

# Alamo Heights Independent School District

## Campus Improvement Plan 2015-16



**Principal:** Laurel S. Babb

**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

<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 CAMPUS IMPROVEMENT PLAN.

### **DISTRICT DEMOGRAPHICS:**

Cambridge Enrollment 2014 - 2015 805 students

Economically Disadvantaged 20.1%

African American	2.2%	English Language Learners	4.8%
Hispanic	38.4%	Special Education	7.7%
White	55.7%	Gifted and Talented	11.2%
American Indian	0.2%		
Asian	2.5%		
Pacific Islander	0%		
Two or More	1.0%		

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

District average for economic disadvantaged students is 20.6% and Cambridge is slightly above the district average. The percentage of students in the state of Texas identified as GT is 7%. Cambridge has a high percentage of identified GT students. Cambridge has 7.7% of students qualifying for special education services compared with 7.0% of students district-wide.

Areas of need include:

Differentiate instruction to meet the needs of diverse academic needs of students.

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

Data Reviewed:

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

Upon review of these data, several findings were noted: these findings include:  
Aims web Grade 2-5 rate of improvement on both M-COMP and M-CAP is higher than national norms.

Student composite TELPAS scores below state average.

4th Grade STAAR Math mean % score improved from 69% (2013) to 73% (2014)  
4th Grade STAAR Math met standard % increased from 71% (2013) to 75% (2014)  
4th grade STAAR Math advanced performance % increased from 20% (2013) to 29% (2014)  
4th Grade STAAR Math exceeded progress % increased from 21% (2013) to 43% (2014)

4th Grade STAAR Reading mean % score decreased from 75% (2013) to 72% (2014)  
4th Grade STAAR Reading met standard % decreased from 86% (2013) to 85% (2014)  
4th grade STAAR Reading advanced performance % increased from 25% (2013) to 30% (2014)  
4th Grade STAAR Reading exceeded progress % decreased from 20% (2013) to 19% (2014)

5th Grade STAAR Math mean % score improved from 73% (2013) to 75% (2014)  
5th Grade STAAR Math met standard % increased from 81% (2013) to 89% (2014)  
5th grade STAAR Math advanced performance % increased from 27% (2013) to 32% (2014)  
4th Grade STAAR Math exceeded progress % increased from 39% (2013) to 44% (2014)

5th Grade STAAR Reading mean % score decreased from 79% (2013) to 75% (2014)  
5th Grade STAAR Reading met standard % decreased from 92% (2013) to 87% (2014)  
5th grade STAAR Reading advanced performance % decreased from 37% (2013) to 33% (2014)  
5th Grade STAAR Reading exceeded progress % increased from 24% (2013) to 27% (2014)

Areas of need include:

Exceptional progress in math is not matched in the area of reading. Reading progress was flat in grades 4-5 while progress in math was significant. Students at beginning level on TELPAS making slower than expected progress.

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

Data Reviewed:

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

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

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

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

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

Areas of need include:

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

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

Data Reviewed:

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

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

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

Professional Development is a high priority for teachers.

Areas of need include:

An expansion of leadership opportunities and training for teachers.

Professional development provided that is practical and applicable to instructional needs.

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

Data Reviewed:

PTO Volunteers; HB5 Community Engagement Report, Parent Evaluations

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

5 Mentors at Cambridge

4 out of 11 identified students received mentors

Donations from Cambridge PTO

2014- \$133,991

2013- \$128, 033

4.7% Positive Change

Cambridge Membership

2014- 366 members

2013- 337 members

8.6% Positive Change

Parent Conferences

94% participation grades 1-5

Areas of need include:

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

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

Data Reviewed:

STaR Chart Data, HB5 Community Engagement

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

LoTi (Technology Integration Survey)

Current Status: (Acceptable)

LoTi level 0 = 4 (1%),

LoTi level 1 = 47 (15%),

LoTi level 2 = 100 (32%),

LoTi level 3 = 73 (23%),

LoTi level 4a = 46 (15%),



LoTi level 4b = 40 (13%),  
LoTi level 5 = 2 (1%),  
LoTi level 6 = 2 (1%)

Tool: STaR Chart (2013-2014)

Ratings are Early Tech, Developing Tech, Advanced Tech, and Target Tech.

Current Status: (Recognized)

Campus Average on Infrastructure section = 19 (Advanced)

6 Technology professional development staff development general sessions for all staff

Areas of need include:

Ongoing staff development to support staff increased technology integration.

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

Data Reviewed:

Leadership/Design Teams, Beyond School School Outreach, Explore Program

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

The structure is in place for teacher leaders to serve at Cambridge.

Areas of need include:

Leadership teams need more opportunity, training and autonomy in order to best implement the mission and goals at Cambridge.

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

Data Reviewed:

Vertical Teams, CBAs, Action Teams

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

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

Science CBA's have been revised and normed for 3 years. Staff confidence in science assessments.  
Math CBA's all new for 2014-2015 due to new TEKS. Will take a year to refine CBA assessment tools.  
Language Arts CBA's are new for 2014-2015. Will take a year to refine CBA assessment tools.

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

Areas of need include:

Continuous support of vertical team members to ensure additional curriculum responsibilities do not impact classroom performance.  
CBA data disaggregation conversations that impact instruction.

**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 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		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
5	All	163	131	80		27	17	
5	HI	55	40	73		5	9	
5	AA	6	3	50		0	0	
5	WH	95	82	86		20	21	
5	SED	21	12	57		1	5	
5	LEPC	5	3	60		1	20	

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Mathematics STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
4	All	148	135	91		39	26	
4	HI	52	44	85		9	17	
4	WH	88	83	94		26	30	
4	SED	28	23	82		2	7	
5	All	163	135	83		34	21	
5	HI	55	43	78		8	15	
5	AA	6	4	67		1	17	
5	WH	95	81	85		23	24	
5	SED	21	13	62		1	5	
5	LEPC	5	4	80		2	40	

**Algebra I STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**Reading/English Language Arts STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
4	All	148	133	90		65	44	
4	HI	52	41	79		18	35	
4	WH	88	85	97		45	51	
4	SED	28	20	71		6	21	
5	All	161	151	94		69	43	
5	HI	55	51	93		17	31	
5	AA	6	5	83		2	33	
5	WH	94	89	95		46	49	
5	SED	21	17	81		5	24	

**English I Reading STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**English II Reading STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
4	All	147	127	86		23	16	
4	HI	51	38	75		7	14	
4	Wh	88	81	92		14	16	
4	SED	28	17	61		2	7	
4	LEP M1	0						
4	LEP M2	0						

**English I Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	LEP M1							
EOC	LEP M2							

**English II Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	LEP M1							
EOC	LEP M2							

**Social Studies STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**US History STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**World History STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2016**

<b>Campus 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>	<p>100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.</p> <ul style="list-style-type: none"> <li>AHISD will earn a rating of Recognized on the state accountability system.</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. Decrease class size in first grade classrooms to provide meaningful instruction to all students	Laurel Babb	2015 - 2016	Title II Class Size Reduction Funds	Class sizes in first grade will be below 18 students in all classes.
2. Differentiated Instruction Coordinator added to campus leadership to train teachers how to effectively address diverse skill levels and learning styles of their students	Laurel Babb	2015 - 2016	District Funds	Increase in student performance as indicated by STAAR scores and CBAs.
3. Action Team assembled to support DI initiative.	Julie Draper	2015 - 2016	Teacher time for after school meetings	Increase in student performance as indicated by STAAR scores, CBAs and Student/Parent survey feedback.
4. Phonics Dance Training	Jenny Flores	2015 - 2016	Title I Funds	Strong phonics foundation established in support of reading skills
5. "Meaningful Homework" workshop to review District Guidelines, analyze existing practice and provide shared examples of homework that meets criteria.	Laurel Babb	2015 - 2016	Faculty Meeting Learning	Increase in student performance and parent/student survey feedback.
6. Implementation of Peer Coaching Models	Laurel Babb	2015 - 2016	Release Time for teachers to observe classrooms provided by administrators.	Increase in student engagement, performance and critical thinking



Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. "Digging Deep" initiative supported by Teacher Action Team: All Cambridge teachers receive training in Socratic Questioning, Rigor, and Higher Level Questioning/Thinking	Laurel Babb	2015 - 2016	Campus funds/ PTO grant	Students will experience higher level thinking and engaged learning as measured by test scores, increase of advance performance, and parent/student surveys.
8. All Cambridge homeroom teachers will have completed, at minimum, Days 1 and 2 of GT hours.	Laurel Babb	2015 - 2016	Campus Funds	Staff Checklist
9. Teachers will share differentiated experiences (strategy, lesson, work product from current instruction) with their grade levels.	Grade Level Chair	2015 - 2016	Grade Level Meetings	Grade Level Team Principal Reports
10. Teachers will research the science instruction of other schools and strategize with Elementary Academic Dean.	Science Vertical Team	2015 - 2016	Vertical Team Meetings	Increase in Science STAAR/CBA Scores
11. Integrate innovative and emerging technologies to meet the needs of diverse learners.	Tech Director, Instructional Coaches, Campus Tech Facilitators	Quarterly	District/Campus Funds	Higher levels of integration as measured by STAR and LOTI Self-reports
12. Utilize End of Course Surveys to embed goals for student engagement, relevance and personal challenge.	Survey Team, Campus Administration	1 time per semester	District/Campus	Areas are identified for improvement. An increase in parent/student satisfaction is indicated.
13. Investigate data to determine changes that may be needed for Special Education students' instruction, setting, etc.	Special Education teachers, Administration, Kris Holiday	2015 - 2016	SPED Department Meeting Time	Increase in student performance as indicated by CBA and STAAR A scores

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2015**

<b>Campus Strategy II</b>	<b>We will aggressively confront the social and emotional issues of our community</b>
<b>Area of Focus:</b>	Enhance success for all students by supporting their social and emotional development through a variety of coordinated efforts.
<b>Performance Objective:</b>	100% of Cambridge students will successfully cope with social and emotional challenges.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Teachers maintain a parent communication log relevant to academics and behavior to include a minimum of two positive-report contacts.	Teachers/jenny Flores	2015 - 2016	Teacher Time	Parent/Teacher Partnerships Strengthened
2. "Watch Dogs" implemented with fathers and male family representatives volunteering on campus each day.	Lauren Boyher, Diana Cashion	2015 - 2016	PTO Grant	Students will benefit from exposure to positive male role models
3. "You Belong" Video produced by Teacher Leadership Candidates for parents new to the community	Jennifer DeLeon, Erika Ganey	2015- 2016	Grant funded	Parents will understand the Cambridge school community and know of resources available to them.
4. Parent Resource Room	Jennifer Flores, School Counselors, PTO	2015- 2016	School Funds	Parents have a room to view and/or check out resources to equip them to better parent and support their child's learning.
11. Incorporate team building and social skills training during the first two weeks of school.	Classroom Teachers	Ongoing - first two weeks of school	Time	Students are taught expectations, the importance of a safe learning environment, tools for problem solving and gain a sense of belonging.
12. Provide age-appropriate guidance lessons in each classroom	Lauren Boyher, Diana Cashion	Monthly	Time	Students are equipped to meet social and emotional challenges
13. Celebrate Red Ribbon Week with dress up	Lauren Boyher, Diana	RRW - fall	Safe and Drug Free School	Students demonstrate an

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
opportunities and special announcements.	Cashion		Funds	understanding of the importance of healthy choices

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2016**

<b>Campus Strategy: III</b>	<b>We will close the achievement gap</b>
<b>Area of Focus:</b>	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.
<b>Performance Objective:</b>	The achievement gap between EcD and non EcD students will be eliminated.

<b>Strategic Plan Action(s)</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Teachers will implement interventions to improve any STAAR score below 80% through the use of before/after school tutoring; materials, Rtl, LEP Parent Involvement Meetings	Laurel Babb	2015 - 2016	Eduphoria Aware Title I, Title II, Title III Title V funds State Compensatory Education Funds	Formative: Previous year's STAAR scores, Pre- assessment Documents Summative: STAAR score reports and AEIS
2. Teachers will learn to analyze CBA data to monitor student progress, evaluate instruction and inform efforts to improve student achievement.	District testing coordinator, district administrators, campus administration	BOY, MOY, EOY	District technology for data management, professional development, monthly meetings	Teachers will effectively interpret data and intervene accordingly to increase student achievement.
3. Focused instruction for 5th grade students to support study skills, organization, problem-solving through use of vertically aligned problem solving model, and decision making.	Jimmy Walker, Teachers, Interventionists	2015 - 2016	Campus Funds	Students will be equipped for life to study and learn as indicated by an increase in achievement.
4. Staff will analyze current spelling and vocabulary instruction and research instructional models and best practices.	Jimmie Walker, Teachers, Interventionists	2015 - 2016	Curriculum Forum, Learning Days	Increase student performance in vocabulary and spelling as measured by iStation Spelling and Vocabulary EOY scores
5. Action Team research of schools with similar demographics to Cambridge whose Hispanic and EcD students are meeting or exceeding state standard. Findings will be shared, analyzed, and implemented campus-wide.	Laurel Babb, "Within the Instructional Day" Action Team	2015 - 2016	Teacher/Site Base Members time	The performance level of Hispanic and Economic Disadvantaged students will increase.
6. Teachers of Spanish speaking students attend Dual Language Conference in order to explore	Jenny Flores, Gabby Joseph	2015 - 2016	Title III funds	Teachers will utilize best practice and increase student

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
new strategies for use in the classroom.				achievement as Dual Language is added to grade levels at Cambridge.
7. Teachers will focus on math fluency and automaticity by using assessment to guide instruction, involving students in goal setting and creating engaging activities.	Jimmie Walker, Teachers, Interventionists	2015 - 2016	Kim Sutton Full Day PD, Curriculum Forum, Learning Days	Growth of students in AIMS Web Computation EOY scores will outpace national norms.
8. All faculty and staff will receive ELPS/TELPAS Overview Training	Gabby Jpseph	2015 - 2017	Faculty Meeting	Increased awareness of LEP population needs
9. All ESL Certified teachers will complete SIOP training	Gabby Joseph	2015 - 2017	Region 20 Training	Teacher checklist; Evidence of Sheltered Instruction Strategies in the classroom
10. Increase number of ESL Certified teachers	Gabby Joseph, Laurel Babb	2015 - 2017	Region 20 training, test prep	Minimum of 2 teachers per grade level certified
11. Provide research based interventions specific to each RtI level.	District RtI director, interventionists	Ongoing	Title I, Title III funds	
12. Comprehensive implementation of a balanced literary approach to include Guided Reading and Daily 5.	Jimmie Walker, Jenny Flores	Ongoing	School, PTO and AH Foundation grants	Increase of student reading skills

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2016**

<b>Campus 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>	Clearly defined character education initiatives
<b>Performance Objective:</b>	Cambridge Elementary students will have a well-defined understanding of behavior expectations and the importance of impeccable character.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Positive Behavioral Intervention and Supports (PBIS) implemented through a school-wide STAR initiative that incorporates the district's 8 Keys of Character	Lauren Boyher, Diana Cashion, Jenny Flores	2015 - 2016	PTO Grants, Campus Funds	Office referrals will decrease as students know and adhere to schoolwide expectations; 8 Keys of Character will be demonstrated in student behaviors.
2. Character Council made up of 5th grade students will serve as service leaders on campus	Lauren Boyher, Diana Cashion	2015 - 2016	Campus Funds	Students will understand the role of leadership and importance of serving as positive role models.
3. Creation of STAR Video; Production of "STAR" Procedure Signs; Golden Key Awards; "Cambridge Cafe" reward	Lauren Boyher, Diana Cashion, Jenny Flores	2015 - 2016	Campus Funds	All students will be aware of targeted behavioral expectations in various areas throughout the school as measured by a decrease in office referrals and Golden Key recognitions
4. Class Meetings held weekly	Classroom teachers	2015 - 2016	Time/ teacher training	Students will learn to respect diversity of peers and know how to share differing viewpoints
11. Project Wisdom message of the day on CNN with supporting lesson plans and writing prompts used in classroom instruction.	Laurel Babb	Daily	Campus Funds	Students learn life lessons through exposure to the wisdom of role models

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2016**

<b>Campus Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Area of Focus:</b>	100% of Cambridge faculty and staff will be high-performing according to district standards
<b>Performance Objective:</b>	Cambridge will hire faculty and staff that meet district standards and provide an induction program that supports the district mission.

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Faculty/Staff book study : "Creating an Intentional School Culture"	Lauren Boyher, Diana Cashion	2015 - 2016	Campus funds	Teachers and staff will understand the basis of school culture and support the mission of Cambridge.
2. Cohort of faculty will participate in the "Teacher Leadership Academy".	Dana Bashara, Laurel Babb, Jenny Flores, Jimmy Walker	2015 - 2016	District/campus funds	Teacher leaders will implement risk-taking projects that support campus goals.
3. Teacher Action Team established to support teacher growth and morale.	Jenny Flores	2015- 2016	Campus funds	Teachers will experience satisfaction in the workplace resulting in high performance.
4. "Teachers Teaching Teachers" : peer coaching, faculty meeting share-outs, instructional rounds	Laurel Babb	2015- 2016	Release time for teachers	Teachers will invite peers to observe, will observe other teachers, and will conference about their practice in order to improve instruction.
11. Expanded responsibilities and leadership opportunities for Design Team (staff development) and Grade Level Chair (school structure)	Laurel Babb, Amy Lagueux	Ongoing	After school meeting time	Leadership opportunities and teacher autonomy will foster ownership of campus initiatives measured by increased participation and teacher growth/satisfaction.
12. Conferences held with new employees after 1st 9 weeks to determine success of initial induction	Laurel Babb	Fall	Time	Campus leadership will evaluate effectiveness of teacher induction and

Strategic Plan Action(s)	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				mentoring and provide assistance as needed resulting in teacher retention.



**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2016**

<b>Campus 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>	Inclusion of at-risk students in enrichment and intervention activities
<b>Performance Objective:</b>	Provide opportunities and access for all students to participate in all campus events and 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. Redesign of after school enrichment program will provide scholarships and/or invitations for at risk students.	Laurel Babb, Tammy Wasson	2015 - 2016	Teacher volunteers	Increased participation of at risk students in enrichment classes.
2. Newsletters and all communication translated for Spanish speaking families.	Gabby Joseph, parent volunteers	2015 - 2016	Title III funds	Increased participation of Spanish speaking families
3. Create Spanish Version of the "You Belong" Video for families new to Cambridge	Jennifer DeLeon, Erika Ganey	2015 - 2016	Grant funded	Spanish speaking families will come to campus and participate in events.
11. "Explore" weekend program provides field trips for students and their families.	Amy Lagueux, Megan Canales	Ongoing	PTO grant	Students' learning expanded through exposure to art, festivals, museums, etc.

## 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.