Students will be eliminated</li> </ul>

<b>Strategic Plan Action(s)</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Redesign all intervention programs at the secondary campuses to close the achievement gap based on clear, measurable, and reportable criteria.	Frank Alfaro, Assistant Superintendent of Secondary Education  Cordell Jones, Principal AHHS  Laura Ancira, Principal AHJS	Fall 2016	Eduphoria AWARE	Criteria established for campus interventions
2. Differentiate instruction in the core curriculum to address the needs of the defined groups.	Campus Principals  Differentiated Instruction Cohort Leaders	Ongoing	District Curriculum Budget  CDT	Options for training designed by cohort leaders and publicized to staff- Fall 2014  TTESS Analysis
3. Monitor the implementation of instruction for students in grades 5-9 that would include study/organizational skills, problem solving, decision-making and leadership development components.	Jimmie Walker, Academic Dean  Yadira Palacios, Academic Dean	Ongoing		Plan for 5-9 Instructional Expectations communicated to all teachers  Report of implementation March PD



**ALAMO HEIGHTS ISD  
DISTRICT IMPROVEMENT PLAN  
2016**

<b>District Strategy: IV</b>	<b>We will create an environment where impeccable character is modeled by and expected of each individual</b>
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>• A clearly defined character education initiative is initiated at each campus</li> </ul>
<b>Performance Objective:</b>	<ul style="list-style-type: none"> <li>• A clearly defined character education initiative is initiated at each campus</li> </ul>

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Partner with Character Education Partnership (character.org) for the purpose of character development for our schools, parents, and community, culminating in becoming a National District of Character.	Kristen Ascencao, District Testing Coordinator	Ongoing	Character Education Team Training, October	AHISD recognized as National District of Character
2. Implement the 11 Principles of Effective Character Education framework to ensure that our character development efforts are intentional, on-going, and consistently implemented across campuses, and in forms that students relate to.	Kristen Ascencao, District Testing Coordinator	Ongoing	Character Education Team Training, October	AHISD recognized as National District of Character
3. Encourage all students to participate in community service opportunities, recognizing that service is important for character development.	Kristen Ascencao, District Testing Coordinator	Training - Character Ed - October	Charactered.org	Report to PD January
4. Create an Adult Code of Conduct for all AHISD athletic events.	Jennifer Roland, Athletic Director	October 1, 2016	Athletic SBDM Team	Code published October 2016
5. Revise the 24-Hour Code of Leadership to include mistreatment and mistreatment via digital technology.	Frank Alfaro, Assistant Superintendent for Secondary Education	August 2016		Presentation to Trustees for approval August 2017
6. Require every student and parents to sign the 24-hour Code of Leadership to establish higher expectations for our students and anticipate that all students will participate in extra-curricular activities during their secondary school career.	Cordell Jones, Principal AHHS Laura Ancira, Principal AJHS	August 25, 2016	AHHS Prep Days AHJS Advisory	100% of students sign 24 hour Code of Leadership

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. Train all staff, volunteers, and students on the Five Forms of Mistreatment and how to respond.	Principals	October 2016	YAG (Task Force Leaders)	Staff training dates published
8. Utilize the newly-developed flowchart of disciplinary protocol for mistreatment, includes timely communication with parents of all involved parties.	Principals	October 2016	Flowcharts campus meetings	100% staff utilize flowchart throughout the year
9. Implement restorative justice as a disciplinary approach at all campuses.	Principals	March 2017	ESC20	Principals report campus plans in March PD
10. Revise the 24-Hour Code of Leadership to include mistreatment and mistreatment via digital technology.	Frank Alfaro, Assistant Superintendent for Secondary Education	August 2016	TASB legal services	Board Meeting Agenda August
11. Reinstate the "drug and alcohol letter" that requests parents stop providing alcohol to students and intervene when they see students drinking alcohol.	Kevin Brown, Superintendent of Schools	October 2016	Board of Trustees	Letter published
12. Require every student and parent to sign the 24-Hour Code of Leadership to establish higher expectations for our students and anticipate that all students will participate in extra-curricular activities during their secondary school career.	Cordell Jones, Principal AHHS Laura Ancira, Principal AJHS	August 2016	BTS events	100% of 24-Hour Code of Leadership signed by AHJS & AHHS students
13. Educate the community about how to report violations of the 24-Hour Code of Leadership and that these reports cannot be anonymous.	Principals	August 2016	BTS events	100% of reports made appropriately
14. Become a Common Sense Media Digital Citizenship Certified district.	Sandra Shelton, Technology Director	May 2017	Task Force leader team	Common Sense Digital Citizenship Certification
15. Regularly request feedback (e.g., surveys, focus groups, etc.) from students, parents, and staff to guide the character education program.	Dana Bashara, Assistant Superintendent for Elementary Education	Ongoing	DEAC	Focus group schedule published September 2016
16. Train all staff, volunteers, and students on the Five Forms of Mistreatment and how to respond.	Principals	September 2017	YAG from Task Force Leader Team  Staff Meetings	Report at October PD

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
17. Utilize the newly-developed flowchart of disciplinary protocol for mistreatment, includes timely communication with parents of all involved parties.	Principals	September 1, 2016	Website School Messenger	Flow chart posted on website and sent to all parents
18. Communicate the purpose of Mule Tip line for parents, students, and staff annually.	Principals	October 1, 2016	BTS nights School Messenger	Mule TIP
19. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the student's ownership of the behavior.	Principals	Ongoing	Assistant Principal quarterly meetings Focus groups	Climate/Culture survey questions to parents, students, teachers
20. Train all staff and volunteers to actively supervise students because unsupervised times can lead to mistreatment.	Principals	Ongoing September 1, 2016 training	Staff meetings	Quarterly reports by principals in PD (Oct./Dec./Feb./May)
21. Implement restorative justice as a disciplinary approach at all campuses	Principals	March 2017		Principals report plan during March PD
22. Ensure that counseling services support students with persistent discipline challenges.	Principals	Ongoing	GAC	Discipline records document counseling service support.
23. Establish digital citizenship as part of character education at all campuses.	Sandra Shelton, Technology Director	September 5, 2017	Character.org Common Sense Media	YAGs published for all teachers October 1

**ALAMO HEIGHTS ISD  
DISTRICT IMPROVEMENT PLAN  
2016**

<b>District Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>• A clearly defined character education initiative is initiated at each campus</li> </ul>
<b>Performance Objective:</b>	<ul style="list-style-type: none"> <li>• 100% of AHISD staff members will be high-performing according to district standards.</li> </ul>

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Continue to recruit high-quality teachers to assure that instruction is provided by HQ teachers as defined by NCLB.	Max Flores, HR Coordinator	Completed by October 2016	Job Fairs  AHISD Job Fair, April	Feedback from Principals  Probationary Contract Renewals
2. Continue to interview candidates with the Gallup Perceiver instrument and provide administrators with follow up training to support their hiring decisions.	Kevin Brown, Superintendent of Schools	Ongoing training	Gallup Instrument	Feedback from principals about quality of hire
3. Hire additional nurses or nursing assistants to reduce health professional ratio to students.	Dana Bashara, Assistant Superintendent of Elementary Education	February 2017	TASB staffing recommendations	Recommendations to Board March 2017
4. Hire additional counselors at the elementary and secondary level to focus on wellness issues.	Frank Alfaro, Assistant Superintendent of Secondary Education	February 2017	TASB staffing recommendations	Recommendations to Board March 2017

**ALAMO HEIGHTS ISD  
DISTRICT IMPROVEMENT PLAN  
2016**

<b>District Strategy VI</b>	<b>We will create a culture of participation that ensures equitable access to academic and extra-curricular activities</b>
<b>Area of Focus:</b>	
<b>Performance Objective:</b>	100% of students have access to academic & extracurricular activities

<b>Strategic Plan Action(s)</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Host discussion groups each semester to gather input from parents, students, staff, and all stakeholders about their AHISD experience.	Dana Bashara, Assistant Superintendent of Elementary Educaiton	Focus Group Dates 2016: Teachers: October 6th & December 1st Parents: October 14th & December 1st Students: October 7th & December 2nd	DEAC	Focus group notes reported at April PD
2. Discourage the dropping off and/or the delivery of lunch to children at all campuses for reasons of safety, security, and exclusivity.	Principals	August 2016	School Messenger	Eblast to parents SBDM minutes

## 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 Independent School District District Improvement Plan 2016-17

## Appendix



**Superintendent:** Dr. Kevin Brown

**Mission:**

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



**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
<b>Evidence of Need</b>	<b>Required Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Evaluation of Program &amp; Impact</b>	<b>Mid-Year Status</b>	<b>EOY Status</b>
<b>Required Training</b>	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) series days offered by ESC.	August thru May	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		

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Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas		
	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed			Forms that meet Title I Part C Migrant Compliance Report		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

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<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
<b>Identification &amp; Recruitment</b>	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos		
<b>Identification &amp; Recruitment</b>	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

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**Objective:** Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
<b>Identification &amp; Recruitment</b>	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

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**Objective:** Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
<b>Identification &amp; Recruitment</b>	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & school records	Recruiter Logs, increase in OSY		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

**Goal:** Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

**Objective:** Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.		
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & school records.	Complete COEs for qualifying family surveys.		
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

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**Objective:** Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
<b>Identification &amp; Recruitment</b>	SEA Reviewers review COEs and SDF for QADs after June 1, 2015 to ensure documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.		
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist, Ed Spec	NGS Guidelines, ID&R manual, NGS Reports, School Records and NGS	Monthly residency verification report		
<b>Coordination</b>	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Community Outreach FAIR passports to visit agencies who provide services. Sign In Sheets from agencies		

<b>2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Service Center, Region 20</b>	<b>Education</b>
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<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
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<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.
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Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
<b>Interagency C</b>	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	attending our Increase in services provided to migrant High School students by community organizations. Referrals.		
	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID& R manual	Compliance with TEA requirements		



**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

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<b>Evidence of Need</b>	<b>Required Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Evaluation of Program &amp; Impact</b>	<b>Mid-Year Status</b>	<b>EOY Status</b>
<b>Quality Control</b>	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.		
<b>Quality Control</b>	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		

<b>2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Service Center, Region 20</b>	<b>Education</b>
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<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
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<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.
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Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
<b>Quality Control</b>	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	TEA Eligibility Validation Instructions	100 percent accuracy rate		
<b>Evaluation</b>	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		

## 2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

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

### Criteria for 2015-2016

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; <b>and</b> have their education interrupted during the previous or current regular school year.
Grades K-3	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <b>and</b> have their education interrupted during the previous or current regular school year.

**2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan**

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

**On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.**

	Monthly	System Specialists	NGS Monthly Reports		
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**The PFS Action Plan must include the following:**

**When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.**

Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, District Designee	Emails to district contacts with PFS Reports		
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**Goal(s):**

**Objective(s):**

<p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>	<p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>				
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Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
<p>Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.</p>	<p>All parent who atend the Community Outreach Fair will be provided a copy in August.. Parents who do not attend the Community Fair</p>	<p>Ed Spec Supervisors, Recruiters</p>	<p>PFS Criteria Letter, Sign in sheets from Community Outreach; recruiter logs</p>		

**When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.**

<p>Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities.</p>	<p>Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)</p>	<p>Campus Designee, migrant tutors, ESC-20 MEP Team</p>	<p>Counselor follow-up, student feedback, Agendas, Sign-In sheets; tutor timesheets</p>		
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**2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan**

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students an update on the academic progress of their child.	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, phone logs, email documentation, mail out list		
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Recruiters, Tutors, District Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback		

**How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.**

SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August thru November	District Contact or appropriate district designee; Ed Spec	Written procedures from a group of SSA districts		
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2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

**How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.**

Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Increased number of students completing partial credit and/or passing state assessments. Not on time for Graduation Report.		
Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, Online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, ESC Counselor	Increased number of students completing partial credit and/or passing state assessments. Partial Credit Report, Retention Report, Formal/Informal Assessment		

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.	Year Round	Ed Spec, Ed Spec Supervisor, Migrant Tutors, Recruiters, ESC Counselors	NGS Supplemental Count Report		
Identify dropout students/ out-of-school youth (OSY) and provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, District Designee	Identify and provide information regarding options to 100% of OSY students. Supplemental Report, OSY Report, Student Termination Report		

**What federal, state and local programs service Priority for Service students?**

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor, District designee	Completed Documentation for Supplemental Tutoring Form from each SSA district on file (or district version).		
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2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
<b>How, in your school year calendar, district and campus staff members will receive training on the unique needs of PFS students.</b>					
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	ESC Counselor	Increase the number of participants to this session by 100%. Sign In sheets from overviews provided.		
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews.	Year Round	Ed Spec Supervisor, ESC Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback. Sign-In sheets.		

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

The MEP Contact will include the PFS Action Plan in the District’s Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan” section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups ( e.g., Bilingual, ESL, economically disadvantaged).

Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July	Ed Spec Supervisors, District Designee	Copy of DIP showing insertion of PFS Action Plan		
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