

Alamo Heights Independent School District

District Improvement Plan 2015-16



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.

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Strategic Plan

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.
OBJECTIVES The desired and measurable end results for the district.	<ol style="list-style-type: none">1. Each student will graduate with a competitive edge from a personally challenging academic program prepared to positively impact the world.2. Each student will be a good citizen with impeccable character who demonstrates a deep understanding of the world and the importance of contributing to local, national and world communities.3. Each student will be physically fit and have a healthy mind and soul.4. Each student will cultivate an awe, wonder, and thirst for learning, discovery, and the beauty of the world.5. Each student will pursue individual dreams and boldly challenge the impossible.
PARAMETERS The established guidelines within which the district will accomplish its mission	<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 the district's objectives.	<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.

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 14-15 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

Areas of need include:
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 not where we'd like it

Areas of need include:
close the gap, improve ELL performance on TELPAS (and generally),

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

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

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

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)

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

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

Areas of need include:

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



**DISTRICT STRATEGIES/GOALS
2010-2012**

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.

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 LEP students will become proficient in English and perform at high levels.
- All 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		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	All	341	282	83	90	57	17	20
5	HI	128	89	70	80	11	9	20
5	AS	7	6	86	90	1	14	20
5	WH	198	182	92	95	43	22	25
5	>2	6	5	83	90	2	33	35
5	SED	64	36	56	70	3	5	20
5	SPED	14	4	29	70	1	7	20
5	LEPC	18	8	44	70	0	0	20
8	All	351	291	83	90	101	29	30
8	HI	146	104	71	90	30	21	25
8	AS	7	6	86	90	3	43	50
8	AA	8	3	38	70	0	0	20
8	WH	180	170	94	95	64	36	40
8	>2	9	7	78	80	4		
8	SED	79	44	56	70	11		
8	SPED	9	2	22	70	2		
8	LEPC	10	3	30	70	0		
8	LEP1	1			70			
8	LEP2	3			70			

Biology STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	418	405	97	100	64	15	20
EOC	HI	154	145	94	100	11	7	20
EOC	AS	12	11	92	90	4	33	20
EOC	AA	2			90			20
EOC	PI	0						20
EOC	WH	241	238	99	100	47	20	20
EOC	>2	7	7	100	100	2	29	20
EOC	SED	67	63	94	100	2	3	20
EOC	SPED	16	12	75	90	0	0	20
EOC	LEPC	2			90			
EOC	LEP1	0			90			
EOC	LEP2	1			90			

Mathematics STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	All	301	227	75	80	40	13	20
3	HI	106	73	69	80	11	10	20
3	WH	181	147	81	90	28	15	20
3	>2	6	4	67	80	1	17	20
3	SED	54	28	52	70	2	4	20
3	SPED	9	5	56	70	0	0	20
4	All	335	244	73	80	76	23	20
4	HI	105	63	60	70	10	10	20
4	AS	7	7	100	100	6	86	90
4	AA	10	5	50	70	1	10	20
4	WH	206	163	79	80	57	28	30
4	>2	7	6	86	90	2	29	30
4	SED	50	23	46	70	4	8	20
4	SPED	14	4	29	70	1	7	20
4	LEPC	9	5	56	70	1	11	20
5	All	338	308	91	100	112	33	30
5	HI	124	105	85	90	28	23	20
5	AS	7	7	100	100	2	29	30
5	WH	199	190	95	100	80	40	50
5	>2	6	5	83	90	2	33	40
5	SED	61	43	70	80	7	11	20
5	SPED	12	6	50	70	2	17	20
5	LEPC	15	8	53	70	3	20	20
6	All	358	316	88	90	95	27	30
6	HI	139	111	80	90	22	16	20
6	AS	8	8	100	100	1	13	20
6	WH	200	188	94	100	70	35	40
6	>2	7	6	86	90	2	29	30
6	SED	86	62	72	80	11	13	20
6	SPED	7	5	71	80	0	0	20

Mathematics STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
6	LEPC	12	5	42	70	1	8	20
6	LEP1	7	7	100	100	0	0	20
7	All	365	312	85	90	105	29	30
7	HI	145	115	79	80	25	17	20
7	AS	10	10	100	100	3	30	30
7	AA	6	6	100	100	0	0	20
7	WH	197	176	89	90	74	38	40
7	>2	7	5	71	80	3	43	50
7	SED	69	45	65	70	5	7	20
7	SPED	10	2	20	70	0	0	20
7	LEPC	7	1	14	70	0	0	20
7	LEP2	9	8	89	90	2	22	25
8	All	165	144	87	90	5	3	20
8	HI	89	72	81	90	2	2	20
8	AA	8	8	100	100	0	0	20
8	WH	61	58	95	100	2	3	20
8	SED	59	48	81	90	2	3	20
8	SPED	7	6	86	90	0	0	20
8	LEPC	10	8	80	90	0	0	20

Algebra I STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	363	348	96	100	139	38	40
EOC	HI	132	127	96	100	37	28	30
EOC	AS	8	8	100	100	5	63	70
EOC	WH	208	199	96	100	91	44	50
EOC	>2	8	8	100	100	3	38	40
EOC	SED	60	56	93	95	12	20	30
EOC	SPED	12	10	83	90	3	25	30
EOC	LEPC	4						
EOC	LEP1	0						
EOC	LEP2	1						

Reading/English Language Arts STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	All	304	271	89	90	82	27	30
3	HI	108	89	82	90	16	15	20
3	WH	181	168	93	95	62	34	40
3	>2	6	6	100	100	4	67	70
3	SED	56	39	70	80	4	7	20
3	SPED	9	6	67	70	0	0	20
4	All	335	281	84	90	99	30	30
4	HI	105	79	75	80	20	19	20
4	AS	7	7	100	100	3	43	50
4	AA	10	9	90	90	1	10	20
4	WH	206	180	87	90	73	35	40
4	>2	7	6	86	90	2	29	30
4	SED	50	29	58	70	5	10	20
4	SPED	15	8	53	70	0	0	20
4	LEPC	10	7	70	75	0	0	20
5	All	344	303	88	90	125	36	40
5	HI	128	101	79	80	30	23	30
5	AS	8	7	88	90	4	50	60
5	WH	200	190	95	100	90	45	50
5	>2	6	4	67	70	1	17	20
5	SED	66	41	62	70	9	14	20
5	SPED	14	7	50	70	2	14	20
5	LEPC	21	10	48	70	1	5	20
6	All	365	329	90	95	110	30	35
6	HI	142	113	80	90	31	22	25
6	AS	9	8	89	90	4	44	50
6	WH	202	197	98	100	73	36	40
6	>2	8	7	88	90	2	25	30
6	SED	88	66	75	80	13	15	20
6	SPED	10	7	70	80	1	10	20
6	LEPC	15	8	53	70	1	7	20

Reading/English Language Arts STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
6	LEP1	7	7	100	100	0	0	20
7	All	368	329	89	90	131	36	40
7	HI	146	123	84	90	35	24	30
7	AS	9	9	100	100	4	44	50
7	AA	7	6	86	90	0	0	20
7	WH	198	184	93	95	89	45	50
7	>2	7	6	86	90	3	43	50
7	SED	70	52	74	80	5	7	20
7	SPED	6	2	33	70	0	0	20
7	LEPC	9	1	11	70	0	0	20
7	LEP2	9	9	100	100	0	0	20
8	All	351	326	93	100	144	41	50
8	HI	146	124	85	90	40	27	30
8	AS	7	7	100	100	3	43	50
8	AA	8	7	88	90	1	13	20
8	WH	180	178	99	100	94	52	60
8	>2	9	9	100	100	5	56	60
8	SED	76	59	78	80	11	14	20
8	SPED	9	6	67	70	2	22	25
8	LEPC	12	5	42	70	0	0	20

English I Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	443	374	84	90	60	14	20
EOC	HI	175	128	73	80	8	5	20
EOC	AS	12	12	100	100	2	17	20
EOC	WH	243	223	92	95	49	20	20
EOC	>2	7	7	100	100	1	14	20
EOC	SED	82	48	59	70	3	4	20
EOC	SPED	15	3	20	70	0	0	20
EOC	LEPC	9	0	0	70	0	0	20
EOC	LEP1	0						
EOC	LEP2	1						

English II Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	385	343	89	90	88	23	25
EOC	HI	153	121	79	80	21	14	20
EOC	AS	8	8	100	100	2	25	30
EOC	AA	5	4	80	90	0	0	20
EOC	WH	216	207	96	100	63	29	30
EOC	SED	70	45	64	70	2	3	20
EOC	SPED	13	5	38	70	1	8	20
EOC	LEPC	5	2	40	70	0	0	20
EOC	LEP1	1						
EOC	LEP2	1						

Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
4	All	334	268	80	90	37	11	20
4	HI	106	75	71	80	4	4	20
4	AS	6	6	100	100	3	50	70
4	AA	9	5	56	70	0	0	20
4	Wh	206	176	85	90	28	14	20
4	2+	7	6	86	90	2	29	30
4	SED	49	23	47	70	0	0	20
4	SPED	14	5	36	70	0	0	20
4	LEP	9	7	78	80	0	0	20
4	LEP M1	1						
4	LEP M2	1						
7	All	368	308	84	90	43	12	20
7	HI	148	113	76	80	5	3	20
7	AS	9	9	100	100	2	22	30
7	AA	7	5	71	80	1	14	20
7	Wh	196	174	89	90	33	17	20
7	2+	7	6	86	90	1	14	20
7	SED	70	46	66	70	1	1	20
7	SPED	7	3	43	70	0	0	20
7	LEP	9	1	11	70	0	0	20
7	LEP M1	4						
7	LEP M2	9	8	89	90	0	0	20

English I Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

English II Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

Social Studies STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
8	All	352	275	78	80	85	24	30
8	HI	146	104	71	80	20	14	20
8	AS	7	4	57	70	3	43	50
8	AA	8	2	25	70	0	0	20
8	WH	181	157	87	90	58	32	40
8	>2	9	7	78	80	3	33	40
8	SED	79	43	54	70	4	5	20
8	SPED	9	4	44	70	1	11	20
8	LEPC	10	3	30	70	0	0	20

US History STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	343	333	97	100	98	29	30
EOC	HI	133	127	95	100	27	20	30
EOC	AS	7	6	86	90	2	29	30
EOC	WH	194	191	98	100	66	34	40
EOC	>2	6	6	100	100	2	33	40
EOC	SED	53	47	89	90	5	9	20
EOC	SPED	13	10	77	80	1	8	20
EOC	LEPC	1						
EOC	LEP1	0						
EOC	LEP2	0						

World History STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2015**

District Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Area of Focus:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum. AHISD will earn a rating of Recognized on the state accountability system.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Establish guidelines for meaningful and purposeful homework based on best practices and reasearch.	Frank Alfaro, Assistant Superintendent for Secondary Education	Ongoing	Homework Committee Publishing costs	Homework Guidelines Published Fall 2010
2. Require consistent expectations and challenging instruction in all classes with emphasis on regular classes.	Cordell Jones Principal Linda Foster, Principal	Ongoing	Department Chairs Secondary Academic Deans	Plan for expectations and monitoring will be presented to the board at G&P meeting.
11. Teachers will utilize differentiated instructional strategies in their classrooms.	Assistant Superintendent for Elementary and Secondary Education Academic Deans DI cohort leaders	August 2014-Spring 2016	Title II A Professional Development Funds ASCD materials LoTi survey	Self report; Formal and Informal observations by administrators

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
12. Campuses will continue to implement “Response to Intervention” process and procedures to meet individual student needs.	Assistant Superintendent for Elementary and Secondary Education Director of Special Education, Campus Administrators, Teachers	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
13. Train teachers in Working on the Work framework to provide engaging work to students in the classrooms.	3. Train teachers in Working on the Work framework to provide engaging work to students in the classrooms.	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
14. Implement Campus Design Teams at all campuses	Campus Principals	Ongoing	Schlechty Center Staff Consultants	Calendar of meetings Design Work Implemented with Staff members
15. All teachers will incorporate technology into their instructional program	Campus Administrators, Instructional Technology Specialists	Ongoing	Technology Proficiency Program, Star Chart, LoTi instrument	Walk-throughs and formal PDAS observations show the integration of technology Summary results of LOTI survey
16. Teachers will use data to disaggregate student assessment information to make	Campus Administrators; All Teachers	Fall of each year	Benchmark exams, STAAR scores, TELPAS data	Individual students will show growth (added value) in their

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
instructional decisions			AWARE data management system Title II Funds (AWARE—WEBcat)	STAAR performance
17. 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.	7. 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.	Ongoing	Local Funds State Comp Ed Funds Federal Programs Funds Special Education Funds	Students identified and performance being monitored Advisory committees meet at least once a semester
18. 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"> • Eduphoria Aware • Title I funds • Title II funds • Title III funds • Title V funds • State Compensatory Education Funds • Special Education Funds • District Funds 	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.
19. Campuses will provide compensatory academic programs as needed to serve at-risk students. <ul style="list-style-type: none"> • Robbins Discipline • Academic Support Center • Credit Recovery Program • STAAR Remediation Sessions • Bilingual/ESL programs • Others as appropriate 	Principal	Ongoing	State Compensatory Funds	Formative: Review semester grades of at-risk students and adjust academic offering and/or Personal Graduation Plans as needed Summative 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
20. 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	STAAR results reviewed in Fall and instruction is aligned Eligibility data and monitoring is reviewed throughout the year and maintained in district database
21. Administrtrtors will participate learning walks on all campuses.	Principals	Fall	360 Walkthrough tool	Calendar published

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2015**

District Strategy II	We will aggressively confront the social and emotional issues of our community
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:	<ul style="list-style-type: none"> 100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. In the 2015-2016 School Year there are no current result statements in this strategy area with action items.				

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2015**

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

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Redesign all intervention programs at the secondary campuses to close the achievement gap based on clear, measurable, and reportable criteria.	Frank Alfaro, Assistant Superintendent Linda Foster, Principal Cordell Jones, Principal	Fall 2014 Plan in place Implementation of Plan in Spring 2015	Eduphoria AWARE	Criteria established for campus interventions
2. Differentiate instruction in the core curriculum to address the needs of the defined groups.	Principals Differentiated Instruction Cohort Leaders District Design Team	Ongoing	District Curriculum Budget	Options for training designed by cohort leaders and publicized to staff- Fall 2014
3. Incorporate 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 Candace Green, Academic Dean	Ongoing		Plan for 5-9 Instructional Expectations communicated to all teachers Implementation begins Spring 2015

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2015**

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

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Establish a character education initiative with a designated point person at each campus.	Dan St. Romain	Ongoing	District Committee	Character education contacts identified at each campus

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2015**

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

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
11. 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 2015	Job Fairs AHISD Job Fair, April	Feedback from Principals Probationary Contract Renewals
12. Continue to interview candidates with the Gallup Perceiver instrument and provide administrators with follow up training to support their hiring decisions.	Kevin Brown, Superintendent	Ongoing training	Gallup Instrument	Feedback from principals about quality of hires

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2015**

District Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Area of Focus:	
Performance Objective:	

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. In the 2015-2016 School Year there are no current result statements in this strategy area with action items.				

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.