

2021-22
Texas Education Code Chapter 39 Required
Annual Report for AHISD

TEA Guidelines for the Required Annual Report	page 1
2021-22 Texas Annual Performance Report (TAPR)	page 5
PEIMS Financial Standard Reports of 2020-21 Financial Actual Information <i>(note: 2021-22 are not available until spring 2023)</i>	page 37
Campus Performance Objectives (from Campus Improvement Plans)	
Alamo Heights High School	page 42
Alamo Heights Junior School	page 69
Cambridge Elementary	page 89
Woodridge Elementary	page 113
Howard Early Childhood Center	page 141
Report on Violent or Criminal Incidents 2021-22	page 168
AHHS portion of the Report of 2018-19 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020 <i>(note: 2019-20 data are not available until mid-January 2023)</i>	page 173
Progress Toward HB3 Goals	page 174
School Counselors	Page 178

2021–22 Texas Academic Performance Report

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

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

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

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

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2022 as a *Not Rated: Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and college, career, and military readiness plans adopted under Section 11.186.. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

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

- 2. PEIMS Financial Standard Reports (2020–21 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

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

- 3. District Accreditation Status** Each district's annual report must include the 2021–22 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2022 as a *Not Rated: Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*).

2021–22 Texas Academic Performance Report

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

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

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

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2023.

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

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) the Annual Report to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185;
and
 - (B) college, career, and military readiness plans adopted under Section 11.186.
9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

2021–22 Texas Academic Performance Report

- 10. Accessing the PDF TAPR** The TAPR is available on the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.
- 11. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 12. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2021–22 TAPR.
- 13. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 14. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 15. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
 - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2021 and 2022 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 30, 2020 and October 29, 2021, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
 - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights

2021–22 Texas Academic Performance Report

and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/masking.html>.

- 16. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2021-22 Texas Academic Performance Report (TAPR)

District Name: ALAMO HEIGHTS ISD

District Number: 015901

2022 Accountability Rating: A

2022 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	74%	93%	*	89%	95%	-	100%	-	86%	73%	95%	92%	94%	83%	74%
	2021	67%	64%	82%	57%	70%	91%	-	75%	*	*	52%	80%	83%	79%	52%	57%
At Meets Grade Level or Above	2022	51%	49%	77%	*	68%	83%	-	78%	-	79%	42%	77%	78%	73%	49%	44%
	2021	39%	36%	57%	29%	41%	69%	-	58%	*	*	24%	33%	57%	57%	23%	32%
At Masters Grade Level	2022	30%	28%	55%	*	43%	61%	-	56%	-	79%	21%	59%	55%	54%	25%	22%
	2021	19%	17%	33%	29%	17%	44%	-	50%	*	*	10%	20%	34%	31%	8%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	68%	88%	*	80%	94%	-	100%	-	86%	62%	91%	88%	89%	65%	68%
	2021	62%	56%	74%	50%	51%	90%	-	83%	-	*	36%	60%	75%	72%	36%	50%
At Meets Grade Level or Above	2022	43%	39%	58%	*	43%	69%	-	44%	-	71%	38%	64%	61%	48%	26%	29%
	2021	31%	26%	41%	33%	21%	54%	-	50%	-	*	18%	27%	41%	43%	15%	21%
At Masters Grade Level	2022	21%	18%	30%	*	24%	32%	-	44%	-	57%	24%	14%	31%	30%	9%	7%
	2021	14%	12%	23%	17%	8%	34%	-	25%	-	*	11%	20%	24%	20%	6%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	75%	89%	67%	82%	95%	-	85%	*	*	56%	83%	90%	85%	76%	64%
	2021	63%	59%	77%	50%	68%	84%	*	82%	*	86%	56%	50%	78%	75%	56%	58%
At Meets Grade Level or Above	2022	54%	52%	73%	44%	62%	84%	-	77%	*	*	36%	67%	74%	72%	46%	40%
	2021	36%	34%	55%	25%	44%	65%	*	36%	*	86%	26%	40%	58%	49%	24%	18%
At Masters Grade Level	2022	28%	26%	51%	22%	36%	64%	-	54%	*	*	25%	25%	51%	53%	25%	12%
	2021	17%	16%	34%	13%	24%	44%	*	18%	*	29%	7%	20%	36%	31%	14%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	66%	79%	67%	63%	90%	-	77%	*	*	42%	83%	77%	82%	54%	56%
	2021	59%	52%	72%	63%	60%	80%	*	73%	*	86%	41%	60%	74%	65%	44%	61%
At Meets Grade Level or Above	2022	43%	38%	55%	33%	37%	68%	-	62%	*	*	28%	50%	54%	57%	24%	28%
	2021	36%	29%	46%	13%	33%	56%	*	55%	*	57%	30%	40%	47%	43%	20%	21%
At Masters Grade Level	2022	23%	20%	35%	22%	22%	44%	-	38%	*	*	11%	33%	34%	36%	15%	12%
	2021	21%	16%	27%	13%	16%	34%	*	27%	*	43%	4%	20%	29%	22%	8%	3%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	79%	94%	90%	87%	98%	*	100%	-	100%	62%	91%	94%	93%	80%	86%
	2021	73%	70%	85%	90%	77%	90%	-	100%	*	71%	50%	88%	88%	74%	66%	71%
At Meets Grade Level or Above	2022	58%	55%	72%	50%	57%	84%	*	64%	-	100%	31%	73%	73%	70%	48%	37%
	2021	46%	43%	68%	80%	55%	76%	-	92%	*	71%	39%	75%	71%	59%	41%	50%
At Masters Grade Level	2022	36%	34%	55%	30%	40%	65%	*	50%	-	100%	17%	45%	55%	53%	29%	31%
	2021	30%	27%	48%	50%	38%	54%	-	67%	*	57%	14%	50%	51%	41%	16%	25%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	74%	89%	80%	83%	94%	*	86%	-	100%	38%	91%	91%	86%	73%	86%
	2021	70%	65%	81%	90%	73%	86%	-	92%	*	86%	36%	88%	84%	75%	71%	54%
At Meets Grade Level or Above	2022	48%	45%	62%	40%	47%	74%	*	50%	-	88%	24%	64%	64%	56%	30%	37%
	2021	44%	39%	56%	50%	40%	66%	-	69%	*	71%	14%	50%	58%	49%	26%	29%
At Masters Grade Level	2022	25%	22%	31%	20%	23%	37%	*	29%	-	38%	14%	36%	33%	28%	9%	14%
	2021	25%	21%	34%	30%	19%	42%	-	62%	*	57%	11%	38%	35%	30%	7%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	63%	77%	70%	65%	86%	*	79%	-	88%	38%	73%	78%	76%	55%	43%
	2021	62%	56%	77%	70%	66%	86%	-	77%	*	86%	50%	88%	80%	68%	60%	38%
At Meets Grade Level or Above	2022	38%	35%	49%	20%	33%	60%	*	64%	-	75%	34%	36%	50%	47%	23%	26%
	2021	31%	26%	38%	30%	26%	45%	-	54%	*	71%	14%	38%	41%	27%	14%	8%
At Masters Grade Level	2022	18%	16%	25%	0%	16%	33%	*	7%	-	63%	14%	18%	27%	21%	8%	6%
	2021	13%	10%	13%	0%	8%	16%	-	23%	*	0%	0%	13%	13%	10%	5%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	69%	85%	86%	70%	95%	-	100%	*	*	50%	80%	86%	80%	63%	67%
	2021	62%	59%	77%	64%	63%	86%	*	100%	-	*	30%	100%	79%	73%	54%	42%
At Meets Grade Level or Above	2022	43%	42%	66%	71%	51%	75%	-	86%	*	*	29%	60%	70%	52%	39%	48%
	2021	32%	30%	53%	45%	41%	60%	*	85%	-	*	20%	100%	55%	48%	31%	26%
At Masters Grade Level	2022	23%	22%	40%	29%	26%	49%	-	71%	*	*	8%	20%	42%	34%	11%	26%
	2021	15%	13%	27%	18%	13%	36%	*	62%	-	*	0%	40%	28%	25%	11%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	70%	89%	86%	79%	95%	-	100%	*	*	54%	80%	90%	84%	75%	74%
	2021	68%	62%	84%	64%	72%	93%	*	100%	-	*	45%	100%	87%	77%	60%	53%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	35%	65%	86%	52%	73%	-	86%	*	*	21%	40%	69%	54%	39%	44%
	2021	36%	30%	54%	27%	35%	67%	*	92%	-	*	26%	80%	56%	50%	31%	11%
At Masters Grade Level	2022	16%	13%	27%	29%	16%	33%	-	57%	*	*	17%	20%	28%	24%	6%	22%
	2021	15%	11%	26%	9%	15%	34%	*	50%	-	*	13%	80%	27%	24%	11%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	90%	71%	87%	94%	*	90%	-	100%	44%	100%	90%	90%	74%	65%
	2021	69%	67%	81%	50%	71%	89%	*	90%	-	*	32%	100%	82%	78%	57%	55%
At Meets Grade Level or Above	2022	56%	54%	75%	43%	62%	84%	*	80%	-	100%	29%	83%	75%	74%	50%	40%
	2021	45%	42%	58%	33%	46%	70%	*	50%	-	*	16%	50%	62%	47%	32%	23%
At Masters Grade Level	2022	37%	35%	56%	43%	41%	66%	*	80%	-	83%	12%	83%	55%	57%	24%	25%
	2021	25%	23%	34%	0%	25%	43%	*	30%	-	*	8%	33%	37%	24%	14%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	56%	59%	40%	54%	69%	*	*	-	*	35%	*	62%	53%	49%	41%
	2021	55%	49%	51%	50%	42%	64%	-	80%	-	*	25%	*	53%	48%	38%	35%
At Meets Grade Level or Above	2022	31%	27%	19%	0%	18%	20%	*	*	-	*	26%	*	18%	23%	16%	12%
	2021	27%	22%	8%	0%	6%	9%	-	40%	-	*	13%	*	8%	7%	3%	5%
At Masters Grade Level	2022	13%	11%	4%	0%	2%	4%	*	*	-	*	12%	*	1%	9%	4%	6%
	2021	12%	10%	1%	0%	1%	2%	-	0%	-	*	4%	*	2%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	92%	75%	86%	97%	*	100%	-	*	65%	100%	93%	89%	80%	82%
	2021	73%	70%	83%	100%	73%	88%	*	92%	*	*	54%	*	83%	81%	61%	63%
At Meets Grade Level or Above	2022	58%	56%	73%	63%	58%	87%	*	67%	-	*	30%	71%	75%	68%	43%	27%
	2021	46%	43%	60%	44%	49%	68%	*	62%	*	*	29%	*	61%	58%	23%	37%
At Masters Grade Level	2022	37%	36%	55%	13%	39%	69%	*	67%	-	*	17%	29%	58%	44%	25%	14%
	2021	21%	19%	32%	33%	21%	38%	*	46%	*	*	11%	*	32%	33%	8%	11%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	82%	70%	68%	93%	-	100%	-	100%	33%	89%	86%	73%	59%	68%
	2021	62%	55%	74%	17%	60%	85%	*	89%	-	*	22%	100%	74%	74%	41%	56%
At Meets Grade Level or Above	2022	40%	33%	52%	40%	34%	66%	-	69%	-	83%	24%	44%	55%	45%	24%	23%
	2021	36%	29%	50%	17%	38%	59%	*	67%	-	*	22%	100%	52%	45%	19%	31%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	10%	21%	0%	11%	28%	-	31%	-	50%	10%	22%	21%	19%	6%	0%
	2021	11%	7%	14%	17%	8%	18%	*	33%	-	*	4%	33%	14%	16%	3%	19%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	72%	81%	63%	68%	91%	*	100%	-	*	35%	71%	84%	72%	53%	45%
	2021	68%	64%	76%	56%	63%	86%	*	77%	*	*	29%	100%	78%	67%	42%	65%
At Meets Grade Level or Above	2022	45%	43%	53%	50%	35%	68%	*	54%	-	*	22%	57%	55%	48%	28%	14%
	2021	43%	40%	45%	33%	32%	55%	*	46%	*	*	21%	40%	46%	43%	27%	35%
At Masters Grade Level	2022	24%	21%	27%	0%	15%	38%	*	46%	-	*	17%	0%	28%	26%	8%	5%
	2021	24%	21%	19%	22%	12%	23%	*	31%	*	*	11%	20%	17%	25%	8%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	59%	70%	50%	55%	83%	*	83%	-	*	26%	100%	73%	61%	41%	41%
	2021	57%	55%	62%	56%	49%	71%	*	62%	*	*	32%	80%	61%	65%	39%	35%
At Meets Grade Level or Above	2022	31%	29%	35%	25%	20%	47%	*	58%	-	*	22%	29%	37%	30%	8%	9%
	2021	28%	26%	26%	22%	16%	32%	*	46%	*	*	18%	40%	24%	34%	6%	10%
At Masters Grade Level	2022	18%	16%	17%	13%	8%	24%	*	17%	-	*	13%	14%	17%	15%	2%	0%
	2021	14%	12%	8%	22%	5%	9%	*	23%	*	*	4%	20%	6%	14%	2%	5%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	65%	84%	78%	74%	92%	*	88%	*	80%	31%	100%	83%	86%	63%	54%
	2021	67%	66%	85%	63%	75%	94%	*	91%	-	*	39%	*	85%	85%	62%	66%
At Meets Grade Level or Above	2022	47%	47%	70%	56%	55%	82%	*	75%	*	80%	21%	80%	68%	73%	38%	32%
	2021	50%	49%	71%	63%	57%	83%	*	64%	-	*	32%	*	71%	72%	42%	32%
At Masters Grade Level	2022	11%	10%	13%	11%	5%	19%	*	19%	*	20%	5%	0%	12%	15%	3%	4%
	2021	12%	11%	24%	25%	13%	33%	*	18%	-	*	0%	*	26%	20%	3%	5%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	84%	80%	74%	94%	*	89%	-	*	39%	*	84%	86%	60%	64%
	2021	71%	72%	86%	57%	79%	91%	*	100%	*	*	51%	-	88%	83%	63%	68%
At Meets Grade Level or Above	2022	55%	55%	73%	70%	59%	85%	*	78%	-	*	33%	*	73%	75%	40%	43%
	2021	57%	57%	77%	43%	64%	87%	*	73%	*	*	46%	-	77%	79%	46%	36%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	9%	8%	11%	0%	8%	14%	*	22%	-	*	6%	*	12%	8%	1%	0%
	2021	11%	10%	18%	0%	13%	21%	*	27%	*	*	6%	-	18%	18%	7%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	75%	86%	83%	75%	96%	*	91%	-	*	46%	80%	89%	79%	67%	67%
	2021	73%	66%	89%	60%	81%	95%	*	100%	*	*	45%	80%	89%	89%	75%	81%
At Meets Grade Level or Above	2022	43%	39%	60%	17%	41%	76%	*	73%	-	*	3%	80%	62%	54%	23%	24%
	2021	41%	33%	66%	60%	46%	80%	*	85%	*	*	18%	40%	68%	58%	36%	35%
At Masters Grade Level	2022	27%	23%	46%	0%	30%	60%	*	55%	-	*	3%	80%	49%	35%	16%	19%
	2021	23%	18%	42%	60%	23%	54%	*	62%	*	*	3%	20%	42%	41%	20%	8%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	94%	100%	85%	99%	*	100%	*	*	59%	80%	94%	93%	82%	68%
	2021	82%	80%	93%	100%	86%	99%	*	80%	-	100%	73%	*	94%	91%	78%	77%
At Meets Grade Level or Above	2022	55%	55%	71%	64%	49%	88%	*	76%	*	*	13%	80%	71%	72%	39%	39%
	2021	55%	52%	74%	80%	60%	84%	*	80%	-	100%	51%	*	74%	76%	47%	47%
At Masters Grade Level	2022	21%	22%	33%	27%	15%	45%	*	53%	*	*	3%	40%	34%	32%	12%	14%
	2021	22%	20%	34%	80%	22%	41%	*	50%	-	80%	12%	*	36%	31%	7%	13%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	97%	91%	94%	100%	*	100%	*	*	82%	*	98%	95%	89%	76%
	2021	88%	88%	95%	*	92%	99%	-	89%	*	*	77%	*	96%	94%	79%	73%
At Meets Grade Level or Above	2022	68%	68%	86%	64%	76%	94%	*	88%	*	*	50%	*	85%	88%	61%	43%
	2021	69%	68%	88%	*	82%	92%	-	89%	*	*	52%	*	88%	87%	64%	45%
At Masters Grade Level	2022	42%	42%	62%	36%	47%	73%	*	63%	*	*	29%	*	61%	66%	32%	14%
	2021	43%	41%	65%	*	55%	72%	-	67%	*	*	29%	*	64%	68%	41%	32%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	87%	98%	*	100%	98%	-	*	*	*	*	-	99%	88%	100%	-
	2021	95%	90%	100%	-	100%	100%	*	100%	-	*	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	64%	55%	88%	*	82%	92%	-	*	*	*	*	-	89%	63%	71%	-
	2021	69%	61%	93%	-	80%	99%	*	80%	-	*	-	-	94%	88%	70%	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	13%	7%	24%	*	26%	24%	-	*	*	*	*	-	24%	25%	29%	-
	2021	14%	7%	23%	-	23%	24%	*	20%	-	*	-	-	24%	0%	10%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	86%	77%	77%	94%	100%	92%	100%	92%	48%	88%	87%	83%	67%	65%
	2021	67%	64%	80%	64%	70%	88%	96%	86%	89%	86%	43%	77%	82%	76%	57%	58%
At Meets Grade Level or Above	2022	48%	45%	64%	48%	49%	76%	89%	69%	83%	81%	28%	62%	66%	60%	35%	33%
	2021	41%	38%	57%	37%	43%	67%	79%	62%	50%	72%	26%	46%	58%	53%	29%	27%
At Masters Grade Level	2022	23%	21%	35%	17%	23%	44%	26%	44%	25%	56%	14%	31%	36%	33%	13%	13%
	2021	18%	16%	27%	22%	18%	34%	8%	37%	39%	34%	8%	26%	28%	26%	9%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	88%	79%	81%	95%	100%	94%	100%	91%	50%	92%	89%	88%	71%	70%
	2021	68%	66%	82%	68%	73%	89%	100%	91%	100%	91%	45%	79%	84%	79%	59%	60%
At Meets Grade Level or Above	2022	53%	51%	72%	56%	59%	83%	100%	75%	60%	86%	31%	71%	73%	70%	44%	39%
	2021	45%	42%	64%	47%	51%	73%	89%	66%	67%	76%	30%	50%	65%	60%	34%	31%
At Masters Grade Level	2022	25%	24%	40%	21%	28%	49%	14%	52%	20%	67%	13%	39%	40%	38%	16%	17%
	2021	18%	17%	31%	23%	20%	38%	11%	41%	50%	41%	7%	27%	32%	27%	9%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	69%	85%	75%	74%	93%	100%	91%	*	92%	45%	87%	87%	80%	64%	68%
	2021	66%	60%	79%	60%	66%	88%	100%	90%	*	84%	36%	75%	80%	73%	55%	57%
At Meets Grade Level or Above	2022	42%	38%	58%	39%	42%	71%	83%	64%	*	76%	24%	57%	61%	50%	27%	30%
	2021	37%	31%	53%	29%	35%	65%	86%	69%	*	68%	20%	47%	55%	46%	24%	22%
At Masters Grade Level	2022	20%	17%	30%	14%	20%	37%	33%	41%	*	45%	13%	27%	31%	27%	10%	12%
	2021	18%	14%	26%	19%	14%	34%	14%	40%	*	35%	7%	29%	27%	23%	9%	7%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	74%	85%	79%	74%	92%	*	93%	*	92%	45%	74%	86%	81%	65%	52%
	2021	71%	68%	83%	71%	73%	91%	*	78%	*	86%	54%	94%	85%	77%	61%	61%
At Meets Grade Level or Above	2022	47%	45%	59%	45%	40%	73%	*	66%	*	77%	23%	52%	59%	56%	31%	27%
	2021	44%	40%	54%	42%	41%	63%	*	58%	*	79%	32%	47%	54%	52%	31%	31%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	20%	29%	10%	15%	39%	*	36%	*	54%	11%	17%	30%	26%	9%	8%
	2021	20%	17%	23%	25%	14%	28%	*	33%	*	29%	8%	12%	22%	23%	7%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	85%	74%	75%	93%	*	90%	*	*	57%	100%	87%	80%	67%	58%
	2021	73%	73%	80%	62%	73%	86%	*	73%	*	71%	56%	88%	79%	81%	58%	55%
At Meets Grade Level or Above	2022	50%	50%	63%	47%	49%	74%	*	70%	*	*	37%	38%	63%	61%	37%	26%
	2021	49%	49%	59%	38%	53%	64%	*	64%	*	71%	36%	38%	57%	63%	34%	29%
At Masters Grade Level	2022	30%	30%	41%	26%	28%	52%	*	35%	*	*	22%	25%	41%	42%	18%	7%
	2021	29%	28%	38%	38%	33%	42%	*	41%	*	43%	17%	25%	36%	44%	21%	19%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	32%	56%	*	43%	64%	-	44%	-	71%	33%	59%	58%	48%	25%	26%
	2021	24%	21%	37%	33%	19%	48%	-	33%	-	*	14%	20%	36%	40%	13%	14%
Reading and Mathematics Including EOC	2022	36%	32%	56%	*	43%	64%	-	44%	-	71%	33%	59%	58%	48%	25%	26%
	2021	24%	21%	37%	33%	19%	48%	-	33%	-	*	14%	20%	36%	40%	13%	14%
Reading Including EOC	2022	51%	49%	77%	*	68%	83%	-	78%	-	79%	42%	77%	78%	73%	49%	44%
	2021	38%	36%	57%	29%	41%	69%	-	58%	*	*	24%	33%	57%	57%	23%	32%
Math Including EOC	2022	43%	39%	58%	*	43%	69%	-	44%	-	71%	38%	64%	61%	48%	26%	29%
	2021	31%	26%	41%	33%	21%	54%	-	50%	-	*	18%	27%	41%	43%	15%	21%
4th Graders																	
Reading and Mathematics	2022	36%	33%	50%	22%	35%	62%	-	62%	*	*	25%	33%	50%	49%	21%	24%
	2021	26%	23%	38%	13%	25%	47%	*	36%	*	57%	22%	30%	39%	35%	12%	9%
Reading and Mathematics Including EOC	2022	36%	33%	50%	22%	35%	62%	-	62%	*	*	25%	33%	50%	49%	21%	24%
	2021	26%	23%	38%	13%	25%	47%	*	36%	*	57%	22%	30%	39%	35%	12%	9%
Reading Including EOC	2022	54%	52%	73%	44%	62%	84%	-	77%	*	*	36%	67%	74%	72%	46%	40%
	2021	36%	34%	55%	25%	44%	65%	*	36%	*	86%	26%	40%	58%	49%	24%	18%
Math Including EOC	2022	43%	39%	55%	33%	37%	68%	-	62%	*	*	28%	50%	54%	57%	24%	28%
	2021	36%	30%	46%	13%	33%	56%	*	55%	*	57%	30%	40%	47%	43%	20%	21%
5th Graders																	
Reading and Mathematics	2022	41%	38%	57%	30%	40%	71%	*	43%	-	88%	21%	64%	59%	54%	27%	29%
	2021	34%	30%	48%	40%	33%	56%	-	75%	*	71%	11%	50%	49%	43%	17%	26%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	38%	57%	30%	40%	71%	*	43%	-	88%	21%	64%	59%	54%	27%	29%
	2021	34%	30%	48%	40%	33%	56%	-	75%	*	71%	11%	50%	49%	43%	17%	26%
Reading Including EOC	2022	58%	55%	72%	50%	57%	84%	*	64%	-	100%	31%	73%	73%	70%	48%	37%
	2021	46%	43%	68%	80%	55%	76%	-	92%	*	71%	39%	75%	71%	59%	41%	50%
Math Including EOC	2022	48%	45%	62%	40%	47%	74%	*	50%	-	88%	24%	64%	64%	56%	30%	37%
	2021	44%	39%	56%	50%	40%	66%	-	69%	*	71%	14%	50%	58%	49%	26%	29%
6th Graders																	
Reading and Mathematics	2022	31%	28%	54%	71%	40%	62%	-	86%	*	*	21%	30%	58%	41%	28%	37%
	2021	24%	21%	42%	18%	29%	49%	*	77%	-	*	20%	80%	43%	39%	24%	11%
Reading and Mathematics Including EOC	2022	31%	28%	54%	71%	40%	62%	-	86%	*	*	21%	30%	58%	41%	28%	37%
	2021	24%	21%	42%	18%	29%	49%	*	77%	-	*	20%	80%	43%	39%	24%	11%
Reading Including EOC	2022	43%	42%	66%	71%	51%	75%	-	86%	*	*	29%	60%	70%	52%	39%	48%
	2021	32%	30%	53%	45%	41%	60%	*	85%	-	*	20%	100%	55%	48%	31%	26%
Math Including EOC	2022	40%	35%	65%	86%	52%	73%	-	86%	*	*	21%	40%	69%	54%	39%	44%
	2021	36%	30%	55%	27%	35%	67%	*	92%	-	*	26%	80%	56%	51%	31%	11%
7th Graders																	
Reading and Mathematics	2022	32%	28%	49%	14%	33%	61%	*	80%	-	83%	26%	83%	51%	44%	24%	25%
	2021	26%	23%	39%	0%	25%	51%	*	44%	-	*	12%	50%	42%	26%	9%	5%
Reading and Mathematics Including EOC	2022	33%	29%	50%	14%	33%	61%	*	80%	-	83%	26%	83%	51%	45%	24%	25%
	2021	27%	23%	39%	0%	26%	51%	*	50%	-	*	12%	50%	43%	26%	9%	5%
Reading Including EOC	2022	56%	54%	75%	43%	62%	84%	*	80%	-	100%	29%	83%	75%	74%	50%	40%
	2021	45%	42%	58%	33%	46%	70%	*	50%	-	*	16%	50%	62%	46%	32%	18%
Math Including EOC	2022	37%	32%	51%	14%	35%	62%	*	90%	-	83%	26%	83%	53%	46%	26%	25%
	2021	32%	27%	47%	0%	33%	58%	*	70%	-	*	16%	67%	50%	35%	16%	9%
8th Graders																	
Reading and Mathematics	2022	27%	23%	20%	38%	13%	30%	-	17%	-	*	19%	*	18%	24%	12%	11%
	2021	21%	17%	15%	17%	11%	17%	*	*	-	*	15%	*	16%	13%	4%	21%
Reading and Mathematics Including EOC	2022	41%	37%	60%	38%	41%	77%	*	50%	-	*	23%	43%	63%	52%	28%	14%
	2021	33%	28%	50%	44%	35%	59%	*	62%	*	*	21%	*	51%	48%	16%	37%
Reading Including EOC	2022	58%	56%	73%	63%	58%	87%	*	67%	-	*	30%	71%	75%	68%	43%	27%
	2021	47%	44%	60%	44%	49%	68%	*	62%	*	*	29%	*	61%	58%	23%	37%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	43%	64%	38%	45%	82%	*	67%	-	*	27%	43%	68%	53%	31%	14%
	2021	43%	36%	61%	44%	42%	75%	*	77%	*	*	25%	*	64%	53%	27%	47%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	50%	33%	35%	62%	*	59%	*	76%	25%	49%	52%	45%	23%	26%
	2021	26%	23%	38%	21%	25%	48%	60%	52%	*	61%	16%	39%	40%	34%	14%	14%
Reading and Mathematics Including EOC	2022	36%	33%	55%	33%	39%	66%	*	61%	*	76%	25%	51%	57%	49%	25%	26%
	2021	28%	24%	42%	26%	28%	52%	60%	56%	*	62%	17%	38%	44%	39%	16%	16%
Reading Including EOC	2022	53%	51%	73%	53%	59%	83%	*	75%	*	85%	34%	72%	74%	68%	46%	40%
	2021	41%	38%	59%	45%	46%	68%	80%	65%	60%	72%	26%	50%	61%	53%	29%	30%
Math Including EOC	2022	43%	39%	59%	40%	43%	71%	*	67%	*	82%	28%	57%	62%	52%	29%	31%
	2021	37%	31%	51%	30%	35%	63%	80%	69%	*	66%	22%	50%	53%	46%	23%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	76	88	83	85	91	-	100	*	*	80	96	89	86	88	64
	2019	61	59	55	54	57	54	*	58	-	*	47	60	54	61	42	38
Grade 4 Mathematics	2022	74	74	80	63	76	83	-	88	-	*	78	92	79	83	72	67
	2019	65	62	65	58	57	70	*	92	-	*	57	83	66	63	62	63
Grade 5 ELA/Reading	2022	87	87	91	100	88	92	*	92	-	100	78	91	92	88	83	83
	2019	81	81	87	80	85	89	*	75	-	*	87	*	86	91	87	88
Grade 5 Mathematics	2022	79	81	87	100	89	84	*	100	-	75	78	91	89	82	83	88
	2019	83	84	95	92	95	96	*	92	-	*	84	*	96	92	93	82
Grade 6 ELA/Reading	2022	61	61	65	36	57	71	-	88	*	*	55	50	65	68	60	65
	2019	42	41	44	38	42	46	*	64	*	*	32	40	46	40	33	55
Grade 6 Mathematics	2022	61	59	70	71	68	70	-	88	*	*	71	70	71	64	72	80
	2019	54	49	61	56	56	65	*	61	*	*	43	30	66	46	41	72
Grade 7 ELA/Reading	2022	88	88	94	100	92	95	*	100	-	*	85	100	95	92	87	92
	2019	77	76	84	94	81	85	*	100	-	-	75	*	85	80	86	79
Grade 7 Mathematics	2022	60	61	57	*	57	55	*	*	-	*	45	*	61	49	55	53
	2019	62	61	49	*	48	47	*	*	-	-	45	*	53	38	60	59
Grade 8 ELA/Reading	2022	83	82	90	86	88	91	*	85	-	*	83	92	90	87	85	88
	2019	77	77	83	100	80	83	*	94	-	*	72	*	86	74	76	82
Grade 8 Mathematics	2022	74	71	66	44	67	66	-	73	-	*	74	57	67	62	61	75
	2019	82	82	77	77	77	76	*	90	-	-	73	*	78	72	74	73
End of Course English II	2022	71	71	64	57	67	60	*	83	-	*	71	*	65	59	62	76
	2019	69	68	71	60	64	77	*	77	*	*	57	-	73	65	55	50
End of Course Algebra I	2022	67	65	80	*	68	89	*	81	-	*	33	*	81	75	55	73
	2019	75	73	83	83	77	87	-	86	*	*	35	*	83	82	67	68
All Grades Both Subjects	2022	74	73	79	73	75	80	89	89	30	83	70	83	79	76	72	76
	2019	69	68	73	71	70	75	48	79	83	46	57	68	74	68	64	70
All Grades ELA/Reading	2022	78	77	82	77	79	83	*	92	*	89	75	84	82	80	77	78
	2019	68	67	71	71	69	73	46	76	*	56	61	67	72	68	63	69
All Grades Mathematics	2022	69	69	75	69	71	77	100	86	*	76	63	82	76	71	66	75
	2019	70	68	75	71	71	78	50	83	*	33	53	70	76	69	66	71

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	72%	86%	65%	-	-	65%	-	-	56%	70%	50%	-	100%	88%	60%	95%
	2021	67%	64%	80%	52%	-	-	52%	-	-	54%	53%	55%	-	77%	82%	49%	89%
At Meets Grade Level or Above	2022	48%	45%	64%	29%	-	-	29%	-	-	23%	39%	15%	-	71%	67%	25%	74%
	2021	41%	38%	57%	22%	-	-	22%	-	-	20%	21%	19%	-	54%	59%	17%	63%
At Masters Grade Level	2022	23%	21%	35%	14%	-	-	14%	-	-	6%	11%	3%	-	43%	37%	10%	32%
	2021	18%	16%	27%	8%	-	-	8%	-	-	4%	6%	3%	-	23%	29%	5%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	88%	76%	-	-	76%	-	-	56%	78%	47%	-	*	90%	65%	97%
	2021	68%	66%	82%	58%	-	-	58%	-	-	54%	54%	54%	-	80%	84%	51%	92%
At Meets Grade Level or Above	2022	53%	51%	72%	38%	-	-	38%	-	-	27%	44%	19%	-	*	75%	31%	90%
	2021	45%	42%	64%	30%	-	-	30%	-	-	19%	23%	17%	-	60%	66%	19%	73%
At Masters Grade Level	2022	25%	24%	40%	22%	-	-	22%	-	-	9%	19%	5%	-	*	42%	14%	37%
	2021	18%	17%	31%	14%	-	-	14%	-	-	5%	12%	2%	-	20%	32%	8%	25%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	69%	85%	72%	-	-	72%	-	-	57%	64%	51%	-	*	86%	65%	100%
	2021	66%	60%	79%	54%	-	-	54%	-	-	54%	54%	54%	-	*	81%	50%	93%
At Meets Grade Level or Above	2022	42%	38%	58%	28%	-	-	28%	-	-	22%	36%	11%	-	*	60%	25%	76%
	2021	37%	31%	53%	20%	-	-	20%	-	-	17%	23%	11%	-	*	55%	15%	61%
At Masters Grade Level	2022	20%	17%	30%	13%	-	-	13%	-	-	5%	7%	3%	-	*	31%	9%	41%
	2021	18%	14%	26%	6%	-	-	6%	-	-	2%	4%	0%	-	*	27%	2%	32%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	74%	85%	34%	-	-	34%	-	-	58%	64%	55%	-	*	87%	44%	93%
	2021	71%	68%	83%	50%	-	-	50%	-	-	59%	40%	63%	-	*	84%	46%	96%
At Meets Grade Level or Above	2022	47%	45%	59%	15%	-	-	15%	-	-	18%	36%	9%	-	*	61%	18%	71%
	2021	44%	40%	54%	22%	-	-	22%	-	-	31%	0%	38%	-	*	55%	17%	65%
At Masters Grade Level	2022	21%	20%	29%	5%	-	-	5%	-	-	0%	0%	0%	-	*	31%	4%	29%
	2021	20%	17%	23%	6%	-	-	6%	-	-	7%	0%	8%	-	*	23%	4%	26%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	85%	39%	-	-	39%	-	-	50%	-	50%	-	-	86%	38%	88%
	2021	73%	73%	80%	38%	-	-	38%	-	-	50%	-	50%	-	*	81%	33%	75%
At Meets Grade Level or Above	2022	50%	50%	63%	11%	-	-	11%	-	-	17%	-	17%	-	-	65%	12%	47%
	2021	49%	49%	59%	6%	-	-	6%	-	-	10%	-	10%	-	*	60%	11%	50%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	30%	41%	0%	-	-	0%	-	-	0%	-	0%	-	-	43%	0%	18%
	2021	29%	28%	38%	0%	-	-	0%	-	-	0%	-	0%	-	*	39%	6%	36%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	73%	79%	78%	-	-	78%	-	-	73%	87%	65%	-	75%	79%	75%	88%
	2019	69%	68%	73%	76%	-	-	76%	-	-	67%	56%	69%	-	53%		69%	
All Grades ELA/Reading	2022	78%	77%	82%	77%	-	-	77%	-	-	80%	91%	74%	-	*	82%	77%	82%
	2019	68%	67%	71%	76%	-	-	76%	-	-	63%	50%	67%	-	64%		68%	
All Grades Mathematics	2022	69%	69%	75%	79%	-	-	79%	-	-	64%	82%	52%	-	*	75%	72%	94%
	2019	70%	68%	75%	76%	-	-	76%	-	-	70%	63%	71%	-	44%		71%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	99%	99%	99%	95%	100%	100%	100%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	92%	96%	94%	95%	98%	95%	97%	100%	91%	91%	97%	99%	90%	96%	87%
Not Included in Accountability: Mobile	5%	5%	2%	6%	3%	2%	0%	0%	0%	9%	5%	2%	0%	7%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	2%	0%	0%	3%	0%	0%	2%	1%	7%
Not Tested	1%	2%	1%	1%	1%	1%	5%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	0%	1%	1%	0%	5%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	98%	99%	99%	100%	100%	100%	100%	98%	99%	99%	99%	100%	100%
Included in Accountability	92%	92%	96%	94%	94%	97%	100%	94%	100%	91%	90%	96%	98%	89%	95%	83%
Not Included in Accountability: Mobile	5%	5%	2%	5%	3%	2%	0%	0%	0%	9%	4%	3%	0%	8%	2%	5%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	6%	0%	0%	4%	0%	1%	2%	3%	12%
Not Tested	1%	2%	1%	2%	1%	1%	0%	0%	0%	0%	2%	1%	1%	1%	0%	0%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	0%	2%	1%	1%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	99%	*	100%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	93%	96%	94%	95%	97%	100%	99%	*	90%	91%	97%	98%	90%	96%	88%
Not Included in Accountability: Mobile	5%	5%	2%	6%	3%	2%	0%	0%	*	10%	6%	1%	0%	8%	2%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	2%	0%	0%	1%	1%	5%
Not Tested	1%	1%	1%	0%	1%	1%	0%	1%	*	0%	1%	1%	1%	1%	1%	2%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	1%	1%	0%	0%	0%	1%
Other	0%	0%	1%	0%	1%	1%	0%	1%	*	0%	0%	0%	1%	0%	1%	1%
Science																
Assessment Participant	98%	98%	100%	100%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	97%	94%	96%	98%	*	100%	*	93%	92%	96%	99%	91%	98%	92%
Not Included in Accountability: Mobile	4%	5%	2%	6%	3%	2%	*	0%	*	7%	3%	4%	0%	7%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	*	0%	3%	0%	0%	2%	0%	4%
Not Tested	2%	2%	0%	0%	0%	1%	*	0%	*	0%	1%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	100%	100%	100%	100%	*	100%	*	*	98%	100%	100%	100%	99%	100%
Included in Accountability	94%	93%	98%	90%	98%	99%	*	100%	*	*	89%	100%	100%	94%	97%	96%
Not Included in Accountability: Mobile	4%	4%	1%	10%	1%	1%	*	0%	*	*	5%	0%	0%	5%	1%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	0%	*	*	4%	0%	0%	1%	0%	2%
Not Tested	2%	2%	0%	0%	0%	0%	*	0%	*	*	2%	0%	0%	0%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	*	0%	*	*	2%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	88%	*	83%	90%	-	*	*	*	*	-	88%	89%	50%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	85%	96%	96%	95%	97%	92%	98%	95%	96%	95%	96%	96%	95%	92%	98%
Included in Accountability	83%	81%	93%	86%	91%	95%	92%	89%	95%	96%	89%	92%	96%	85%	87%	89%
Not Included in Accountability: Mobile	3%	4%	3%	10%	3%	2%	0%	6%	0%	0%	3%	3%	0%	9%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	2%	0%	0%	2%	1%	0%	1%	1%	4%
Not Tested	12%	15%	4%	4%	5%	3%	8%	2%	5%	4%	5%	4%	4%	5%	8%	2%
Absent	2%	2%	1%	0%	2%	1%	0%	0%	5%	2%	2%	2%	1%	1%	3%	1%
Other	10%	13%	3%	4%	3%	2%	8%	2%	0%	2%	3%	3%	3%	4%	4%	1%
Reading																
Assessment Participant	89%	86%	96%	97%	94%	97%	90%	96%	100%	94%	95%	95%	96%	95%	91%	98%
Included in Accountability	83%	80%	92%	86%	90%	95%	90%	87%	100%	94%	87%	91%	95%	85%	85%	85%
Not Included in Accountability: Mobile	3%	4%	3%	12%	3%	2%	0%	6%	0%	0%	3%	2%	0%	9%	5%	5%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	1%	0%	0%	4%	0%	0%	4%	2%	0%	1%	2%	8%
Not Tested	11%	14%	4%	3%	6%	3%	10%	4%	0%	6%	5%	5%	4%	5%	9%	2%
Absent	2%	2%	1%	0%	2%	1%	0%	1%	0%	3%	2%	2%	1%	1%	4%	0%
Other	10%	12%	3%	3%	4%	2%	10%	3%	0%	3%	3%	4%	3%	4%	5%	2%
Mathematics																
Assessment Participant	88%	85%	95%	95%	93%	96%	88%	97%	80%	94%	93%	95%	95%	94%	90%	97%
Included in Accountability	84%	81%	91%	83%	90%	94%	88%	89%	80%	94%	88%	93%	95%	83%	85%	90%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	3%	13%	3%	2%	0%	7%	0%	0%	4%	2%	0%	11%	5%	6%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	15%	5%	5%	7%	4%	13%	3%	20%	6%	7%	5%	5%	6%	10%	3%
Absent	2%	2%	1%	0%	2%	1%	0%	0%	20%	3%	4%	2%	1%	2%	4%	2%
Other	10%	13%	4%	5%	5%	4%	13%	3%	0%	3%	4%	4%	4%	4%	6%	1%
Science																
Assessment Participant	87%	85%	98%	96%	97%	99%	* 100%	* 100%	* 100%	98%	95%	98%	98%	98%	96%	99%
Included in Accountability	84%	81%	96%	89%	95%	98%	* 95%	* 100%	* 100%	95%	89%	98%	98%	91%	92%	94%
Not Included in Accountability: Mobile	3%	3%	2%	7%	3%	1%	* 3%	* 0%	* 0%	3%	5%	0%	0%	6%	4%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	* 3%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	1%
Not Tested	13%	15%	2%	4%	3%	1%	* 0%	* 0%	* 0%	2%	5%	2%	2%	2%	4%	1%
Absent	2%	2%	1%	0%	2%	0%	* 0%	* 0%	* 0%	1%	5%	1%	0%	0%	2%	1%
Other	10%	13%	1%	4%	1%	1%	* 0%	* 0%	* 0%	1%	0%	0%	0%	2%	2%	0%
Social Studies																
Assessment Participant	87%	85%	98%	93%	98%	99%	* 100%	* 100%	* 100%	97%	100%	99%	99%	97%	97%	98%
Included in Accountability	84%	82%	97%	93%	97%	98%	* 96%	* 100%	* 100%	97%	89%	99%	99%	93%	95%	93%
Not Included in Accountability: Mobile	3%	3%	1%	0%	2%	0%	* 0%	* 0%	* 0%	0%	11%	0%	0%	4%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	* 4%	* 0%	* 0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	13%	15%	2%	7%	2%	1%	* 0%	* 0%	* 0%	3%	0%	1%	1%	3%	3%	2%
Absent	3%	3%	0%	0%	0%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	0%
Other	10%	12%	2%	7%	2%	1%	* 0%	* 0%	* 0%	3%	0%	1%	1%	3%	3%	2%
Accelerated Testers																
SAT/ACT Participant	85%	82%	83%	*	78%	85%	* 83%	-	*	*	-	84%	62%	77%	*	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.6%	96.5%	95.4%	95.3%	97.4%	97.8%	98.2%	91.6%	97.9%	95.0%	93.2%	95.9%
2019-20	98.3%	98.0%	99.2%	99.1%	99.0%	99.3%	99.6%	99.6%	97.8%	99.0%	98.6%	98.8%	99.3%
Chronic Absenteeism													
2020-21	15.0%	15.9%	7.6%	17.6%	12.2%	4.0%	0.0%	4.3%	15.4%	6.7%	13.4%	21.1%	11.5%
2019-20	6.7%	8.7%	3.2%	2.0%	3.8%	2.8%	0.0%	2.1%	9.1%	3.3%	5.3%	4.8%	2.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.0%	0.3%	0.0%	0.3%	0.2%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
2019-20	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	3.1%	0.3%	0.0%	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	0.6%	0.9%	0.0%
2019-20	1.6%	2.0%	0.1%	0.0%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	87.8%	95.6%	85.7%	91.0%	99.1%	*	100.0%	*	*	94.1%	90.4%	88.9%
Received TxCHSE	0.3%	0.3%	0.2%	0.0%	0.0%	0.5%	*	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	3.9%	4.0%	2.9%	14.3%	6.0%	0.5%	*	0.0%	*	*	2.9%	6.0%	0.0%
Dropped Out	5.8%	7.9%	1.2%	0.0%	3.0%	0.0%	*	0.0%	*	*	2.9%	3.6%	11.1%
Graduates and TxCHSE	90.3%	88.1%	95.9%	85.7%	91.0%	99.5%	*	100.0%	*	*	94.1%	90.4%	88.9%
Graduates, TxCHSE, and Continuers	94.2%	92.1%	98.8%	100.0%	97.0%	100.0%	*	100.0%	*	*	97.1%	96.4%	88.9%
Class of 2020													
Graduated	90.3%	88.8%	97.1%	100.0%	95.6%	98.2%	*	100.0%	*	100.0%	78.8%	93.2%	100.0%
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.9%	2.4%	0.0%	3.1%	1.8%	*	0.0%	*	0.0%	18.2%	5.5%	0.0%
Dropped Out	5.4%	7.0%	0.5%	0.0%	1.3%	0.0%	*	0.0%	*	0.0%	3.0%	1.4%	0.0%
Graduates and TxCHSE	90.7%	89.1%	97.1%	100.0%	95.6%	98.2%	*	100.0%	*	100.0%	78.8%	93.2%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	93.0%	99.5%	100.0%	98.7%	100.0%	*	100.0%	*	100.0%	97.0%	98.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	90.5%	99.0%	100.0%	98.1%	99.5%	*	100.0%	*	100.0%	96.6%	95.9%	100.0%
Received TxCHSE	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.2%	0.2%	0.0%	0.0%	0.5%	*	0.0%	*	0.0%	0.0%	1.4%	0.0%
Dropped Out	6.2%	7.9%	0.7%	0.0%	1.9%	0.0%	*	0.0%	*	0.0%	3.4%	2.7%	0.0%
Graduates and TxCHSE	92.7%	90.9%	99.0%	100.0%	98.1%	99.5%	*	100.0%	*	100.0%	96.6%	95.9%	100.0%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.1%	99.3%	100.0%	98.1%	100.0%	*	100.0%	*	100.0%	96.6%	97.3%	100.0%
Class of 2019													
Graduated	92.0%	90.3%	98.4%	100.0%	97.4%	99.0%	-	100.0%	-	*	82.1%	96.3%	66.7%
Received TxCHSE	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	1.4%	0.8%	0.0%	1.3%	0.5%	-	0.0%	-	*	10.7%	0.0%	33.3%
Dropped Out	6.1%	7.8%	0.8%	0.0%	1.3%	0.5%	-	0.0%	-	*	7.1%	3.7%	0.0%
Graduates and TxCHSE	92.6%	90.8%	98.4%	100.0%	97.4%	99.0%	-	100.0%	-	*	82.1%	96.3%	66.7%
Graduates, TxCHSE, and Continuers	93.9%	92.2%	99.2%	100.0%	98.7%	99.5%	-	100.0%	-	*	92.9%	96.3%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	90.7%	99.2%	100.0%	98.7%	99.5%	-	100.0%	-	*	92.0%	96.3%	*
Received TxCHSE	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.2%	8.1%	0.8%	0.0%	1.3%	0.5%	-	0.0%	-	*	8.0%	3.7%	*
Graduates and TxCHSE	93.2%	91.3%	99.2%	100.0%	98.7%	99.5%	-	100.0%	-	*	92.0%	96.3%	*
Graduates, TxCHSE, and Continuers	93.8%	91.9%	99.2%	100.0%	98.7%	99.5%	-	100.0%	-	*	92.0%	96.3%	*
Class of 2018													
Graduated	92.6%	90.0%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.9%	93.6%	100.0%
Received TxCHSE	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	8.6%	1.3%	10.0%	2.4%	0.0%	*	0.0%	-	*	9.1%	6.4%	0.0%
Graduates and TxCHSE	93.3%	90.8%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.9%	93.6%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	91.4%	98.7%	90.0%	97.6%	100.0%	*	100.0%	-	*	90.9%	93.6%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	87.8%	94.3%	85.7%	87.9%	99.1%	*	100.0%	*	*	80.0%	88.2%	88.9%
Class of 2020	90.3%	88.8%	97.1%	100.0%	95.6%	98.2%	*	100.0%	*	100.0%	78.8%	93.2%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	65.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.5%	0.3%	0.0%	0.0%	0.5%	*	0.0%	*	*	3.1%	0.0%	0.0%
Class of 2020	4.3%	2.7%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	1.5%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	80.8%	90.4%	100.0%	81.6%	95.9%	*	100.0%	*	*	43.8%	80.0%	62.5%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	83.9%	90.0%	85.7%	84.9%	93.6%	*	86.7%	-	100.0%	38.5%	76.5%	45.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	83.3%	90.6%	100.0%	81.6%	96.3%	*	100.0%	*	*	46.9%	80.0%	62.5%
Class of 2020	87.8%	86.6%	90.3%	85.7%	85.5%	93.6%	*	86.7%	-	100.0%	38.5%	77.9%	45.5%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	35.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	27.4%	*	-	-	*	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	2.7%	0.3%	0.0%	0.0%	0.5%	*	0.0%	*	*	3.0%	0.0%	0.0%
2019-20	4.4%	2.7%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	1.7%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	79.3%	89.6%	100.0%	80.5%	95.8%	*	100.0%	*	*	39.4%	77.6%	62.5%
2019-20	81.8%	82.1%	89.2%	75.0%	83.7%	93.0%	*	91.7%	-	100.0%	42.3%	81.4%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	81.9%	89.9%	100.0%	80.5%	96.3%	*	100.0%	*	*	42.4%	77.6%	62.5%
2019-20	85.8%	84.5%	89.3%	75.0%	84.3%	92.5%	*	91.7%	-	100.0%	40.7%	83.1%	62.5%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	396	100.0%	358,842	100.0%
By Ethnicity:				
African American	6	1.5%	44,018	12.3%
Hispanic	154	38.9%	183,306	51.1%
White	216	54.5%	103,898	29.0%
American Indian	4	1.0%	1,195	0.3%
Asian	11	2.8%	18,030	5.0%
Pacific Islander	2	0.5%	553	0.2%
Two or More Races	3	0.8%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	40	10.1%	56,281	15.7%
Foundation H.S. Program (Endorsement)	1	0.3%	13,582	3.8%
Foundation H.S. Program (DLA)	355	89.6%	287,316	80.1%
Special Education Graduates	33	8.3%	31,028	8.6%
Economically Disadvantaged Graduates	76	19.2%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	2.0%	32,809	9.1%
At-Risk Graduates	104	26.3%	155,884	43.4%
CTE Completers	8	2.0%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	58.9%	65.9%	33.3%	51.3%	77.3%	*	72.7%	*	*	78.8%	40.8%	37.5%
2019-20	63.0%	57.1%	73.7%	62.5%	61.4%	81.6%	*	75.0%	-	80.0%	66.7%	50.8%	37.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	47.8%	59.6%	33.3%	40.9%	73.6%	*	63.6%	*	*	3.0%	26.3%	12.5%
2019-20	53.4%	48.8%	69.8%	62.5%	56.2%	78.5%	*	66.7%	-	80.0%	11.1%	39.0%	12.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	50.9%	61.6%	66.7%	43.5%	74.1%	*	63.6%	*	*	9.1%	35.5%	12.5%
2019-20	59.7%	57.3%	76.6%	62.5%	61.4%	87.3%	*	66.7%	-	100.0%	18.5%	44.1%	12.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	39.8%	53.5%	16.7%	33.8%	68.5%	*	54.5%	*	*	3.0%	22.4%	12.5%
2019-20	47.9%	43.6%	66.8%	75.0%	52.3%	75.4%	*	75.0%	-	80.0%	7.4%	33.9%	12.5%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	35.0%	50.8%	16.7%	32.5%	64.8%	*	45.5%	*	*	3.0%	19.7%	12.5%
2019-20	43.2%	39.1%	65.6%	62.5%	51.0%	75.0%	*	66.7%	-	80.0%	7.4%	30.5%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	20.2%	39.6%	16.7%	27.3%	50.5%	*	27.3%	*	*	0.0%	11.8%	0.0%
2019-20	21.1%	20.4%	46.3%	25.0%	34.6%	53.5%	*	58.3%	-	80.0%	3.7%	18.6%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2019-20	2.1%	1.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	25.9%	11.1%	0.0%	7.8%	13.9%	*	9.1%	*	*	0.0%	5.3%	0.0%
2019-20	24.6%	24.2%	14.9%	12.5%	13.1%	15.4%	*	16.7%	-	0.0%	3.7%	10.2%	12.5%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	9.7%	19.7%	0.0%	13.6%	24.1%	*	27.3%	*	*	3.0%	7.9%	0.0%
2019-20	4.0%	8.7%	0.5%	0.0%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	20.0%	6.6%	0.0%	10.4%	4.2%	*	9.1%	*	*	78.8%	14.5%	25.0%
2019-20	18.7%	14.3%	4.9%	0.0%	7.2%	3.5%	*	8.3%	-	0.0%	66.7%	13.6%	25.0%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2019-20	13.2%	8.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.5%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.1%	3.3%	0.0%	7.1%	0.9%	*	0.0%	*	*	39.4%	10.5%	25.0%
2019-20	2.4%	2.0%	2.0%	0.0%	3.3%	1.3%	*	0.0%	-	0.0%	25.9%	1.7%	12.5%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.8%	3.5%	0.0%	3.9%	3.2%	*	9.1%	*	*	42.4%	5.3%	0.0%
2019-20	3.7%	3.9%	2.7%	0.0%	3.3%	2.2%	*	8.3%	-	0.0%	40.7%	11.9%	12.5%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	27.2%	19.7%	16.7%	18.2%	20.4%	* 27.3%		*	*	3.0%	19.7%	0.0%
	2019-20	30.1%	30.0%	20.5%	0.0%	21.6%	20.6%	* 16.7%		-	0.0%	11.1%	16.9%	12.5%
Mathematics	2020-21	19.4%	20.9%	12.6%	0.0%	11.0%	14.4%	* 9.1%		*	*	0.0%	11.8%	0.0%
	2019-20	21.2%	21.8%	16.8%	25.0%	17.6%	15.4%	* 25.0%		-	0.0%	0.0%	13.6%	0.0%
Both Subjects	2020-21	14.4%	16.6%	8.8%	0.0%	7.8%	9.7%	* 9.1%		*	*	0.0%	7.9%	0.0%
	2019-20	16.4%	18.2%	12.2%	0.0%	13.7%	11.0%	* 16.7%		-	0.0%	0.0%	8.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.2%	0.0%	0.0%	0.0%	0.0%	* 0.0%		*	*	0.0%	0.0%	0.0%
	2019-20	7.3%	3.6%	0.0%	0.0%	0.0%	0.0%	* 0.0%		-	0.0%	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	6.8%	0.0%	0.0%	0.0%	0.0%	* 0.0%		*	*	0.0%	0.0%	0.0%
	2019-20	9.7%	7.4%	0.0%	0.0%	0.0%	0.0%	* 0.0%		-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	1.7%	0.0%	0.0%	0.0%	0.0%	* 0.0%		*	*	0.0%	0.0%	0.0%
	2019-20	4.2%	1.6%	0.0%	0.0%	0.0%	0.0%	* 0.0%		-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	20.8%	39.0%	25.0%	29.6%	47.4%	* 30.0%		*	42.9%	0.0%	12.7%	0.0%
	2020	22.0%	23.1%	39.4%	15.4%	26.5%	49.4%	37.5%	34.6%	*	55.6%	5.4%	8.2%	4.0%
English Language Arts	2021	12.1%	12.8%	22.3%	8.3%	14.8%	29.2%	* 15.0%		*	14.3%	0.0%	5.7%	0.0%
	2020	12.7%	14.3%	23.1%	7.7%	12.9%	30.8%	12.5%	23.1%	*	44.4%	1.4%	2.5%	0.0%
Mathematics	2021	6.1%	4.9%	12.3%	8.3%	8.1%	15.8%	* 5.0%		*	28.6%	0.0%	5.7%	0.0%
	2020	6.4%	5.9%	12.1%	7.7%	5.7%	16.4%	25.0%	11.5%	*	22.2%	1.4%	0.8%	0.0%
Science	2021	8.7%	7.4%	8.6%	16.7%	7.0%	9.4%	* 10.0%		*	14.3%	0.0%	5.1%	0.0%
	2020	9.4%	8.8%	9.3%	7.7%	6.3%	10.7%	25.0%	7.7%	*	44.4%	2.7%	2.5%	0.0%
Social Studies	2021	11.6%	12.4%	30.1%	8.3%	22.9%	37.3%	* 15.0%		*	42.9%	0.0%	8.2%	0.0%
	2020	12.4%	13.8%	29.9%	7.7%	18.6%	39.0%	25.0%	26.9%	*	33.3%	2.7%	5.7%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	44.6%	70.1%	*	65.7%	72.1%	* 66.7%		*	*	-	70.0%	-
	2020	59.0%	56.1%	79.4%	*	81.0%	79.7%	* 77.8%		-	40.0%	*	50.0%	*
English Language Arts	2021	42.7%	39.0%	73.1%	*	60.8%	78.2%	- *		*	*	-	55.6%	-
	2020	50.1%	46.4%	66.0%	*	56.1%	68.1%	* 83.3%		-	*	*	*	-
Mathematics	2021	49.4%	41.4%	79.0%	*	82.1%	77.6%	* *		-	*	-	100.0%	-
	2020	56.5%	50.1%	89.8%	*	94.4%	90.3%	* *		-	*	*	*	-
Science	2021	41.4%	42.8%	62.9%	*	45.8%	72.5%	- *		-	*	-	62.5%	-
	2020	47.6%	46.9%	61.8%	*	75.0%	55.3%	* *		-	*	*	*	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	36.4%	52.8%	*	45.6%	56.3%	-	*	*	*	-	61.5%	-
	2020	52.3%	48.5%	72.4%	*	74.6%	73.7%	*	42.9%	-	*	*	28.6%	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	67.4%	68.2%	66.7%	53.2%	77.8%	*	72.7%	*	*	21.2%	42.1%	12.5%
	2019-20	76.7%	81.2%	81.7%	87.5%	66.7%	90.8%	*	83.3%	-	100.0%	25.9%	53.2%	10.0%
At/Above Criterion for All Examinees	2020-21	32.9%	31.8%	66.7%	*	47.6%	78.0%	*	50.0%	*	*	14.3%	31.3%	*
	2019-20	35.7%	33.8%	72.5%	42.9%	63.7%	77.8%	*	70.0%	-	80.0%	28.6%	39.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	994	1180	*	1138	1204	*	1202	*	*	*	1097	*
	2019-20	1019	997	1160	1077	1116	1183	1143	1139	-	1254	886	1013	1020
English Language Arts and Writing	2020-21	504	504	590	*	568	603	*	585	*	*	*	557	*
	2019-20	513	504	581	549	558	594	555	562	-	632	453	509	440
Mathematics	2020-21	498	490	590	*	570	601	*	617	*	*	*	541	*
	2019-20	506	493	579	529	558	589	588	577	-	622	433	504	580
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.0	24.0	*	21.3	25.2	*	*	-	*	*	20.6	-
	2019-20	20.2	20.1	24.5	22.5	23.2	25.0	27.0	23.5	-	28.0	16.8	20.1	-
English Language Arts	2020-21	19.6	18.6	24.0	*	21.2	25.4	*	*	-	*	*	20.2	-
	2019-20	19.9	19.9	24.9	21.8	23.6	25.3	26.7	24.3	-	28.8	17.1	20.7	-
Mathematics	2020-21	19.9	18.9	23.7	*	21.1	24.8	*	*	-	*	*	20.3	-
	2019-20	20.1	19.8	23.9	23.5	22.0	24.4	28.3	23.0	-	28.0	16.8	18.4	-
Science	2020-21	20.3	19.4	23.8	*	21.3	24.9	*	*	-	*	*	21.1	-
	2019-20	20.5	20.5	24.1	23.0	23.2	24.3	26.3	23.5	-	25.3	14.8	20.0	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	41.6%	67.9%	48.3%	60.4%	73.8%	71.4%	76.9%	80.0%	75.0%	34.5%	48.9%	34.7%
	2019-20	46.3%	44.7%	63.9%	53.6%	55.5%	69.4%	88.9%	75.6%	*	66.7%	41.6%	47.2%	29.3%
English Language Arts	2020-21	16.3%	14.9%	21.4%	7.1%	15.6%	26.1%	28.6%	23.7%	20.0%	27.3%	0.7%	5.4%	0.0%
	2019-20	18.2%	16.9%	17.7%	17.9%	11.3%	21.5%	28.6%	25.6%	*	42.9%	1.7%	5.1%	3.6%
Mathematics	2020-21	19.3%	18.8%	26.3%	26.9%	21.5%	29.0%	50.0%	29.7%	60.0%	50.0%	3.3%	13.3%	6.7%
	2019-20	20.7%	20.1%	26.2%	19.2%	18.6%	30.6%	44.4%	40.0%	*	50.0%	3.7%	13.2%	5.6%
Science	2020-21	20.6%	20.3%	26.7%	14.8%	27.2%	26.1%	28.6%	36.8%	*	27.3%	25.4%	25.9%	22.2%
	2019-20	22.4%	22.1%	25.8%	12.0%	24.9%	26.0%	55.6%	35.9%	*	35.7%	35.2%	28.8%	13.0%
Social Studies	2020-21	22.8%	22.7%	46.9%	29.6%	37.1%	54.9%	33.3%	45.9%	*	58.3%	3.8%	22.6%	6.7%
	2019-20	24.6%	24.4%	43.2%	34.6%	33.4%	50.2%	44.4%	45.0%	*	61.5%	4.6%	18.4%	8.9%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2019-20	58.5%	57.8%	15.6%	0.0%	11.1%	19.3%	*	8.3%	-	20.0%	18.5%	15.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	48.4%	55.9%	62.5%	51.0%	59.2%	*	25.0%	-	100.0%	40.7%	51.6%	10.0%
	2018-19	52.6%	52.0%	63.7%	60.0%	60.5%	65.5%	-	76.5%	-	*	44.0%	63.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,788	100.0%	5,402,928	100.0%	4,824	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	20	0.4%	14,290	0.3%	35	0.7%	21,375	0.4%
Pre-Kindergarten	53	1.1%	222,767	4.1%	70	1.5%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	53	1.1%	188,798	3.5%	70	1.5%	189,474	3.5%
Kindergarten	304	6.3%	370,054	6.8%	304	6.3%	371,502	6.8%
Grade 1	325	6.8%	384,494	7.1%	325	6.7%	386,232	7.1%
Grade 2	308	6.4%	382,008	7.1%	308	6.4%	383,838	7.1%
Grade 3	334	7.0%	383,078	7.1%	335	6.9%	384,872	7.1%
Grade 4	346	7.2%	383,959	7.1%	347	7.2%	386,011	7.1%
Grade 5	351	7.3%	387,945	7.2%	351	7.3%	389,971	7.2%
Grade 6	360	7.5%	398,640	7.4%	360	7.5%	400,447	7.4%
Grade 7	363	7.6%	418,486	7.7%	363	7.5%	418,788	7.7%
Grade 8	375	7.8%	424,287	7.9%	376	7.8%	424,544	7.8%
Grade 9	417	8.7%	475,437	8.8%	417	8.6%	475,746	8.8%
Grade 10	413	8.6%	408,393	7.6%	413	8.6%	408,700	7.5%
Grade 11	426	8.9%	389,034	7.2%	426	8.8%	389,454	7.2%
Grade 12	393	8.2%	360,056	6.7%	394	8.2%	362,157	6.7%
Ethnic Distribution:								
African American	107	2.2%	690,999	12.8%	108	2.2%	694,302	12.8%
Hispanic	1,905	39.8%	2,850,147	52.8%	1,916	39.7%	2,860,754	52.7%
White	2,503	52.3%	1,420,166	26.3%	2,524	52.3%	1,427,241	26.3%
American Indian	10	0.2%	17,944	0.3%	10	0.2%	18,028	0.3%
Asian	146	3.0%	259,342	4.8%	146	3.0%	261,788	4.8%
Pacific Islander	7	0.1%	8,443	0.2%	7	0.1%	8,477	0.2%
Two or More Races	110	2.3%	155,887	2.9%	113	2.3%	156,780	2.9%
Sex:								
Female	2,272	47.5%	2,640,313	48.9%	2,289	47.5%	2,650,563	48.8%
Male	2,516	52.5%	2,762,615	51.1%	2,535	52.5%	2,776,807	51.2%
Other Student Information:								
Economically Disadvantaged	932	19.5%	3,278,452	60.7%	935	19.4%	3,289,420	60.6%
Non-Educationally Disadvantaged	3,856	80.5%	2,124,476	39.3%	3,889	80.6%	2,137,950	39.4%
Section 504 Students	612	12.8%	400,729	7.4%	612	12.7%	401,648	7.4%
EB Students/EL	319	6.7%	1,171,661	21.7%	319	6.6%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	18	0.4%	34,054	0.6%				
Students w/ Dyslexia	303	6.3%	270,260	5.0%	303	6.3%	270,966	5.0%
Foster Care	8	0.2%	15,338	0.3%	8	0.2%	15,409	0.3%
Homeless	17	0.4%	61,433	1.1%	17	0.4%	61,687	1.1%
Immigrant	51	1.1%	108,510	2.0%	52	1.1%	108,787	2.0%
Migrant	2	0.0%	14,366	0.3%	2	0.0%	14,426	0.3%
Title I	110	2.3%	3,473,996	64.3%	110	2.3%	3,487,333	64.3%
Military Connected	255	5.3%	176,253	3.3%	255	5.3%	176,554	3.3%
At-Risk	1,249	26.1%	2,892,191	53.5%	1,252	26.0%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	602	12.6%	1,182,035	21.9%	602	12.5%	1,185,511	21.8%
Gifted and Talented Education	1,034	21.6%	434,269	8.0%	1,034	21.4%	435,356	8.0%
Special Education	490	10.2%	624,256	11.6%	511	10.6%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	490		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	145	29.6%	268,673	43.0%				
Students with Physical Disabilities	140	28.6%	129,679	20.8%				
Students with Autism	108	22.0%	91,742	14.7%				
Students with Behavioral Disabilities	86	17.6%	125,096	20.0%				
Students with Non-Categorical Early Childhood	11	2.2%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	338	7.3%	705,063	13.6%				
By Ethnicity:								
African American	25	0.5%	131,970	2.5%				
Hispanic	145	3.1%	342,504	6.6%				
White	145	3.1%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	11	0.2%	16,716	0.3%				
Pacific Islander	4	0.1%	1,690	0.0%				
Two or More Races	8	0.2%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	37	7.7%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	30	11.8%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	127	12.7%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	389	11.4%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.9%	1.9%	4.3%	5.2%
Grade 1	0.8%	2.9%	0.0%	4.2%
Grade 2	0.0%	1.7%	0.0%	2.2%
Grade 3	0.0%	1.0%	2.4%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	2.5%	10.5%	9.3%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	11	0.4%	8,781	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	17.6	18.7
Grade 1	21.5	18.7
Grade 2	19.0	18.6
Grade 3	19.8	18.7
Grade 4	21.8	18.8
Grade 5	20.7	20.2
Grade 6	24.6	19.2
Secondary:		
English/Language Arts	20.9	16.3
Foreign Languages	21.1	18.4
Mathematics	22.3	17.5
Science	25.6	18.5
Social Studies	27.0	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	628.7	100.0%	749,473.4	100.0%
Professional Staff:	419.2	66.7%	480,632.3	64.1%
Teachers	354.5	56.4%	369,695.8	49.3%
Professional Support	45.3	7.2%	80,190.4	10.7%
Campus Administration (School Leadership)	13.8	2.2%	22,091.4	2.9%
Central Administration	5.5	0.9%	8,654.8	1.2%
Educational Aides:	89.9	14.3%	82,972.4	11.1%
Auxiliary Staff:	119.6	19.0%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	4.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	13.0	n/a	13,550.0	n/a
Part-time Counselors	1.0	n/a	1,176.0	n/a
Total Minority Staff:	297.7	47.4%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	6.0	1.7%	41,286.1	11.2%
Hispanic	120.4	34.0%	106,866.5	28.9%
White	221.1	62.4%	208,485.4	56.4%
American Indian	1.0	0.3%	1,235.6	0.3%
Asian	2.0	0.6%	6,956.0	1.9%
Pacific Islander	1.0	0.3%	553.2	0.1%
Two or More Races	3.0	0.8%	4,312.0	1.2%
Teachers by Sex:				
Males	98.4	27.8%	89,015.4	24.1%
Females	256.1	72.2%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	0.8	0.2%	5,187.9	1.4%
Bachelors	201.8	56.9%	268,560.2	72.6%
Masters	144.5	40.8%	93,139.5	25.2%
Doctorate	7.4	2.1%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	1.4%	29,215.8	7.9%
1-5 Years Experience	62.4	17.6%	98,764.8	26.7%
6-10 Years Experience	78.8	22.2%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
11-20 Years Experience	128.2	36.2%	105,811.4	28.6%
21-30 Years Experience	64.2	18.1%	48,804.6	13.2%
Over 30 Years Experience	15.9	4.5%	10,902.0	2.9%
Number of Students per Teacher	13.5	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.3
Average Years Experience of Principals with District	3.0	5.4
Average Years Experience of Assistant Principals	6.3	5.5
Average Years Experience of Assistant Principals with District	3.0	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	13.8	11.1
Average Years Experience of Teachers with District:	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$51,248	\$51,054
1-5 Years Experience	\$54,401	\$54,577
6-10 Years Experience	\$56,147	\$57,746
11-20 Years Experience	\$59,749	\$61,377
21-30 Years Experience	\$64,325	\$65,949
Over 30 Years Experience	\$71,672	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$59,250	\$58,887
Professional Support	\$65,746	\$69,505
Campus Administration (School Leadership)	\$95,027	\$84,990
Central Administration	\$152,124	\$112,797
Instructional Staff Percent:	68.3%	64.9%
Turnover Rate for Teachers:	19.4%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	6.5	1.8%	22,926.8	6.2%
Career and Technical Education	10.1	2.8%	19,365.5	5.2%
Compensatory Education	20.0	5.6%	11,037.2	3.0%
Gifted and Talented Education	8.5	2.4%	6,465.0	1.7%
Regular Education	248.7	70.1%	261,685.1	70.8%
Special Education	36.3	10.3%	35,441.0	9.6%
Other	24.5	6.9%	12,775.1	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2020 - 2021 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,826

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$36,787,334	81.19%	\$7,623	\$36,787,334	70.95%	\$7,623	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$2,293,130	5.06%	\$475	\$2,401,304	4.63%	\$498	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$715,276	1.58%	\$148	\$5,391,045	10.40%	\$1,117	\$8,899,057,269	14.43%	\$1,661
Other Local	\$5,513,831	12.17%	\$1,143	\$7,271,889	14.02%	\$1,507	\$1,829,823,955	2.97%	\$341
Total Operating Revenue	\$45,309,571	100.00%	\$9,389	\$51,851,572	100.00%	\$10,744	\$61,653,495,537	100.00%	\$11,505
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$15,780,527	78.11%	\$3,270	\$8,341,065,357	80.13%	\$1,557
State Assistance for Debt Service	\$0	0.00%	\$0	\$83,276	0.41%	\$17	\$355,910,306	3.42%	\$66
Other Receipts (excluding debt service financing)	\$2,130,000	100.00%	\$441	\$2,205,889	10.92%	\$457	\$939,273,230	9.02%	\$175
Total Other Revenue	\$2,130,000	100.00%	\$441	\$20,203,616	100.00%	\$4,186	\$10,408,865,906	100.00%	\$1,942
Subtotal: Operating and Other Revenue	\$47,439,571	100.00%	\$9,830	\$72,055,188	100.00%	\$14,931	\$72,062,361,443	100.00%	\$13,447
Recapture Revenue									
Local Property Tax Recaptured	\$33,258,428	100.00%	\$6,892	\$33,258,428	100.00%	\$6,892	\$2,970,608,744	100.00%	\$554
Total Recaptured Revenue	\$33,258,428	100.00%	\$6,892	\$33,258,428	100.00%	\$6,892	\$2,970,608,744	100.00%	\$554
Subtotal: Operating, Other and Recaptured Revenue	\$80,697,999	100.00%	\$16,722	\$105,313,616	100.00%	\$21,822	\$75,032,970,187	100.00%	\$14,002
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$11,317,489	81.73%	\$2,345	\$11,937,813,333	82.63%	\$2,228
Estimated State TRS Contributions	\$2,530,448	100.00%	\$524	\$2,530,448	18.27%	\$524	\$2,509,216,302	17.37%	\$468
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$2,530,448	100.00%	\$524	\$13,847,937	100.00%	\$2,869	\$14,447,029,635	100.00%	\$2,696
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$49,970,019	100.00%	\$10,354	\$85,903,125	100.00%	\$17,800	\$86,509,391,078	100.00%	\$16,143
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$39,427,546	88.12%	\$8,170	\$42,565,836	83.01%	\$8,820	\$47,346,128,779	79.55%	\$8,835
Professional & Contracted Services (Object 62xx)	\$2,836,149	6.34%	\$588	\$3,819,526	7.45%	\$791	\$5,485,075,586	9.22%	\$1,024

2020 - 2021 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,826

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$1,481,584	3.31%	\$307	\$3,398,152	6.63%	\$704	\$5,314,672,096	8.93%	\$992
Other Operating Expenditures (Object 64xx)	\$998,154	2.23%	\$207	\$1,497,023	2.92%	\$310	\$1,370,305,583	2.30%	\$256
Total Operating Expenditures by Object	\$44,743,433	100.00%	\$9,271	\$51,280,537	100.00%	\$10,626	\$59,516,182,044	100.00%	\$11,106
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$15,047,502	35.23%	\$3,118	\$9,364,911,548	47.35%	\$1,748
Capital Outlay(Object 66xx)	\$579,627	100.00%	\$120	\$27,662,699	64.77%	\$5,732	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Object	\$579,627	100.00%	\$120	\$42,710,201	100.00%	\$8,850	\$19,778,323,488	100.00%	\$3,691
Grand Total: Operating and Non-Operating Expenditures by Object	\$45,323,060	100.00%	\$9,391	\$93,990,738	100.00%	\$19,476	\$79,294,505,532	100.00%	\$14,797
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$27,809,360	62.15%	\$5,762	\$30,262,612	59.01%	\$6,271	\$34,074,074,457	57.25%	\$6,358
Instructional Resources & Media Services (Function 12)	\$488,874	1.09%	\$101	\$490,354	0.96%	\$102	\$620,903,003	1.04%	\$116
Curriculum & Staff Development (Function 13)	\$535,392	1.20%	\$111	\$671,493	1.31%	\$139	\$1,355,190,192	2.28%	\$253
Instructional Leadership (Function 21)	\$1,155,261	2.58%	\$239	\$1,220,261	2.38%	\$253	\$994,704,027	1.67%	\$186
School Leadership (Function 23)	\$2,572,711	5.75%	\$533	\$2,572,711	5.02%	\$533	\$3,502,296,166	5.88%	\$654
Guidance Counseling Services (Function 31)	\$633,236	1.42%	\$131	\$1,464,917	2.86%	\$304	\$2,332,550,758	3.92%	\$435
Social Work Services (Function 32)	\$48,720	0.11%	\$10	\$203,103	0.40%	\$42	\$188,765,383	0.32%	\$35
Health Services (Function 33)	\$535,919	1.20%	\$111	\$535,919	1.05%	\$111	\$709,855,162	1.19%	\$132
Transportation (Function 34)	\$1,374,555	3.07%	\$285	\$1,374,555	2.68%	\$285	\$1,599,751,820	2.69%	\$299
Food Services (Function 35)	\$353,412	0.79%	\$73	\$1,181,673	2.30%	\$245	\$2,564,517,174	4.31%	\$479
Extracurricular (Function 36)	\$1,677,092	3.75%	\$348	\$2,665,538	5.20%	\$552	\$1,572,719,628	2.64%	\$293
General Administration (Function 41,92)	\$1,967,164	4.40%	\$408	\$1,967,164	3.84%	\$408	\$1,934,297,273	3.25%	\$361
Facilities Maintenance & Operations (Function 51)	\$4,821,884	10.78%	\$999	\$5,585,638	10.89%	\$1,157	\$5,884,055,590	9.89%	\$1,098
Security & Monitoring Services (Function 52)	\$12,490	0.03%	\$3	\$12,490	0.02%	\$3	\$638,286,567	1.07%	\$119
Data Processing Services (Function 53)	\$752,259	1.68%	\$156	\$1,058,889	2.06%	\$219	\$1,219,335,870	2.05%	\$228
Community Services (Function 61)	\$5,104	0.01%	\$1	\$13,220	0.03%	\$3	\$307,113,473	0.52%	\$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,765,501	0.03%	\$3
Total Operating Expenditures by Function	\$44,743,433	100.00%	\$9,271	\$51,280,537	100.00%	\$10,626	\$59,516,182,044	100.00%	\$11,106

2020 - 2021 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,826

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$15,047,502	35.23%	\$3,118	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$579,627	100.00%	\$120	\$27,662,699	64.77%	\$5,732	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Function	\$579,627	100.00%	\$120	\$42,710,201	100.00%	\$8,850	\$19,778,323,488	100.00%	\$3,691
Grand Total: Operating and Non-Operating Expenditures by Function	\$45,323,060	100.00%	\$9,391	\$93,990,738	100.00%	\$19,476	\$79,294,505,532	100.00%	\$14,797
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$21,391,781	47.81%	\$4,433	\$22,136,366	43.17%	\$4,587	\$25,274,728,911	42.47%	\$4,716
Gifted and Talented (PIC 21)	\$1,578,078	3.53%	\$327	\$1,578,078	3.08%	\$327	\$407,913,365	0.69%	\$76
Career and Technical (PIC 22)	\$854,744	1.91%	\$177	\$895,361	1.75%	\$186	\$1,964,869,701	3.30%	\$367
Students with Disabilities (PICs 23,33)	\$6,760,603	15.11%	\$1,401	\$7,815,235	15.24%	\$1,619	\$7,563,730,764	12.71%	\$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,886,539	4.22%	\$391	\$2,492,354	4.86%	\$516	\$5,468,145,158	9.19%	\$1,020
Bilingual (PICs 25,35)	\$306,402	0.68%	\$63	\$353,181	0.69%	\$73	\$702,535,245	1.18%	\$131
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$91,476,602	0.15%	\$17
PreKindergarten (PIC 32)	\$452,925	1.01%	\$94	\$549,490	1.07%	\$114	\$561,611,446	0.94%	\$105
Early Education Allotment (PIC 36)	\$556,694	1.24%	\$115	\$556,694	1.09%	\$115	\$1,125,006,152	1.89%	\$210
Dyslexia or Related Disorder Services (PIC 37)	\$261,189	0.58%	\$54	\$261,189	0.51%	\$54	\$299,949,455	0.50%	\$56
College, Career, and Military Readiness (CCMR) (PIC 38)	\$259,050	0.58%	\$54	\$259,050	0.51%	\$54	\$311,574,001	0.52%	\$58
Athletics/Related Activities (PIC 91)	\$1,457,608	3.26%	\$302	\$1,527,383	2.98%	\$316	\$1,119,281,429	1.88%	\$209
Un-Allocated (PIC 99)	\$8,977,820	20.07%	\$1,860	\$12,856,156	25.07%	\$2,664	\$14,625,359,815	24.57%	\$2,729
Total Operating Expenditures by Program Intent Code (PIC)	\$44,743,433	100.00%	\$9,271	\$51,280,537	100.00%	\$10,626	\$59,516,182,044	100.00%	\$11,106
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$15,047,502	35.23%	\$3,118	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$579,627	100.00%	\$120	\$27,662,699	64.77%	\$5,732	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$579,627	100.00%	\$120	\$42,710,201	100.00%	\$8,850	\$19,778,323,488	100.00%	\$3,691

2020 - 2021 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,826

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$45,323,060	100.00%	\$9,391	\$93,990,738	100.00%	\$19,476	\$79,294,505,532	100.00%	\$14,797
Disbursements									
Total Disbursements									
Operating Expenditures	\$44,743,433	56.79%	\$9,271	\$51,280,537	40.24%	\$10,626	\$59,516,182,044	70.68%	\$11,106
Recapture	\$33,258,428	42.20%	\$6,892	\$33,258,428	26.10%	\$6,892	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$203,265	0.26%	\$42	\$203,265	0.16%	\$42	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$653,080,535	0.78%	\$122
Debt Service (Object 6500)	\$0	0.00%	\$0	\$15,047,502	11.81%	\$3,118	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Object 6600)	\$579,627	0.74%	\$120	\$27,662,699	21.70%	\$5,732	\$10,372,278,176	12.32%	\$1,936
Total Disbursements	\$78,784,753	100.00%	\$16,325	\$127,452,431	100.00%	\$26,410	\$84,205,696,630	100.00%	\$15,713
Tax Rates									
2020 - 2021 (current tax year) Tax Rates									
Maintenance & Operations				0.9764			0.9843		
Interest & Sinking				0.2200			0.2235		
Total Tax Rate				1.1964			1.2078		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$278,286		\$58	\$342,057		\$71	\$342,667,048		\$69
Restricted Fund Balance	\$0		\$0	\$9,505,758		\$1,970	\$20,204,526,878		\$4,047
Committed Fund Balance	\$0		\$0	\$0		\$0	\$4,009,536,094		\$803
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,530,241,520		\$707
Unassigned Fund Balance	\$20,900,387		\$4,331	\$20,900,387		\$4,331	\$16,344,075,825		\$3,273
Total Fund Balance**	\$21,178,673		\$4,388	\$30,748,202		\$6,371	\$44,431,047,365		\$8,899
Fund Balance Reconciliation									
2019-2020 Total Fund Balance (Previous Year)	\$16,734,986		\$3,403	\$34,699,502		\$7,057	\$42,166,833,966		\$8,200
2020-2021 Excess (Deficiency) Operating Expenditures	\$2,516,952		\$522	\$-24,180,018		\$-5,010	\$-8,057,529,155		\$-1,614

**2020 - 2021 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,826**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2020-2021 Excess (Deficiency) Non-Operating Expenditures	\$1,926,735		\$399	\$20,228,718		\$4,192	\$10,242,175,517		\$2,051
2020-2021 Uncommon Items	\$0		\$0	\$0		\$0	\$79,567,037		\$16
2020-2021 Total Fund Balance	\$21,178,673		\$4,388	\$30,748,202		\$6,371	\$44,431,047,365		\$8,899

Alamo Heights Independent School District

Campus Improvement Plan 2022-23



Principal: Cory Smith

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.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 1	Student Learning and Progress
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate
Area of Focus:	AHHS will focus on designing student work that is differentiated and rigorous instruction.
Performance Objective:	<p>*100% of AHISD students will engage in consistent and developmentally challenging instruction; differentiated for student need and interest.</p> <p>*All AHHS teachers will work collaboratively through Professional Learning Communities (PLCs) to ensure improved student success and growth.</p> <p>*AHHS teachers will participate in best practices professional development to enhance their teaching.</p> <p>At Alamo Heights High School we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. [Vision 2020 - Communication] We will identify, narrow, and close learning gaps for all students in regards to performance on the previous year STAAR/EOC assessments. [Vision 2020 - Resources and Relationships]</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to utilize the Blueprint framework for lesson design as a tool for teachers to acknowledge their 'who' thereby ensuring all students; advanced, grade level, or below grade level, are receiving equitable experiences and opportunities for success.	Academic Dean Instructional Coach Department Leads Teachers	Weekly during lesson planning throughout school year	1/2 day planning, Dept time embedded in PD days, subs for outside trainings, PD for purposeful planning, Use of YAGS, Engaged classroom training days	Observing collaborative lesson planning sessions walk throughs to observe differentiation lesson plans addressing needs and interest peer evaluations of lesson

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				plans during adult learning time T-Tess Observations
2. We will continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands	Teachers Department Leads Academic Dean	By the first day of the school year, twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
3. We will continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Leads Academic Dean Instructional Coach Principal	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer	Observe during walk throughs Lesson plan details integration and how it meets the student needs TTess observations
4. We will continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coach Academic Dean	2X per year, New teacher meetings once a month	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
5. We will continue to provide equitable access to library services in all levels of courses	Teachers Librarian Principal	Throughout the school year during class time		Library collection usage data Library lesson delivery data
6. Conduct CLT learning walks	Department Leads Academic Dean Instructional Coach Principal APs	Throughout the school year meet the needs of students		Feedback talks
7. We will continue to utilize online curriculum	Teachers	Embedded in all PD days,	District funded online	walk throughs, culture shift

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
resources as an integrated tool to help learning be more accessible and personally relevant to students	Department Leads Academic Dean T-Tess Appraisers	peer visits and Adult Learning days	resources	
8. Professional development on best practices for EL, 504 and Special Education.	Spec. Ed coordinator EL Coordinator Lead Counselor Academic Dean Instructional Coach	August 2021 Ongoing		Lesson design (Blueprints) PLC data talks Walkthroughs T-TESS
9. We will continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year		Collaboration during planning periods Lesson plans YAGs Teacher survey
12. This year we will create and implement common formative assessments in core content areas	Teachers Department Leads Academic Dean	All core departments will have (2) common assessments this year	Planning time to develop common assessments	Data will be presented and examined during DL meeting and CLT meetings
13. This year will provide BluePrint for Learning lesson planning philosophy training for all staff	Instructional Coach Department Leads Academic Dean Principal	August PD week	Time for IC to develop training	During collaborative lesson planning time teachers will use the blueprint for planning lessons During walk throughs you will see blue print components embedded in lesson delivery
14. We will continue partnerships with colleges and technical schools to enhance Career and Technical Education (CTE) course offerings; AND this year will be expand our efforts to educate students on opportunities	Counselor for Dual Credit Academic Dean College and Career Counselor	Advisory lesson for students in November before course selection process	Time to collaborate with cooperating schools Time to write agreements Time to educate students	Number of students attending colleges or tech schools during the school day
15. Purchase new tablets and Adobe software for new and existing CTE AV courses. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2022	Perkins Funds	Usage report

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
16. Purchase additional sewing resources to expand fashion design. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2022	Perkins Funds	Class enrollment
17. Purchase additional resources to expand culinary programs. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2022	Perkins Funds	Class enrollment
18. Purchase additional robotics and rocketry resources to expand programs in AHHS and AHJS. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean Dr. Yadira Palacios, Junior School Academic Dean	Completed by March 2022	Perkins Funds	Class enrollment
19. Purchase needed curriculum for CTE courses. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean Dr. Yadira Palacios, Junior School Academic Dean	Completed by March 2022	Perkins Funds	Staff feedback survey
20. Provide professional development on the use of universal screeners and other data points to ensure proper support for all learners in Tier I (classroom instruction), Tier 1B (small group intervention)	RtI Coordinators Academic Dean Instructional Coach	August 2021 Ongoing		PLC talks Data talks Progress monitor checks

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 2	Student Readiness
Profile a Learner:	<ul style="list-style-type: none"> Seek knowledge and understanding
Area of Focus:	Utilize relevant data to help ALL students reach their full potential.
Performance Objective:	<p>100% of our students will graduate high school as College, Career or Military Ready</p> <p>We will increase the number of students who earn an industry certification. [Vision 2020 - Resources and Relationships] Establish professional learning that promotes the development, analysis, and implementation of authentic assessments and feedback. [Vision 2020 - Resources and Relationships] We will increase testing participation and success with PSAT, SAT, TSI and Advanced Placement by offering preparatory materials (Edgenuity) and/or prep-sessions for feedback and tutorial review. [Vision 2020 - Resources and Relationships]</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue utilizing the Star universal screener for ALL students (3) times per year in Reading and Math to determine student strengths and needs for additional supports.	Academic Dean and Math/ELAR Department Leads Math/ELAR teachers Secondary RTI Coordinators	September, January, April	Renaissance Learning \$16,000 (district funds) Data dig time Collaborative planning time	BOY, MOY, EOY data used to make informed decisions on how to help students performing below grade level Rtl "A" referrals Seat counts in Read/Math 180 Progress in Read/Math 180 Rtl plans
2. We will continue to provide and revise our credit recovery opportunities for students in danger of losing credit(s) in core areas except for math; utilizing the Edgenuity software.	Academic Dean Credit recovery teachers Excel academy teachers	All year	\$19,000 (district funds), and some spec ed funds	Student completion data Number of students in CR Student duration in CR

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3. Conduct PLC data talks to ensure student progress.	Academic Dean Instructional Coach Assistant Principal over dept. Rtl Coordinators	All year	Time during PLC mtg	BOY, MOY, EOY data SIT referrals
4. We will continue to provide EL professional development for ALL teachers throughout the year and during August PD week	Assistant Principal over EL District Design Team Academic Dean Instructional Coach	Two (2) one hour sessions during August PD week One (1) Adult Learning sessions in the Spring	Title III funds (\$5000)	Increase in TELPAS results Walkthrough evidence of teachers utilizing SIOP strategies
5. We will continue to utilize the EOC interim assessments to monitor student strengths and areas of needed focus	District Testing Coordinator Academic Dean and Math/ELAR Department Leads Math/ELAR teachers Secondary RTI Coordinators	Fall and Spring (depends on the department)	Time to organize Time during the year	Information is used to determine tutoring, Saturday camps and instructional time.
6. We will continue to ensure 100% adherence to IEP, 504, LPAC accommodations and modifications by providing teachers PD for best practices and legal requirements for students with IEPs; best practice and accommodations for students with a 504 plan; best practices and strategies for students who English is their second language	Academic Dean Special Education Coordinator Counselors Assistant Principal over EL ESL Teacher Department Leads All teachers	August PD week Both early release PD days One (1) adult learning in the Fall	Time to plan PD	ARDs address needs 504 meetings address needs During walkthroughs it is evident that students are receiving resources for their needs Students exiting 504 or Special Education Students exiting the ESL program STAAR results TELPAS results
7. We will continue to provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, and summer school	Teachers Academic Dean Summer School Teachers	Three weeks before STAAR assessments Three weeks during summer school	Time to plan differentiated lessons	Number of students retaking STAAR exams Number of students not meeting standards on STAAR exams Attendance during accelerated instruction opportunities

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. We will continue to provide individualized and group counseling for students identified At-Risk, students with emotional issues, students with drug or alcohol dependencies	Wellness Counselors Counselors	Throughout school year	District funded Wellness Counselor	Number of students in group sessions Number of students seeing Wellness counselors
9. We will continue to provide Saturday make-up days for students who have exceeded the number of allowable absences	Assistant Principal Saturday school teacher Attendance Clerk Truancy officer Student Parent	Saturdays throughout the school year	Pay for Saturday school teacher	Number of students losing credit due to absences Number of students in credit recovery Attendance reports SIT referrals
10. This year we will utilize the advisory period to build in RtI time for students identified as needing Tier II interventions	Teachers Academic Dean	Two (2) advisory periods per week	Time to develop resources for struggling students	Universal screener data Grades in English and Math classes for specified students
11. This year teachers will contact every student and student's parent when a student has a failing grade on any progress report. Teachers will have parent meetings with any student and student's parents when a student fails a nine week period.	Teachers Parents Students Academic Dean	All grade reporting periods	Time to meet with student and parent	Number of course failures Number of students in credit recovery
12. This year teachers will submit a SIT referral for any student who failed a nine week grading period	Teachers Counselors Academic Dean	Nine week grading periods	Time to submit referrals Time to for counselors and Academic Dean to hold a staffing for failing student Time to collect RtI data	Number of course failures Number of students in credit recovery Number of SIT 'A' referrals
13. This year counselors will meet with every one of their students to discuss goals and needs	Counselors	Throughout the year	Time to meet with students	Student surveys
14. This year Counselors will meet with every student who is behind on credits to graduate before the end of the first nine weeks	Academic Dean	Throughout the first nine weeks of school	Time to meet with students	Graduation rate Number of students in credit recovery Number of students attending summer school

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
15. This year we will provide teachers with professional development about Dyslexia; provide training for teachers who service Dyslexic students with phonemic awareness and decoding guidelines to use during content area instruction	Academic Dean Teachers	August PD week	Time to develop the training	Student surveys Teacher surveys Universal screener data
16. We will continue to sustain and build the CTE Program to provide students career opportunities and industry certifications; This year will be increase our CTE coherent sequences in two areas	Academic Dean CTE coordinator Counselors	Throughout the school year we will continue to search for ways to increase CTE offerings	Time to collaborate Time for professional development in CTE and Perkins funding	Number of students participating in a CTE course Number of students in a coherent sequence Number of students receiving industry certifications
17. We will continue to provide ASVAB testing to our student; This year will we ask all ROTC students to take the ASVAB assessment	Academic Dean JROTC instrutors	April 2020	ASVAB tests	Number of students who take the ASVAB Number of students who intend to enlist in the Armed Forces
18. Provide grades 6-12 students who struggle in reading with Intervention small group support through the Response to Intervention Time. Provide grades 6-12 students who struggle in numeracy with supplemental intervention small group support through the Response to Intervention Time. (Compliance: ESSER III)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Services begin mid-September and continue through May	ESSER funds	Scores on Istation and Renaissance

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 3	Student Well-Being and Safety
Profile a Learner:	<ul style="list-style-type: none"> • Develop a healthy sense of self • Employ skills for life • Engage socially and globally
Area of Focus:	Increase understanding of social and emotional issues our student face and Build systems that support life balance
Performance Objective:	100% of our students feel safe, valued and understood every day at school
Area of Focus:	Continue to develop our understanding of the Profile of a Learner and continue to build systems that support character development
Performance Objective:	<p>100% of AHHS stakeholders will personify the Profile of a Learner</p> <p>100% of our AHHS students will have an adult connection/support on campus.</p> <p>AHHS will begin using the research-based CharacterStrong social & emotional learning curricula for our advisory lessons. [Vision 2020 - Belonging and Social/Emotional]</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue weekly advisory lessons; where more than 75% of them address social and emotional issues of our students	Advisory Committee	Weekly	Time to plan lessons Monthly meetings Common Sense media Character.org	Student surveys counseling and wellness counseling logs SIT referrals
2. We will continue to publish and educate staff, students and parents on procedures for reporting mistreatment.	Principal	Quarterly		Number and accuracy of mistreatment reporting
3. All teachers will mentor a student impact the course of students' academic and personal	Counselors Assistant Principals	Monthly	Time	Number of meetings Survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
life trajectories.	Academic Dean Campus Leadership Team Teachers			
4. We will continue to educate all students on the Extracurricular Code	Principal	Prep Day MuleTube	Extra Curricular Code	100% completion Review via advisory
5. We will continue with the implementation of Solid Roots behavioral interventions for targeted students to improve emotional/behavioral/social skills.	ACE SST Staff	yearly re-training	Donated funds from former AH student. Consultants from Emergent Tree	Campus attainment of quality indicators (developing and/or mastery) as evidenced by the end of year progress report from consultants
6. We will continue to educate our parents and students on the workload of PreAP/AP courses	Academic Dean Counselors	8th-9th transition mtgs High School Ahead Night PTSO meeting		Number of schedule changes dropping PreAP courses
7. We will continue to implement Exam Exemption Policy to help students make thoughtful choices for a balanced life	Academic Dean	Fall and Spring semesters	Exemption Guidelines	Student and Parent surveys Attendance Rate Academic Integrity occurrences
8. We will continue to utilize and see to improve the Student Intervention Team and Student Intervention Triage Team to address the social, emotional and academic issues of our students	Academic Dean Counselors Nurse Teachers APs Truancy Officer	Weekly	Time to reflect and make improvements to systems	Number of students seeing Counselors and Wellness counselors for Emotional issues Number of repeat SIT referrals Discipline reports Number of SIT 'C' referrals
9. We will continue to follow no homework nights	Principal	monthly	district planning calendar	confirm during the calendar planning time
10. We will continue to ensure that the Library collection supports understanding of social and emotional issues, builds empathy & provides access to bibliotherapy opportunities for all students	Librarian Counselors Teachers	All year	District Reading Campus Budgets	Collection Statistics

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
11. We will continue to devote a section of our Monday Mail to address the issues that our students face, social and mental awareness	Principal	Every Monday throughout the school year	Time to develop the document	Parent surveys Student surveys
12. We will continue to host community talks with our Wellness Counselors concerning challenges that our student face such as: violence prevention/intervention, bullying/cyber bullying, improved parent/child communication, student support through individual/ small group counseling, suicide, drug abuse, misuse of internet/technology resources and dating violence.	Wellness Counselors Principal	Four times a year	Time to develop the meetings	Attendance at meetings Parent surveys Community surveys
14. We will continue to develop systems to ensure that information to parents of English Language (EL) learners is provided in the home language.	Administration Teachers	Throughout the year	Time to translate	Parent survey
15. This year we will have a dedicated advisory for every teacher bringing the advisory class down to 20:1; with potential to strategically group students based on need	Teachers Academic Dean	Advisory is every Monday Study hall and RtI can be utilized T-F weekly	Advisory lessons Time to get to know students	Number of students seeing Counselors and Wellness counselors Number of SIT referrals Discipline reports Universal screener data Report card grades
16. This year we will focus on 100% accurate accounting of attendance to quickly identify students who have attendance issues	Teachers Attendance Clerks Assistant Principal (AP) Truancy Officer	Every day, every period teachers take accurate attendance Daily reports given to AP concerning inaccuracies Professional development two (2) times a year on systems and expectations for teachers APs contact parents for students with attendance	Time to collect data Time to meet with students and parents	Every three weeks Principal receives report from APs Daily attendance reports Drop out rates Number of students in credit recovery Number of retained students Number of students losing credit due to attendance

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
		issues once a week		
17. This year we will implement Major Assignments procedures to ensure that assignments do not overload students on particular days (departments have odd/even due dates)	Academic Dean Department Leads	due dates established at BOY		Monthly check during DL meeting
18. *Proposed Goal (Vision 2020, Goal #4 Social-Emotional Learning The administration team has the capacity to strengthen our faculties understanding of social and emotional learning for our students, create systems and protocols, and provide meaningful professional development, in order directly impact the areas of student achievement, student engagement, school culture, and curriculum design. .) Action 1: We will provide professional development to increase teacher knowledge, inform teachers of systems, and allot time for meaningful curriculum development through the use of the Blueprint.	Principal, Asst. Principal, Academic Dean, Instructional Coach, Counselors, Athletic Director and Asst. A.D., and CLT.	All year, ongoing	Time to meet and plan. Monies to secure outside professional development such as Casel. Other professional opportunities for SEL. Send selective staff to trainings.	Surveys, Verbal Feedback
19. *Proposed Goal (Vision 2020, Goal #1 Communication - AHHS has the capacity to continuously strengthen campus communication in order to thoughtfully maintain transparency, trust and inclusivity through the use of common language, protocols, and systems.) Action 1: By August 12, 2020 CLT will initiate a high leverage co-constructed “common language” list for the campus.	Principal, Asst. Principals, Academic Dean, Instructional Coach, and Campus Leadership Team (CLT)	Continued throughout the school year.	Weekly CLT and Administrative meetings	Teacher Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
20. Provide supplemental substance abuse counseling for students at Excel Academy and AHHS (Compliance: Title 4)	Dr. Kristen Ascencao, District Testing Coordinator/Counseling Contact	Completed by March 2022	Title 4 Funds	Usage report

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 4	Engaged and Well-Rounded Students
Profile a Learner:	<ul style="list-style-type: none"> • Communicate and collaborate • Engage socially and globally
Area of Focus:	Build a culture where all students feel included and value diversity.
Performance Objective:	100% of our students will be connected to AHHS in a personally meaningful way. Provide strategic opportunities for students to explore and create individual pathways of success. [Vision 2020 - Belonging]

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

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates.				
7. We will continue to provide students with opportunities to learn about the five graduation endorsements and certificate/certification programs	Counselors Academic Dean Parents	High School Ahead Night 8th grade transition meetings one (1) advisory lesson per year During course selection with 9th and 10 grade students	Time for counselors to meet with students Time for AD to design HS Ahead	Number of students with endorsements Number of students with industry certifications Student survey Number of hits on the website
8. We will create informational avenues that inform students, teachers, and parents about goals, initiatives, and structures in place to help foster a sense of belonging.	Principal, Asst. Principal, Academic Dean, Instructional Coach, Counselors, Athletic Director and Asst. A.D., and CLT.	All Year	Time to meet and plan. Social Media Platforms. Email, Eblasts, Mule Tube, Marquee, and similar communication used for student and parents.	Surveys, Attendance, Verbal Feedback, and Club attendance
9. We will facilitate an "Electives" fair for students to attend providing them information about the various electives available for them to enroll in for the upcoming year.	Counselors Campus Leadership Team Asst. Principals Teachers	Spring	Time during lunches	Student attendance during the fair. Increased number of students in electives.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 5	Community Engagement
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	
Performance Objective:	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide information sessions, in multiple languages, to families about enrollment in advanced academics.				
2. Establish a family outreach and orientation system to inform, guide, engage, and ensure equitable access and inclusion in all programs and events, with special focus towards underrepresented groups and new members of the community.				
3. Build an outreach program to connect high school students to elementary students and families to broaden knowledge about sports, fine arts, and extracurricular programs and available resources.				
4. Expand community engagement in the schools to include mentorship programs,				

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
career days, CTE externships, and involvement in planning advisory lessons.				

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 6	Professional Learning and Quality Staff
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	Recruit the best teachers, support them during induction and provide training opportunities for them to grow professionally
Performance Objective:	<p>100% retention of staff that embodies the Profile of a Learner and seeks to continually improve practices to meet student needs.</p> <p>Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies. [Vision 2020 - Communication]</p> <p>We will continue our new to campus onboarding through the mentor program, monthly meetings and support from campus admin. [Vision 2020 - Belonging]</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to increase classroom walkthroughs with an emphasis on giving teachers meaningful feedback	T-Tess Appraisers Department Leads Instructional Coach	Throughout the school year	Coaching Days	Number of walkthroughs Teacher surveys
2. We will continue to utilize the work of our Campus Design Team (CDT) to increase learning and facilitate campus professional development needs	Campus Design Team Academic Dean Instructional Coach	Monthly meetings	Time to reflect and develop plans	Staff surveys Evidence of best practices during walkthroughs
3. We will continue to support new teachers through new teacher induction week and new teacher cohorts	Principal Academic Dean Instructional Coach	First week with new teachers Monthly cohort meetings	Time for meetings District induction program components	New teacher survey at end of year Teacher survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	Campus Leadership Team		Campus induction program components Micro-credentials	Cohort feedback Mentor feedback
4. We will continue to support new teachers through campus mentors, one content and one non-content	Principal Academic Dean Instructional Coach Campus Leadership Team	Throughout the school year	Time to train mentors Time to develop mentor items	New teacher survey at end of year Teacher survey Mentor feedback
5. We will continue to utilize Peer Observations for teachers to grow professionally in content and pedagogy	Teachers Campus Design Team	Four (4) times a school year	Teacher dedicating time to visit peers	Teacher feedback through CDT survey at end of year Staff survey
6. We will continue our campus goal of ensuring Department Leads take more of an Instructional focus in developing teachers within their department	Academic Dean Principal Instructional Coach Department Leads Teachers	Professional development on best practices during Campus Leadership meetings one (1) meeting per month	Time to develop lessons	Purposeful planning evidenced during content strand collaboration Observation of differentiated instruction and best practices embedded in lesson plans Observing Department Leads mentoring teachers on best practices
7. We will continue to incorporate professional development time for librarian to provide training to staff regarding library resources and how to access materials	Librarian Academic Dean	August PD week	Time to design training materials	Teacher survey Staff survey Library usage reports
8. We will continue to ensure administrators purposefully calibrate walkthrough evidence and T-TESS ratings	T-Tess Appraisers	Weekly Admin Meetings	Time for calibration Time for peer walkthroughs Coaching days	Teacher surveys
9. We will continue to practice the Coaching Model for Administrators and Counselors to be more visible and accessible to our staff	Administration Counselors	Coaching days vary by Administrator but there is one assigned to every day of the week		Teacher surveys Discipline referrals Counseling referrals
10. We will continue to provide initial and ongoing professional development and mentorship opportunities for content-based	T-Tess Appraisers Teachers	Throughout school year	Title III funds Time to lesson plan	TELPAS student data Teacher survey Observing strategies utilized

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.				for students during walkthroughs T-Tess Observations
11. We will continue to provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum for student identified as Gifted	Teacher Assistant Principal for GT Academic Dean	GT training opportunities throughout the year online and through Region 20 GT training for teachers during August PD week	Time Region 20 cohort funding	Number of teachers GT certified Number of GT course offerings
12. We will continue to ensure Administrators are utilizing walkthrough data, T-Tess observations and other data sources to help teachers improve their craft	T-Tess Appraisers	Goal setting beginning of year meetings Mid year reviews Summative conferences Throughout the school year	Time to calibrate Time to coach	T-Tess observations Walkthrough data Feedback to teachers Documentation of supports
13. We will continue to ensure Administrators are supporting teachers who need to improve classroom management, instructional practices, professional responsibilities, or other job related duties	T-Tess Appraisers Instructional Coach Counselors Department Leads Mentors Teachers	Throughout the school year	Time for Appraiser to support Time for Instructional Coach to support Time for Academic Dean to support Outside support(s) at campus cost	Teacher survey Walkthrough data T-Tess observations Documentation of professional performance Documentation of supports Mentor feedback
14. We will continue to establish systems and build standard operating procedures to increase the understanding and communication amongst staff	Administrators Campus Leadership Team	Videos made for summer PD August PD week Throughout school year based on feedback	Time to develop systems Time to reflect and modify systems Time to train on systems	Staff survey Student survey CLT feedback
15. This year teachers can "Highlight A Peer" in our weekly Highlights	Teachers	Throughout the school year	Time to fill our nomination form	Number of teachers nominated Teacher feedback
16. This year we will provide new teachers extended training about library services	Librarian	Two (2) new teacher meetings throughout the year	Time to design training materials	New teacher end of year survey Library usage reports

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
17. This year all new teachers will have their formal T-Tess observation before the end of first semester	T-Tess Appraisers	First semester	Time to observe all new teachers	T-Tess observation
18. *Proposed Goal (Vision 2020, Goal #3 Resources and Relationships - The administration team has the capacity to create structures that will support our faculty and staff in ways that foster employee satisfaction, well-being, and excellence.) Action 1: We will create a faculty handbook in order to provide clear instructional direction (Blueprint), outline job responsibilities, and day to day campus operations to ensure teachers have a sense of clarity and direction.	Administration (All)	All year	Completed by May - 2020	Faculty feedback on 1st draft.
19. Provide opportunities for secondary campus leadership to visit and observe high-achieving high schools to learn from established and effective procedures for grading, planning, and social emotional learning. (Compliance: Title 2)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Completed by March 2022	Title 2 Funds	Staff Feedback Survey
20. Provide CTE teachers with professional development opportunities through attendance at state and national conferences, campus visits, authentic student rocketry experiences, and training sessions at Region XX. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean Dr. Yadira Palacios, Junior School Academic Dean	Completed by March 2022	Perkins Funds	Staff Feedback Survey
21. Communicate with all stakeholders about initiatives on campus AND how each one relates to our mission and/or Vision 2020 and/or targeted focus for the year.	Principal, Academic Dean, Assistant Principals, Instructional Coach, and Campus Leadership	Ongoing		Staff Feedback Survey, agendas

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 7	Fiscal and Operational Systems
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Utilize fiscal and operational systems to help bring the AH Profile of a Learner to life.
Performance Objective:	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. All students will participate in a Personalization period to attend to students' academic, social emotional, and behavioral needs.	Academic Dean Counselors	All year	Character Education Curriculum PD	Student and teacher survey
2. Provide CTE teachers with industry certification professional development in order for students to verify that students have the knowledge and skills to compete for higher education and career opportunities after high school.	Academic Dean CTE teachers	All year prep Test in the spring	Budget for test cost PD for the teachers	Number of students passing the CI test.
3. Celebrate staff appreciation through annual events such as but not limited to Principal's Week, Assistant Principals' Week, Teacher Appreciation Week, Counselor Appreciation Week, Para Pro Day, and Custodians' Day.	Principal, Campus Secretary Social Committee	Throughout the year		Induction Turnover rate

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

Campus Improvement Plan 2022-23



Principal: Dr. Stuart Guthrie

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.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 1	Student Learning and Progress
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate
Area of Focus:	Focus on strategies in all academic areas that enhance reading comprehension and writing.
Performance Objective:	AHJS will meet standard on the state accountability system. 90% of all students will meet passing standard on all state assessments. Steady increases in subpopulation progress will be measured each year.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands.	Teachers Department Chairs Academic Dean Instructional Coach Principal	YAGs are due July 15, and are reviewed twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
2. Provide training teachers to use universal screeners and other data points to ensure proper support for all learners in Tier 1 (classroom instruction), Tier 1B (small group intervention 4 times a week for 30 minutes) and Tier 2 (additional Math and/or reading class).	Principal Academic Dean Interventionists Department Chairs	BOY, MOY, EOY/ Every 9 weeks	Universal screener Renaissance Learning	Students are receiving adequate support to progress as evidenced through progress monitoring. There is a decrease in the number of students receiving intervention and on the student failure report.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3. Ensure that grading practices result in accurate reflection of student levels of proficiency and inspire confidence that success is attainable.	Principal Academic Dean Department Chairs	Quarterly Assessment	Grading Guidelines including reassessment opportunities, quarterly failure reports	SIT Team will ensure students on the failure report and referred for intervention are taking advantage of reassessment opportunities.
4. Ensure that homework guidelines are consistently implemented and that homework is meaningful and purposeful.	Principal Academic Dean Department Chairs	Quarterly Assessment	AH Homework Guidelines covered during October Staff Meeting with teachers, Back-to-school nights with parents, and advisory with students.	Classroom walkthroughs, Student and Parent Surveys
5. Ensure that teachers are designing engaging work that leads to profound learning.	Academic Dean Instructional Coach Department Chairs	Monthly	Schlechty Working on the Work (WOW), Design Qualities, Blueprint for Learning for Engaged Classrooms	Blueprint Units for Engaged Classrooms, Designed Units for Non-Engaged, Walkthroughs.
6. Continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coach Academic Dean	Instructional Coaches Academic Dean	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
7. Provide all teachers GT training on the qualities/needs of GT students.	GT Program Coordinator Academic Dean	Fall Semester		Increased teacher recommendations of underrepresented populations.
8. Provide additional training to teachers to support students receiving dual special education and EL services.	Director of Special Education and District Bilingual Coordinator, Campus Administrators	Fall training with follow up spring training.	Title III funds for ESC Consultant; Release time as needed; Aligned LPAC and ARD timeline	A clear plan is in place for each student served through both special education and EL services and programs.
9. Learning walks in co-teach classes to ensure the co-teach model is implemented with fidelity.	Special Education Department Chair Academic Dean Assistant Principals Principal	Every 9 weeks		Decrease of students served through Special Education on Failure report
10. Continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Chairs Academic Dean	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs	Observe during walk throughs Lesson plan details

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			for collaboration/PD days. 4 days of EC training in summer	integration and how it meets the student needs TTess observations
11. Purchase needed curriculum for CTE courses. (Compliance: Perkins)	High School Academic Dean Junior School Academic Dean	Completed by March 2023	Perkins Funds	Staff feedback survey
12. Purchase additional robotics and rocketry resources to expand programs in AHHS and AHJS. (Compliance: Perkins)	High School Academic Dean Junior School Academic Dean	Completed by March 2023	Perkins Funds	Class enrollment

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 2	Student Readiness
Profile a Learner:	<ul style="list-style-type: none"> Seek knowledge and understanding
Area of Focus:	Identification of student gaps and teacher support for closing those gaps.
Performance Objective:	Significant gains will be made in our subpopulations that have historically struggled and shown performance gaps.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide grades 6-12 students who struggle in reading with Intervention small group support through the Response to Intervention Time. Provide grades 6-12 students who struggle in numeracy with supplemental intervention small group support through the Response to Intervention Time. (Compliance: ESSER III)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Services begin mid-September and continue through May	ESSER Funds	Increased scores in Istation and Math intervention program.
2. Continue the utilization of clusters to set up progress measures.	SIT Team Counselor Team	Ongoing	Teachers	"Next Steps" sheet is created for clusters and sent out to teachers.
3. Strengthen the Progress Monitoring of students receiving services through Special Education, 504, and language programs.	APs, EB Program Coordinator, Special Education Department Chair, Dyslexia Teacher, Counselors	End of each 9 weeks	Special Education Chair, Special Education Teachers, Dyslexia Chair, Counselors	Progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress.
4. Administer Universal Screeners three times per year on all students in Math and Reading to identify and provide RTI reading and math intervention to students on Urgent Intervention and Intervention groups on Screeners through Tier 1B and Tier 2	Academic Dean Interventionists Department Chairs ELA and Math Teachers	September, January, April	Renaissance Learning (District Funds) ARI/AMI Funds Title II	BOY, MOY and EOY data will be utilized to form Tier 1b and Tier 2 Intervention groups. Students receiving intervention will make gains on their EOY Universal

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Intervention.				Screener.
5. Students scoring a grade below 60 on the failure report, will be submitted to SIT by teacher. Progress monitoring and intervention plans will be a part of department meetings.	Dept Chairs RTI Coordinators Principal Academic Dean	Every 9 weeks	Dept Meetings, Student intervention Team	Decrease of students on failure report.
6. EB: Communicate EB progress monitoring results with teachers, administrators, support staff, and parents	Campus coordinator communicates to district coordinator, campus administrators, and classroom teachers. Classroom teachers communicate progress to parents.	Every nine weeks	Time for campus coordinator to collaborate with classroom teachers to complete EL Linguistic Accommodation Sheet.	EL accommodation checklist completed for each EL student in district and uploaded into AWARE.
7. EB: Progress Monitor EL students through grades and Intervention	LP AP, EB Coordinator	Every of each nine weeks	Time for coordinators to check grades, and local assessments Time for RTI staff to evaluate progress monitoring data and collaborate with classroom teachers about intervention.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress. Clear plan for intervention for each RTI EL student.
8. EB: Ensure correct coding of EB students in PEIMS and on Testing Documents	Academic Dean, EB Coordinator, Data Processor, Lead Counselor	By Snapshot October 2021; Middle of Year LPAC changes; End of Year LPAC Changes Adheres to testing calendar dates for each grade level	Time for coordinators to check coding; time for PEIMS data clerks to enter coding Time for counselors to carefully check all pre-coded testing booklets and make any changes needed. Cross check- with MOY LPAC Language Decision Making	District Bilingual Coordinator's final audit of student coding across district All EL students are correctly coded for testing purposes.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
9. EB: Use EB linguistic accommodations checklist to document notes by 9 weeks	Campus Coordinator and Classroom teachers	BOY MOY EOY	Time for coordinators to communicate with stakeholders.	<p>Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress.</p> <p>All stakeholders are informed of student progress in a timely manner.</p>
10. Special Education teachers will be the Advisor to the Ss on their case load. They will check agendas, grades, and support with content during Advisory.	Academic Dean, Special Education Department Chair, Special Education Teachers	Once a week; Monitored MP1, MP2, MP3, MP4	Special Education Chair, Special Education Teachers,	A decrease of Ss who receive Special Education services on the the Failure Reports.
11. Sped Services: During advisory, special education teachers will provide subject specific support for their Ss in the areas of Reading and Writing, Math and Science, and Social Studies.	Academic Dean, Special Education Department Chair, Special Education Teachers	4 times a week; 4 courses	Special Education Chair, Special Education Teachers,	Spreadsheet of progress monitoring shows adequate progress of SPED students. A plan is developed to support students not making progress.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 3	Student Well-Being and Safety
Profile a Learner:	<ul style="list-style-type: none"> • Develop a healthy sense of self • Employ skills for life • Engage socially and globally
Area of Focus:	Providing the necessary support structure for our students and community.
Performance Objective:	Kindness Campaign Programs, Random Acts of Kindness, Mentor Program, Snack Pack 4 Kids, and other socio-emotional programs are in place to support our students and give resources to families/community.
Area of Focus:	There are campus-wide methods to disseminate awareness and action toward strong character
Performance Objective:	<p>There is a significant decrease in the number of incidents of mistreatment and teachers/students engaged monthly around character education</p> <p>Strengthen our character education by becoming a common-sense media digital citizenship certified school.</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Develop core framework of coordinated classroom guidance support that is engaging, relevant and scaffold to meet students' developmental needs at each grade level.	Yadira Palacios, Mike Snell, Claudia Gonzales, Lisa Lucas	Monthly meetings, Fall planning	District Counselor Meetings/Advisory Lessons	Monthly Counselor Interactions with students.
2. Continue to increase effectiveness of campus programs that will enhance the character, behavior, and leadership of the students and staff.	Character Team, Advisory Team	Monthly meetings	Character Education through Advisory lessons; Kindness Week	Decrease in mistreatment cases
3. Continue to increase the consistency and effectiveness of the Junior School Ambassador Program to promote tolerance, acceptance and safety.	Lisa Lucas - Wellness Counselor, Family Group Leaders, Student Ambassadors	Ongoing	PTO Partnership	Ongoing support for new students and programs led by students

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
4. Ensure all students are aware and participate in the ExtraCurricular Code of Leadership.	Principal Assistant Principals /UIL Coaches	August/September	AH District Extracurricular Code of Leadership	100% participation of all students on extracurricular teams.
5. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Academic Dean, Campus Leadership Team	Quarterly	Testing Calendar	Testing Calendar does not have projects due or tests scheduled the day after No Homework Nights. No more than 2 tests or major projects are scheduled on any given day.
6. Address with parents the impact over-scheduling and Pre-AP course loads can have on the social and emotional well-being of their children.	Principal Academic Dean Counselor Team	5th to 6th Transition parent meetings; 8th to 9th transition meetings; Counselor registration meetings with new to district students.	AH HW Guidelines, AHJS Course Catalog	Number of drops at 9 weeks and semester failure report
7. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and student's ownership of behavior.	Assistant Principals	Daily	Mistreatment Flow Charts, Incident Report Historical Data	APs will have a monthly calibration to ensure they are being consistent with consequences.
8. Discourage the dropping off and/or delivery of lunch to children on campus for reasons of safety, security and exclusivity.	Principal		District-Wide Message/Back to school Nights/ Monday Mail Communication with Parents	Decrease in lunches delivered/dropped-off
9. We will continue to use Character Strong, a social emotional learning curriculum, to support our student development and social well-being [Vision 2020- Social Emotional Learning].	Principal Character Team Academic Dean	June 2020	Campus Funds	A culture of acceptance and inclusivity is reported by students on their Panaroma survey.
10. Build common language, and opportunities for learning on the 8 Keys of Excellence and AHJS core values.	Wellness Counselor, Assistant Principals, Character Committee, Advisory Committee	1st 2 weeks of Advisory	Advisory Lessons, Advisory Committee	Teacher/student feedback on advisories
11. Implement teacher/student/parent training around 5 forms of mistreatment.	Wellness Counselor, Assistant Principals	Every 9 weeks	Forms of Mistreatment and Matching Kindness posters. Mistreatment Flow Charts.	Increased accuracy identifying mistreatments on student incident reports.
12. Train all staff and volunteers to actively	Assistant Principals	August In-Service Days,	Duty and Supervision	Decrease of incident reports

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
supervise students because unsupervised times can lead to mistreatment.		Quarterly	Schedule	during common times (i.e. lunch, recess, after school, before school).

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 4	Engaged and Well-Rounded Students
Profile a Learner:	<ul style="list-style-type: none"> • Communicate and collaborate • Engage socially and globally
Area of Focus:	Support of our at-risk populations to have enrichment opportunities
Performance Objective:	Increase balance of students in academic/extra-curricular activities by providing relevant programs for students

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. We will continue to provide students with opportunities to learn about course availability, open enrollment, course requests through Spring Counselor Classroom Visits and Transition Meetings	Dean, Counselors, Admin Team, Dept Heads	Spring 2022	Scheduling classroom visits,	Student Survey
2. We will offer a student interest groups fair in the Fall to encourage participation from all students	Assistant Principal for Clubs Student Council Club sponsors	September 2021	Sports, Fine Arts, Interest Club Fair, Time during the school day, Student survey	Participation in Sports, Fine Arts, Clubs, Student Survey
3. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	August 2021 -May 2022	Title III funds	Increased parent involvement as evidenced through sign-in sheets
4. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with EL parents	Elementary Academic Dean (in collaboration with JS Dean) ; Academic Dean (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parent at conferences	A clear description of course selection options is documented and available to all teachers and parents.The recommended DLSI track is

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				explained to all students.
5. Expand family engagement opportunities to include events that showcase family contributions of language minority families.	Bilingual Parent Liaison Committee	One event in the Fall and One in the Spring (Feria de la Universidad)	Parent Liaison Stipend; Time to align family events with campus cultural calendars.	Parent Survey
6. Communicate TELPAS results directly with parents	Classroom teachers LP AP	Fall Parent Conferences or Staffing meetings	Time for classroom teachers to understand TELPAS results; Time for classroom teachers to meet with parents; copies of TELPAS results; Talking points for teachers to explain TELPAS to parents	All parents receive TELPAS scores during parent conferences with AH staff.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 5	Community Engagement
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Communication and transparency in decision-making and opportunities for students.
Performance Objective:	Increase family school connection by co-constructing understanding of mission, vision, processes, and goals.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Build common language around decision making, so that decisions are transparent and connect to the bigger why (i.e. short term vs long term impact, alignment to our vision and mission, zoom in/out lens greater picture) [Vision 2020- Communication].	Principal administration team	Ongoing		Decision making will be transparent as a trademark of impeccable character from leadership.
2. We will continue to develop systems to ensure that information to parents of EL students is provided in the home language.	Administration Teachers	Ongoing	District Resources; PTO Volunteers for translation	Parent Survey
3. Increase partnerships and awareness around existing programs	Administration and Counselor Team	Ongoing	Partnerships	At least 1 more significant partnership

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
4. We will provide engagement nights to connect with families and co-construct the vision for the school year.	Administration Night	Ongoing	Back to school nights, electives night, transition night, Cafecitos, TELPAS night,	Parent Survey Feedback
5. Monday Mail will continue to streamline communication for parents on events on campus for students and parents.	Principal	Weekly		Parent Survey Feedback
6. Vision 2020- Social Emotional Learning: Provide Service learning opportunity for students to engage in civically-minded ways to positively impact their community.	Wellness Counselor, Character Committee	Service Learning Week	Week Long Advisory for Project Development	Service Learning Projects

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 6	Professional Learning and Quality Staff
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	Strategically place support systems in place for staff knowledge and skills
Performance Objective:	Support systems are tailored to meet teacher needs and increased teacher retention

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Expand and improve teacher mentoring program, while continuing new teacher collaborative support sessions.	Admin Team	Ongoing/monthly	Layers of Support Structure, monthly meetings	Teacher surveys and retention, walkthrough data
2. Use the profile language during monthly department/staff/new teacher meetings.	Admin Team/Instructional Coach	Ongoing	Highlight descriptors of the Profile during Walkthroughs/Campus Newsletter	Student Panorama Survey 12 outcomes of Profile of a Learner.
3. Provide one-on-one coaching for new teachers and teachers who need support.	Admin Team/Instructional Coach	Ongoing	Cristie Christopher and other instructional coaches	Walkthrough data
4. Provide professional development for staff on role of technology in the classroom, blended learning and how to teach in a block period.	Dean, Instructional Coach	Beginning of the Year PD, Ongoing	Instructional Coach developed PD	Walkthrough Data
5. Increase debriefs from classroom walkthroughs	Admin Team/Instructional Coach	Ongoing	Admin Meetings	Admin will debrief on trends observed in classrooms
6. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2021-May 2022	Title III funds	TELPAS student data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies and Differentiated Curriculum.	Principal	August 2021-May2022	N/A	Number of teachers trained for Gifted and Talented
8. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach).	Principal LP AP LP Coordinator	August 2021-May 2022	Title III funds, campus DLSI monthly meetings,	TELPAS student data
9. Vision 2020 Communication- Create Divergent Thinking Protocol- define the understanding of the problem, dialogue through considerations, be transparent with decision making, and trust decisions made- and train staff on how to use protocol.	Principal Campus Design Team	Fall 2021	Title 2 Funds	Protocol is used consistently for divergent thinking, problem-resolution.
10. Provide opportunities for secondary campus leadership to visit and observe high-achieving high schools to learn from established and effective procedures for grading, planning, and social emotional learning. (Compliance: Title 2)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Completed by March 2022	Perkins Funds	Staff Feedback Survey
11. Provide CTE teachers with professional development opportunities through attendance at state and national conferences, campus visits, authentic student rocketry experiences, and training sessions at Region XX. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean Dr. Yadira Palacios, Junior School Academic Dean	Completed by March 2022	Perkins Funds	Staff Feedback Survey

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 7	Fiscal and Operational Systems
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Ensure support structures are in place for the safety of our staff and students and efficient operation of our learning day and learning instructional time.
Performance Objective:	Support systems are tailored to meet the needs of parents, students, and staff.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Students will receive training on Standard Response Protocol and will practice the drills monthly.	Assistant Principals	Quarterly	Scheduled times for safety assemblies, SRP protocols, drills on calendar	Safety Drill after action reviews completion in Crisis Go App
2. Vision 2020- Communication: We will assess communication structures to ensure families have multiple opportunities to receive information and plan for their child's schooling (i.e. launching the school year, registration for the upcoming year).	Principal	August 2021- May 2022	Site Base Decision Making Committee	Parent Survey
3. We will form professional learning communities focused on strengthening our Tier I instruction.	Academic Dean, RTI Coordinators, Instructional Coach	Weekly Campus Planning Time	Progress Monitoring every 3 weeks	Decrease number of students on failure report
4. We will have campus department days to provide professional development on small group instruction at the secondary level.	RTI Coordinators, Instructional Coach	Bi-Semester	General Campus Fund for substitutes	Teacher action plans for targeted small group instruction.
5. Vision 2020 Resources and Relationships- Create a platform where all staff members feel safe to provide feedback, engage in	Principal Assistant Principals	August 2021- May 2022	Campus Design Team	Team Meets quarterly and staff feels their needs are heard and met as reflected

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
problem-solving, and allow for divergent thinking to be addressed (ex. Mule Team).				on staff survey.
6. After school Study Hall: After school tutoring free of charge with certified teachers will be provided 3 days out of the week. Ss on free and reduced lunch will have access to the the late bus.	Principal Content Coordinator	3 x a week	Teachers; Transportation	Attendance rosters to Study Hall will be compared to Failure Report
7. Vision 2020- Communication: Continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year	DH Protocol May for dept proposal, Admin Feedback, Summer Finalization	Collaboration during planning periods Lesson plans YAGs Teacher survey

Alamo Heights ISD 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

Campus Improvement Plan 2022-23



Principal: Jana Hawkins

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.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 1	Student Learning and Progress
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate
Area of Focus:	<ul style="list-style-type: none"> • Enhance success for all students by challenging students in relevant, rigorous academic instruction students ing students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

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

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Investigate data to determine changes that may be needed for Special Education students' instruction, setting, etc.	Special Education teachers, Administration, Emily Melngalis	ongoing	SPED Department Meeting Time	Increase in student performance as indicated by CBA and STAAR A scores
6. Implement Peer Coaching Models	Jana Hawkins, Principal	ongoing	Release Time for teachers to observe classrooms provided by administrators.	Increase in student engagement, performance and critical thinking
7. Ensure that all Cambridge Reading Language Arts Teachers are ESL Certified	Jana Hawkins, Principal	ongoing	Campus Funds	Staff Checklist
8. Ensure that all Cambridge homeroom teachers complete, at minimum, Days 1 and 2 of GT hours.	Jana Hawkins, Principal	ongoing	Campus Funds	Staff Checklist
9. Ensure teachers share differentiated experiences (strategy, lesson, work product from current instruction) with their grade levels.	Design Team Member	ongoing	Grade Level Meetings	Grade Level Team Principal Reports
10. Research the science instruction of other schools and strategize with Elementary Academic Dean.	Science Vertical Team	ongoing	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	ongoing	District/Campus Funds	Higher levels of integration as measured by STAR

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 2	Student Readiness
Profile a Learner:	<ul style="list-style-type: none"> Seek knowledge and understanding
Area of Focus:	Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.
Performance Objective:	<p>95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading</p> <p>90% of all 4th Graders will meet or exceed the state passing standard on STAAR Writing</p> <p>90% of all 5th Graders will meet or exceed the state passing standard on STAAR Science</p> <p>90% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Math</p> <p>Hispanic, SPED, Ed students will meet or exceed the state system safeguards in all STAAR Test</p> <p>70% of Bilingual 5th Grade Students will meet or exceed the satisfactory level on STAAR Science</p> <p>Increase the number of students scoring at the advanced level on STAAR I all grades and content areas tested</p> <p>Increase the number of students at the advanced level of TELPAS by 10 %</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement interventions (by teachers) to improve any STAAR score below 80% through the use of before/after school tutoring; materials, RtI, LEP Parent Involvement Meetings	Jana Hawkins, Principal	2022-2023	Eduphoria Aware Title I, Title II, Title III Title V funds State Compensatory Education Funds	Formative: Previous year's STAAR scores, Pre-assessment Documents Summative: STAAR score reports and AEIS
2. Analyze CBA data (by teachers) to monitor student progress, evaluate instruction and inform efforts to improve student achievement.	District Testing Coordinator, District Administrators, Campus Administration	BOY, MOY, EOY	District technology for data management, professional development, monthly meetings	Teachers will effectively interpret data and intervene accordingly to increase student achievement.
3. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to	Academic Dean K-5	Services begin in mid-September and continue through May	Title I funds	Scores on Istation, MAP growth, and M-Class

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Intervention Time. Provide PK-2 students who struggle in numeracy with supplemental intervention small group support through the Response to Intervention Time. (Compliance: Title 1)				
4. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Principal	August 2020- May 2021	Title I funds	Title 1 data evidence
5. Research schools with similar demographics to Cambridge whose Hispanic and EcD students are meeting or exceeding state standard. Findings will be shared, analyzed, and implemented campus-wide.	Jana Hawkins Principal,	2022-2023	Teacher/Site Base Members time	The performance level of Hispanic and Economic Disadvantaged students will increase.
6. Ensure that teachers of Spanish speaking students attend the Dual Language Conference in order to explore new strategies for use in the classroom.	Heather Smith , Assistant Principal	2022-2023	Title III funds	Teachers will utilize best practice and increase student achievement as Dual Language is added to grade levels at Cambridge.
7. Focus on math fluency and automaticity by having teachers use assessment to guide instruction, involving students in goal setting and creating engaging activities.	Elementary Academic Dean, Teachers, Interventionists	2022-2023	Kim Sutton Full Day PD, Curriculum Forum, Learning Days	Growth of students in AIMS Web Computation EOY scores will outpace national norms.
8. Ensure that all faculty and staff receive ELPS/TELPAS Overview Training	Heather Smtih & Mariana Medaris	2022-2023	Faculty Meeting	Increased awareness of LEP population needs
9. Ensure that all EB Certified teachers complete SIOP training	Heather Smith	2022-2023	Region 20 Training	Teacher checklist; Evidence of Sheltered Instruction Strategies in the classroom
10. Increase number of EB Certified teachers	Jana Hawkins , Principal	2022-2023	Region 20 training, test prep	Minimum of 2 teachers per grade level certified
11. Provide research based interventions specific to each RtI level.	District RtI director, interventionists	Ongoing	Title I, Title III funds	
12. Ensure comprehensive implementation of a balanced literary approach to include Guided Reading and Daily 5.	Elementary Academic Dean, Heather Smith , Assistant Principal, Instructional Coach	Ongoing	School, PTO and AH Foundation grants	Increase of student reading skills

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
13. Utilize Aware reports and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers, Instructional Coach , Teachers	Ongoing	n/a	Increased student achievement on local and state assessments
14. Analyze and track data, ensure PEIMS/LRE coding and Tier Placement for ESL, Bilingual, and SPED students	Teachers, interventionist, Admin, LSSP	ongoing	n/a	improved achievement on local and state assessment
15. Communicate progress monitoring of EL students with teachers, administrators, support staff and parents	Mariana Medaris, Heather Smith, Teachers	Each Nine Weeks		spreadsheet of progress each nine weeks
16. Provide Title 1 students with supplemental support, time, and resources during summer school. (Compliance: Title 1)	Academic Dean K-5	Completed by July 1, 2023	Title 1 Funds	Scores on Istation, MAP growth, and M-Class

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 3	Student Well-Being and Safety
Profile a Learner:	<ul style="list-style-type: none"> • Develop a healthy sense of self • Employ skills for life • Engage socially and globally
Area of Focus:	Enhance success for all students by supporting their social and emotional development through a variety of coordinated efforts.
Performance Objective:	100% of Cambridge students will successfully cope with social and emotional challenges.
Area of Focus:	Clearly defined character education initiatives
Performance Objective:	Cambridge Elementary students will have a well-defined understanding of behavior expectations and the importance of impeccable character.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Blend PBIS & Character Education into one school-wide initiative that incorporates Core Values & 8 Keys of Character	Jana Hawkins Heather Smith Counselor Behavior Support Teacher	2022-2023	PTO Grants	Office Referrals will decrease
2. Provide monthly guidance lessons based on the Cambridge Core Values	Counselors	2022-2023	PTO Grant	
3. Hold Daily Classmeetings focusing on Character	Counselors	2022-2023	PTO Grant	meetings documented in lesson plans
4. Character Education Committee consisting of Staff Members to meet monthly	Counselors & Teachers	2022-23	School Funds	monthly meetings from committee
5. Incorporate social and emotional wellness opportunities for staff	Campus Design Team	2022-23	School Fund	End of the Year Design Survey
6. Provide age-appropriate guidance lessons in each classroom	Counselors	monthly	School Funds	Students are equipped to meet social and emotional challenges
7. Continue to Implement Solid Roots Behavioral	ACE Teacher, Heather Smith	2022- 23	School Funds	Yearly Progress Reports

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
interventions to Tier 2 and 3 students to improve emotional, behavioral, and social skills				
8. Continue a Kindness Committee made up of 5th Grade Students.	Counselors	2022-23	School Funds	Students will work with other students during the year on character education
9. Implement Mentors for our identified at risk students	Counselors	2022 -23	Campus Budget	End of the Year Survey
10. Implement AHISD Heart of Heights recommendations on social and emotional wellness, character education and digital citizenship.	Cambridge Staff	2022-23	Campus Budget	Parent Surveys & Counselor Updates
11. Vision 2020 #1 All staff will be trained and feel confident in their ability to support students' social and emotional learning. Structures will be in place which assure direct social-emtional learning is protected part of the schedule as well as embedded and integrated into the curriculum.	Teachers, Admin, Counselors	2022 -23	Campus Budget	Data from Counselors and Asst. Principal
12. Vision 2020 #2- A Feeling of belonging - Mentor program Kid to kid & a Mentor for New Parents Every individual feels confident with sharing his/her unique voice, perspective, and identity. They feel valued as an important member of this community and have a strong sense of trust amongst one another. Any barriers that could result in the creation of exclusivity are consciously removed and each individual feels a strong sense of belonging.	Teachers, Admin, Counselors	2022 - 23	N/A	Surveys
13. Implement Project Wisdom message of the day on CNN with supporting lesson plans and writing prompts used in classroom instruction.	Jana Hawkins	2022 -23	School Funds	Students learn life lessons through exposure to the wisdom of role models

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 4	Engaged and Well-Rounded Students
Profile a Learner:	<ul style="list-style-type: none"> • Communicate and collaborate • Engage socially and globally
Area of Focus:	Inclusion of at-risk students in enrichment and intervention activities
Performance Objective:	Provide opportunities and access for all students to participate in all campus events and activities.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide scholarships for after school enrichment program and/or invitations for at risk students.	Jana Hawkins, Principal, Tammy Wasson	2022-2023	Teacher volunteers	Increased participation of at risk students in enrichment classes.
2. Ensure that newsletters and all communication are translated for Spanish speaking families.	Cambridge Staff	2022-2023	Title III funds	Increased participation of Spanish speaking families
3. Provide field trips for students and their families through Explore.	Explore Committee	2022-2023	PTO Grant funded	Students learning expanded through exposure to art, festivals, museums, etc.
4. Utilize Social Media outlets to promote positive attributes of our school and students - Twitter, Facebook	administrators, Teachers	2022-2023	N/A	increased followers
5. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	2022-2023	Title III funds	Increased parent involvement as evidenced through sign-in sheets
6. Vision 2020 #4 Develop a common understanding of values, beliefs, and	Cambridge Staff	2022-2023	N/A	ongoing

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
direction of our school by having common language, protocols for plannign and designing.				

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 5	Community Engagement
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Welcoming New Families, Foster relationships with existing families and community partners
Performance Objective:	Increase amount of time intentionally allocated to new families and foster relationships with community partners

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates. (Compliance: Title 1)	Academic Dean K-5	2022-2023	Title 1 Funds	Parent Feedback Survey
2. Recruit PTO to assign mentors for new families to Cambridge	Admin and Counselors	2022-2023	time allocation	feedback from new families
3. counselor check in with new students to CE through lunches	Counselors	ongoign as we enroll new students	time allocaiton in schedule	feedback survey

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 6	Professional Learning and Quality Staff
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	100% of Cambridge faculty and staff will be high-performing according to district standards
Performance Objective:	Cambridge will hire faculty and staff that meet district standards and provide an induction program that supports the district mission.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaborations and off campus workshops	Administrators, Elementary Dean	2022-2023	Campus funds	Walk throughs and observations
2. Ensure that a cohort of faculty participate in the "Teacher Leadership Academy" and meet with participants monthly.	Principal, Assistant Principal,	2022-2023	District/campus funds	Teacher leaders will implement risk-taking projects that support campus goals.
3. Provide mentors for all new staff & meet monthly	Administrators, Lead Mentor	2022-2023	Campus Funds	Teachers will experience satisfaction in the workplace resulting in high performance.
4. Implement "Teachers Teaching Teachers" : peer coaching, faculty meeting share-outs, instructional rounds	Jana Hawkins , Principal	20202-2023	Release time for teachers	Teachers will invite peers to observe, will observe other teachers, and will conference about their practice in order to improve instruction.
5. Hold conferences with new employees after 1st 9 weeks to determine success of initial induction	Jana Hawkins, Principal	2022-2023	Time	Campus leadership will evaluate effectiveness of teacher induction and

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				mentoring and provide assistance as needed resulting in teacher retention.
6. Train teachers in foundational training for Gifted and Talented	Principal Elementary Academic Dean	2022-2023	N/A	
7. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)	Principal	2022-2023	Title III funds	TELPAS student data
8. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	2022-2023	Title III funds	TELPAS student data
9. Vision 2020 #3- All staff feel supported and valued. Their time and workload are considered when decisions are being made.	Admin, Campus Design Team, Staff	2022-2023	n/a	staff surveys
10. Provide PK-2 teachers with high quality professional development on best practices in early literacy and numeracy through professional development and ongoing coaching and collaborative conversations.	Academic Dean K-5, Instructional Coach	Completed by March 2023	Title 1 Funds	Staff Feedback Survey
11. Communicate with all stakeholders about initiatives on campus AND how each one relates to our mission and/or Vision 2020 and/or targeted focus for the year.	Jana Hawkins , Principal Cambridge Staff	2022-2023		February Feedback

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 7	Fiscal and Operational Systems
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Fiscal responsibility with campus budget and curriculum and enrichment grants from CE PTO
Performance Objective:	Ensure 100% of fiscal allocations directly align with district and campus action items

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Campus Budget allocations align with Profile of a Learner and CIP Goals	Campus Principal and Staff request for Items	2022-2023	Campus Budget	
2. Curriculum and Enrichment grants align with CIP areas of focus and profile of a learner	admin, counselor, and PTO Exec. Board	2022-2023	PTO Curriculum and Enrichment Allocations	Grants submitted and approved for the 2021-2022 school year

Alamo Heights ISD Parental Involvement Policy (Title I)

Alamo Heights ISD Parental Involvement Policy

AHISD Mission Statement

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

Statement of Purpose

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

1. Grade level goals for the students of Alamo Heights ISD will be published for all parents in the district, with the expectations that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach these goals. AHISD involves parents in the joint development of the district's plan and the process of school review and improvement. Alamo Heights ISD intends to include parents in all aspects of the district's Title I Program and Parental Involvement Policy. Parents and district personnel will meet to develop our district's Parental Involvement Policy.
2. AHISD will provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Alamo Heights ISD, will provide support and training to principals and teachers to promote the parent involvement activities.
3. In order to build a dynamic home-school partnership, Alamo Heights ISD, with cooperation of the campuses, will provide the following:
 - An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education.
 - Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in a format and a language that they can understand.
 - A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (PM benchmarks, etc.), and proficiency levels students are expected to meet, will be provided to parents through a letter or conference.
 - Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the Texas Assessment of Knowledge and Skill (TAKS), will be communicated through schoolwide meetings and a letter from the principal.
 - A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.

- A minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
 - Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental Involvement Policy and the School-Parent Compact.
 - Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, e-mail or in writing. In addition, parents may attend the scheduled yearly and semester meetings.
 - Materials and specific training to help parents work with their children to improve achievement. Parents and community members are always welcome at our schools. By using their suggestions to improve our schools and by working together, we can make all the students in our school successful learners.
4. Alamo Heights ISD, with the involvement of parents, conducts an annual evaluation of the content and effectiveness of the District Title I Parental Involvement Policy with regard to:
- improving the academic quality of the Title I, Part A schools
 - identifying barriers to greater participation by parents in activities of Title I, Part A school authorized by section 1118, giving particular attention to parents who:
 - are economically disadvantaged
 - are disabled
 - have limited English proficiency
 - have limited literacy
 - are of any racial or ethnic minority background
- District personnel and parents will evaluate the parental involvement activities and the Parental Involvement Policy. Use the findings of such evaluation, and recommendations in designing strategies for more effective parental involvement, and revising if necessary.
5. Alamo Heights ISD will involve parents in the activities of Title I, Part A schools. Timely communication and an inviting and family friendly atmosphere will enhance parent involvement in the activities of the Title I, Part A participating schools. Parents will receive information in a language they can understand that will detail the activities of the school, and will be asked to participate. Schools may use communication strategies such as personal contact, newsletters, notes sent home with the students, and e-mail to invite parents to participate in the school's activities. Whenever possible, childcare and language interpreters will be provided. Parents and community members are always welcome at our schools. By working together and making suggestions to improve our schools, we can make all the students in our schools successful learners.

Alamo Heights ISD 2022-2023

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

Parent Compact

Cambridge Elementary School

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

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Cambridge Elementary agrees to implement the following statutory requirements:

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

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

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA

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

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

*Meet twice a year to review the existing plan and make changes as necessary

*Add more parents to our parent involvement committee

*Ensure parent representation matches closely to students being served

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

*Solicit volunteers to serve on the committee each year

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

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

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

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

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

*Monday Mail

*Open-door policy administrators

*Teacher websites

*Parent Conferences

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

*Reports sent home in May of each year.

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

*Letters sent home and files maintained

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

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

- *Twice yearly parent conferences
- *Academia de Padres
- *Back-to-School Parent Orientation
- *PTO Meetings

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

- *Districtwide ESL classes for parents
- *Dia de los Ninos Celebration – parents participate in Read-In and host Cultural Tables
- *Academia de Padres
- *PTO Meetings
- *Parent Conferences
- *On demand training, when requested

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

- *PTO Meetings
- *Parent Conferences
- *Support Meetings every three weeks with Administrators and Interventionists

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

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

- *All activities listed on Campus Calendar

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

- *All information sent home is in English and Spanish
- *Information is sent electronically and in paper copy, when necessary; Calls made to parents at home to ensure understanding
- *Weekly Monday Mail from principal is sent in English and Spanish

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

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

PART IV. ADOPTION

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

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

Alamo Heights Independent School District

Campus Improvement Plan 2022-23



Principal: Gerrie Spellmann

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.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 1	Student Learning and Progress
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate
Area of Focus:	Challenging students in a relevant, rigorous academic program with differentiated instruction.
Performance Objective:	All students will be engaged in a challenging curriculum. Teachers will participate in learning and planning activities to enhance their abilities as leaders, designers, and guiders of rigorous and engaging instruction.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Differentiate instruction in the core curriculum to address the needs of defined groups. [Vision 2020: Resources and Relationships]	Teachers, Instructional Coach	Ongoing	Campus budget	Evidenced in walkthroughs and student performance
2. Meet or exceed the state and federal targets for performance status on the TEA System Safeguards for our economically disadvantaged, SPED and Hispanic population will	Administration and all professional staff	Ongoing	Campus budget, Title I and Title III funds	Improved performance on STAAR and TELPAS
3. Provide engaging, higher level learning experiences that are purposeful and relevant. [Vision 2020: Resources and Relationships]	Teachers	Ongoing	Campus budget	Progress evident in walkthrough documentations and student performance on STAAR and TELPAS
4. Ensure that the Campus Design Team takes responsibility for on-going professional development and teacher support to maintain campus focus on design and the Profile of a Learning [Vision 2020: Resources and Relationships]	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and increased collaboration in team meetings focused on design.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Ensure that grade levels/departments dedicate time each month for design team initiatives and learning [Vision 2020: Resources and Relationships]	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and team meeting notes
6. Increase, by 20%, the number of students in grades 3, 4 and 5 reaching the Advanced Level III in reading, math, science and writing.	Teachers	Ongoing	Campus budget to purchase materials	Evidenced on STAAR data
7. Integrate innovative technology to meet the needs of diverse learners.	Teachers and Instructional Coaches	Ongoing	Technology long-range plan	Evidenced in walkthroughs
8. Ensure that teachers design and implement rigorous, engaging lessons based on Schlechty Working on the Work (WOW) strategies and Design Qualities for student engagement	Campus Design Team, Teachers and Administrators	Ongoing	NA	Evidenced in walkthrough/formal observation documentation and T-TESS Goal Setting/End of Year T-TESS Conferences
9. Ensure that teachers follow AHISD District Homework Guidelines and communicate these guidelines with parents	Administrators and Teachers	September 2022 and throughout May 2023 as needed.	NA	Evidenced in Campus Procedure for parents, TL agenda, Parent Orientation presentations and classroom newsletters
10. Ensure that teachers use data to drive instruction	Teachers; Administrators	Ongoing	N/A	Benchmark data, STAAR and TELPAS data, AWARE, Title II funds
11. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum [Vision 2020- Social and Emotional Learning]	Instructional Coach, GT Teachers, Academic Dean	Ongoing - May 2023	Gifted and Talented Budget	Sign in sheets, teacher lesson plans
12. Utilize protocols to ensure lessons are aligned with content TEKS	Admin, Instructional Coach, grade level teachers	Ongoing - May 2023	Learning Days/Planning Time	Formative Assessments, CBA's, standardized assessments etc.
13. Identify students below grade level in reading and math, specifically those identified economically disadvantaged and provide targeted small group instruction to accelerate their academic growth.	All Woodridge Staff	ongoing - May 2023	Time for teachers to plan and conduct intentional small group instruction	Formative assessments, CBA's, universal screeners and standardized assessment.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
14. Implement supports for teachers with regard to instructional materials selection to ensure high quality instructional materials are in front of every student every day to maintain rigorous standards of achievement (pillar 1)	classroom teachers	ongoing - May 2023	Time during planning times	rubric
15. Collaboratively develop lessons based on data to address student learning needs and maintain rigorous standards of achievement. (Vision 2020 - Resources and relationships).	All staff	ongoing - May 2023	planning time, access to data, leadership PD focusing on disaggregating data and protocols for conversations	PLC's, universal screening data, standardized
16. Incorporate digital citizenship with morning meetings (to include SPARKS). (Vision 2020-SEL)	All staff	ongoing - May 2023	master schedule time for morning meeting	decrease in behavior referrals / reflect and correct sheets

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 2	Student Readiness
Profile a Learner:	<ul style="list-style-type: none"> Seek knowledge and understanding
Area of Focus:	Reading, Math, Science, Writing, Economically Disadvantaged, SPED and ELL/ESL students
Performance Objective:	<p>95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading There will be less than 20 percentage points between ED (economically disadvantaged) and non-ED students. 90% of all 4th grade students will meet or exceed the state passing standard on STAAR Writing 90% of all 5th grade students will meet or exceed the state passing standard on STAAR Science HISPANIC, SPED, ED students will meet or exceed the state system safeguards in reading HISPANIC and ED students will meet or exceed the state system safeguards in writing and science ED and SPED students will meet or exceed the federal system safeguards in reading 70% of Bilingual 5th grade students will meet or exceed the satisfactory level on STAAR science Continue to increase the number of students scoring at the advanced level on STAAR in all grades and content areas tested Increase the number of 5th grade students at the advanced level of TELPAS by 10 percentage points 50% of all SPED students will meet or exceed the satisfactory level on STAAR on all tests taken</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide training for teachers on how to support EL students with linguistic accommodations in the classroom. [Vision 2020-Communication]	Assistant Principal and Teachers	Ongoing	Title III and Campus budget	ELL students use accommodations during tests
2. Provide ELPS training for all new teachers. [Vision 2020-Communication]	Assistant Principal	Ongoing	Campus budget	Improved results on state assessments
3. Ensure that students participate in ongoing formal and informal assessments that will allow teachers to use the data to drive instructional decision-making	Teachers, Administrators and Interventionist	Ongoing	Campus Budget, School Foundation Grants	Evidence of mastery of grade-level objectives
4. Ensure that staff model and provide practice opportunities for students to think	Teachers	Ongoing	NA	Evidence of improved achievement on local and

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
inferentially and critically when reading a variety of text genres. Strategies include daily opportunities to read, write, listen and speak in all content areas.				state assessments.
5. Analyze and track data, ensure correct PEIMS/LRE coding and Tier placement for ESL, Bilingual and SPED students	Teachers, Interventionist and Administrators	Ongoing	NA	Evidence on PEIMS data and improved achievement on local and state assessments
6. Utilize after school transportation to provide tutoring, homework help and academic clubs for all students that need or would like to attend. [Vision 2020-Belonging]	Teachers and Administrators	September 2022 -May 2023	Campus Budget and Foundation grant	Improved results on local and state assessments
7. Continue to provide Response to Intervention (RtI) tiered instructional practices and keep progress monitoring documentation to review at transition and support meetings	Teachers, Administrators and Interventionists	Ongoing	Foundation grant, campus budget, and Title III	Increase in achievement of students receiving tiered support and on local and state assessments
8. Ensure consistency of grade level TEKS in special education classrooms by regularly participating in general education team planning and data meetings	SPED teachers and SPED Team Leader	Ongoing	NA	Walkthroughs reflect similar best practices and teaching of grade level TEKS
9. Utilize AWARE reports, heat maps and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers	Ongoing	Campus budget	Increased student achievement on local and state assessments
10. Support extended grade level learning and planning time through Collaborative Learning Days three times a year to align instruction/equity for diverse learners.	Teachers	Ongoing	T2 funds support substitutes for teachers attending elementary Learning Days	Lesson plans, learning day surveys/feedback, walk through data from admin noting application of learning within classroom instruction
11. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Assistant Principal, Campus Language Coordinator	Ongoing	Title 3 Funds are used to support Professional Development for teachers wanting to be prepared to support ESL students.	Sign in sheets, collaborative planning time scheduled, lesson plans
12. Provide professional development opportunities for language program teachers	Language program teachers and admin.	October 2022	Title 3 Funds are used to support Professional	Sign in sheets, lesson plans documenting use of

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)			Development for bilingual, dual language, and Spanish Immersion teachers, and ESL teachers	programs trained
13. Continue inclusive 1st grade classroom with support	Principal, 1st grade Inclusion teacher	August 2022	NA	Improved academics and behavior of identified SPED students in Inclusive classroom
14. Continue to differentiate instruction to address the diverse needs of learners	Teachers	Ongoing	NA	Student needs met; improved achievement scores
15. Research and purchase TEKS-based materials for SPED teachers	SPED Team Leader and Teachers	December 2022	Campus Budget and SPED funds	Improved achievement on STAAR and move to a level 2 on PBMAS
16. Progress monitor EL students through local assessments	Campus Bilingual/ESL Coordinator	End of each nine week period		Spreadsheet shows progress of EL students and a plan is developed for students not making progress
17. Communicate progress monitoring of EL students with teachers, administrators, support staff and parents [Vision 2020-Communication]	Campus Bilingual/ESL Coordinator will communicate with Principal, AP and classroom teachers. Teachers will communicate with parents	End of each nine weeks period	NA	Progress shared with all
18. Increase accountability to program fidelity by conducting classroom walkthroughs specifically targeting culturally responsive strategies	Administrators	ongoing	N/A	Walkthroughs documenting strategies in Strive
19. Grading Guidelines: Ensure fidelity to AHISD grading and homework guidelines to maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success (pillar 2)	classroom teachers	ongoing each nine weeks	N/A - time for teachers to discuss during grade level planning	Weekly newsletters, lesson plans

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 3	Student Well-Being and Safety
Profile a Learner:	<ul style="list-style-type: none"> • Develop a healthy sense of self • Employ skills for life • Engage socially and globally
Area of Focus:	• Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges
Area of Focus:	Positive Behaviors and Acknowledgements and Character Education
Performance Objective:	Students will participate in classroom discussions about the Be the WE (school creed), the Woodridge Way, Core Essesntials and Character.org that promote a safe, well-mannered and orderly school environment and the modeling of good character

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Character Strong/Core Essentials Character Education Program during classroom guidance lessons [Vision 2020: SEL and Belonging]	Counselors, teachers, WE character committee	September 2022-May 2023	Campus Budget, PTO C&E, character.org	Students will treat others right, make smart decisions and maximize their potential with data to support character.org and evidence applying for promising practice
2. Provide monthly guidance lessons based on the Be the WE (creed), Core Essentials and the Woodridge Way. [Vision 2020: SEL]	Counselors	Ongoing	Campus budget	Students will understand and model Be the WE, Woodridge Way on a daily basis
3. Implement the schoolwide expectations "Family Meeting" school wide within all areas.	All Staff	Ongoing	Campus budget	Improved behavior in the hallways and cafeteria
4. Provide classroom time to teach, model and reinforce Be the WE and Woodridge Family Meeting [Vision 2020: SEL]	Teachers	Ongoing	Campus budget	Improved classroom and school wide discipline to show evidence for application as a school of

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				character (character.org)
5. Refine acknowledgement systems at the school and classroom level.	Character Team, Teachers and Admin	Ongoing	Campus budget	Improved classroom and school wide discipline
6. Implement Behavior RTI for identified students	Teachers, Counselors, Behavior Specialist	September 2022-May 2023	Campus budget	Improved behavior of identified students
7. Implement class meetings daily [Vision 2020: SEL and Belonging]	Teachers, counselors, Admin	August 2022 - May 2023	Campus budget	Walk throughs, evidence of treatment agreements, circles using 11 principals (in partnership with character.org)
8. Train all staff and students on the Five Forms of Mistreatment in and out of school and how to respond [Vision 2020: SEL]	Administrators and Counselors	September 2022, then as needed	Campus budget	Safe Schools Training by December 2022
9. Utilize the disciplinary protocol for mistreatment, including timely communication with parents of all involved parties.	Administrators	Ongoing	N/A	Flowchart utilized throughout the school year
10. Professional Development for counselors for high quality, current trends and practices regarding social emotional wellness along with WE character committee members with ultimate goal of applying as a state school of character. [Vision 2020: SEL and Belonging]	Counselors, WE character committee members	Ongoing	Campus buCampus budget and PTO C&Ed budget	Surveys, Continuing Ed Hours, Effectiveness of programs as well as partnering with character.org with specific training at character.org national conference
11. Trainand require all staff, volunteers and substitutes to actively supervise students at all times.	Administrators	August 2021	Campus Budget	Staff Handbook and team leader agendas, agenda for support services collaboration Aug. 31, 2022
12. Ensure counseling services support students with persistent discipline challenges. [Vision 2020: SEL]	Counselors	Ongoing	Campus Budget	Discipline records reflect counseling support
13. Integrate positive character trait TEKS and SEL into curriculum so that students will learn, practice and model essential life skills that will contribute to their academic, vocational, and personal success (Vision 2020: SEL)	all staff	August 2022- May 2023	N/A	lesson plans, discipline referrals.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
14. Safety and Security - Review and reassess, practice and implement campus safety plans and implement needed actions.	All staff and stakeholders	Ongoing - May 2023	Campus and District	Surveys, logs, meeting agendas, ALICE training

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 4	Engaged and Well-Rounded Students
Profile a Learner:	<ul style="list-style-type: none"> • Communicate and collaborate • Engage socially and globally
Area of Focus:	All students receive access to core academics and before/after school activities.
Performance Objective:	Increase amount of time students have access to core content areas and extra curricular activities.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Recruit volunteers and secure materials needed to provide before and/or after school clubs, teams and/or leadership activities for students. [Vision 2020-Resources and Relationships]	Administrators and Volunteer staff	Ongoing	Campus budget	Increased student participation
2. Increase/maintain the number Enrichment Clubs offered	Volunteer Teachers	August 2022	teachers/staff	Increased student achievement
3. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages. [Vision 2020-Communication]	Teachers, Administrators, PTO	Ongoing	Title 3 funds are used to support family engagement.	Surveys, newsletters, parent choice for parent conferences
4. Continue to communicate with parents in multiple ways in English and Spanish including, but not limited to Monday Mail, classroom newsletters, teacher websites, PTO flyers, School Messenger, etc. [Vision 2020-Communication]	Administrators, Teachers and PTO translator	Ongoing	Campus funds	Increased awareness of campus information by parents and students and increased participation in campus events.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Encourage parent, student and campus partnerships through fall and spring conferences and the signing of the Title I Compact [Vision 2020-Resources and Relationships]	Teachers	Ongoing	NA	Signed Compacts Parent Conference Survey results
6. Utilize social media outlets to promote positive attributes of our school and students [Vision 2020-Communication]	Administrators, Instructional Coach and Teachers	Ongoing	NA	Increased followers on Woodridge Twitter account and Classroom Twitter and Facebook accounts
7. Provided ongoing opportunities for Spanish speaking families including, but not limited to Adult ESL and parent/teacher committee - Noche de Cultura. [Vision 2020-Belonging]	Campus and District Administrators and Teachers	Ongoing	Campus budget and Title III funds	Increased participation of Spanish speaking families
8. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages. [Vision 2020-Communication]	Principal	August 2022-May 2023	Title III funds	Increased parent involvement as evidenced through sign-in sheets
9. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates. [Vision 2020-Resources and Relationships]	Title 1 teachers/staff, classroom teachers with title 1	Ongoing	Title 1-funds support interventionist salaries, supplies, and family engagement activities	Sign in sheets, agendas, newsletters, Monday Mail, parent choice for events (offered at different times/dates)
10. (Vision 2020 #2) Create opportunities for Be the WE Crew to engage in larger scope of campus - Principal Advisory, BetheWE crew in other areas (4th and 5th grades).	Administrators and Counselors	Ongoing	Campus funds	Number of student applications for different Be the WE crews, surveys of students that participate - BOY and EOY

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
11. Utilize CharacterStrong to implement a campus wide curriculum for Morning Meeting that addresses our core values as well as meets the social and emotional learning needs of our students. [Vision 2020-Social Emotional Learning]	Counselors and Classrooms Teachers	Ongoing	Campus and Local Funds	Student Feedback survey and a decreased of office referrals.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 5	Community Engagement
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	welcoming new families, foster relationships with existing families and community partners
Performance Objective:	Increase amount of time intentionally allocated to new families and foster relationships with community partners.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Checklist available for new families/students so that they have a working knowledge of items/events that take place throughout the school year. [Vision 2020: Belonging]	Admin, Data Clerk, teachers and counselors	beginning of year and ongoing as new families enroll	none	feedback survey from new families
2. Recruit PTO to assign mentors for new families to WE [Vision 2020: Belonging]	Admin and Counselors	beginning of year and ongoing as new families enroll, principal touchback at monthly PTO exec board meetings with updates on new families	time allocation	feedback survey from new families
3. Counselor touch in/check in with new students to WE [Vision 2020: Belonging]	Counselors	ongoing as we enroll new students	time allocation in schedule	feedback survey
4. Continue relationship with School Connect to foster relationships with community partners within our community - businesses, non profits, churches [Vision 2020: Resources and Relationships]	principal and counselor	ongoing	time allocation	logs of meetings attended by admin, events scheduled with community partnering at WE
5. Close feedback loop with families and community partners [Vision 2020:	All staff (front office, admin, counselors and teachers)	ongoing	designated time allocations on schedule	feedback (informal and formal surveys) from

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Communication]				stakeholders

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 6	Professional Learning and Quality Staff
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	Provide recruitment and induction practices that support the District mission
Performance Objective:	Hire and support new staff. Decrease staff mobility.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide mentors for all new staff [Vision 2020: Belonging]	Administrators	August 2022	NA	Mentors assigned and ongoing support is provided for new staff
2. Ensure that new staff participate in the AHISD Induction Program [Vision 2020: Resources and Relationships]	New staff and HR Coordinator	Ongoing	District budget	Ongoing support is provided for new staff. Decrease in staff mobility rate.
3. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaboration and off campus learning opportunities.	Administrators, Elementary Academic Dean	Ongoing	Campus budget	Models for effective instructional practices are shared and opportunities for collaboration increased.
4. Meet with new staff at least once a month	Administrators and Instructional Coach	September 2023-May 2023	Campus budget	Ongoing support provide for new staff
5. Improve response rate on EOY parent surveys, with a strong emphasis with Spanish speaking families	Administrators and Parents	Spring 2023	NA	Feedback used to set goals for improvement
6. Recruit and hire teachers with extensive experience in content pedagogy	Administrators	Spring 2023	NA	Recommendations for employment and approved by AHISD Board

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. Support extended grade level learning and planning time through Collaborative Learning Days. (Compliance: Title 2)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Completed by March 2023	Title 2 Funds	Staff Feedback Survey
8. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e. language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)	Principal	August 2022 -May 2023	Title III funds	TELPAS student data
9. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2022-May 2023	Title III funds	TELPAS student data
10. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Principal	August 2022-May 2023	N/A	Number of teachers trained for Gifted and Talented
11. Incorporate ways for staff set goals for personal growth involvement/interests/desires to support talent with job embedded satisfaction. [Vision 2020: Resources and Relationships]	Administrators, Campus Design Team	August 2022 - May 2023	Campus budget/PTO C&E	Ongoing surveys, TTESS goal setting, BOY, MOY and EOY conferences
12. Communicate with stakeholders about “the why” of campus initiatives through framing each Adult Learning, parent meetings, grade level meetings etc with our Woodridge "why".	Admin and teachers	August 2022-May 2023	N/A	agendas, feedback surveys where staff can articulate the "why"

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 7	Fiscal and Operational Systems
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	fiscal responsibility with campus budget and curriculum and enrichment grants from Woodridge PTO
Performance Objective:	Ensure 100% of fiscal allocations directly align with district and campus pillars/action items.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Campus budget allocations align with Profile of a Learner and CIP goals [Vision 2020: Resources and Relationships]	Campus principal and staff requests for items	ongoing and end of fiscal year 21-22	campus budget	Requests align with
2. Curriculum and Enrichment grants align with CIP areas of focus and Profile of a learner. [Vision 2020: Resources and Relationships]	Admin, counselors, Instructional Coach and PTO Exec Board	ongoing 2 times a year grant submission timelines set by PTO	PTO Curriculum and Enrichment Allocation	Grants submitted and grants approved for the 21-22 school year - verify alignment with CIP/WE areas of focus

Alamo Heights ISD Parental Involvement Policy (Title I)

Alamo Heights ISD Parental Involvement Policy

AHISD Mission Statement

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

Statement of Purpose

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

1. Grade level goals for the students of Alamo Heights ISD will be published for all parents in the district, with the expectations that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach these goals. AHISD involves parents in the joint development of the district's plan and the process of school review and improvement. Alamo Heights ISD intends to include parents in all aspects of the district's Title I Program and Parental Involvement Policy. Parents and district personnel will meet to develop our district's Parental Involvement Policy.
2. AHISD will provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Alamo Heights ISD, will provide support and training to principals and teachers to promote the parent involvement activities.
3. In order to build a dynamic home-school partnership, Alamo Heights ISD, with cooperation of the campuses, will provide the following:
 - An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education.
 - Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in a format and a language that they can understand.
 - A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (PM benchmarks, etc.), and proficiency levels students are expected to meet, will be provided to parents through a letter or conference.
 - Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the Texas Assessment of Knowledge and Skill (TAKS), will be communicated through schoolwide meetings and a letter from the principal.
 - A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.

- A minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
 - Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental Involvement Policy and the School-Parent Compact.
 - Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, e-mail or in writing. In addition, parents may attend the scheduled yearly and semester meetings.
 - Materials and specific training to help parents work with their children to improve achievement. Parents and community members are always welcome at our schools. By using their suggestions to improve our schools and by working together, we can make all the students in our school successful learners.
4. Alamo Heights ISD, with the involvement of parents, conducts an annual evaluation of the content and effectiveness of the District Title I Parental Involvement Policy with regard to:
- improving the academic quality of the Title I, Part A schools
 - identifying barriers to greater participation by parents in activities of Title I, Part A school authorized by section 1118, giving particular attention to parents who:
 - are economically disadvantaged
 - are disabled
 - have limited English proficiency
 - have limited literacy
 - are of any racial or ethnic minority background
- District personnel and parents will evaluate the parental involvement activities and the Parental Involvement Policy. Use the findings of such evaluation, and recommendations in designing strategies for more effective parental involvement, and revising if necessary.
5. Alamo Heights ISD will involve parents in the activities of Title I, Part A schools. Timely communication and an inviting and family friendly atmosphere will enhance parent involvement in the activities of the Title I, Part A participating schools. Parents will receive information in a language they can understand that will detail the activities of the school, and will be asked to participate. Schools may use communication strategies such as personal contact, newsletters, notes sent home with the students, and e-mail to invite parents to participate in the school's activities. Whenever possible, childcare and language interpreters will be provided. Parents and community members are always welcome at our schools. By working together and making suggestions to improve our schools, we can make all the students in our schools successful learners.

Alamo Heights ISD 2022-2023

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

Parent Compact

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

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

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Woodridge Elementary agrees to implement the following statutory requirements;

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

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

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

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

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

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

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

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

*Meet twice a year to review the existing plan and make changes as necessary

*Add more parents to our parent involvement committee

*Ensure parent representation matches closely to students being served

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

*Solicit volunteers to serve on the committee each year

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

*Twice yearly "Celebration of Learning" Breakfast

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

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

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

*Monday Mail

*Open-door policy administrators

*Teacher websites

*Parent Conferences

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

*Reports sent home in May of each year.

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

*Letters sent home and files maintained

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

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

- *Twice yearly parent conferences
- *Back-to-School Parent Orientation
- *PTO Meetings

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

- *Districtwide ESL classes for parents
- *PTO Meetings
- *Parent Conferences
- *On demand training, when requested

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

- *PTO Meetings
- *Parent Conferences
- *Bi-monthly meetings with Administrators and Interventionists

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

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

- *All activities listed on Campus Calendar

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

- *All information sent home is in English and Spanish
- *Information is sent electronically and in paper copy, when necessary
- *Weekly Monday Mail from principal is sent in English and Spanish

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

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

PART IV. ADOPTION

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

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

Alamo Heights Independent School District

Campus Improvement Plan 2022-23



Principal: Mrs. Yvonne I. Muñoz

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.

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 1	Student Learning and Progress
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate
Area of Focus:	Enhance success for all students by challenging students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Continue collaborative team planning. (continue)	Team Leaders; Kinder Teachers; PreK Teachers; ECSE/SPED Teachers	July 2022-May 2023	District YAGs; Adopted Resources; TEKS Resource System	Lesson Plans; Faculty Survey; Grade-level PLCs
2. Implement small group as an expected practice and ensure that reading is both joyful and personally challenging so that all children grow academically. (continue)	Classroom Teachers	August 2022-May 2023	Mclass/Amplify; ESGI; Heggerty Phonemic Awareness Interventionists; Instructional Coach; Title I funds;	TTESS Walkthroughs and observations; Lesson Plans
3. Integrate technology as a tool for learning in ways that allow children to create, collaborate, and communicate. (continue)	Classroom Teachers; Instructional Coach	August 2022-May 2023	Engaged Classroom teachers; Tech Facilitators;	Google doc tracking use of apps; Parent Survey; Faculty Survey
4. Use ESGI to create and implement assessments to inform differentiated instruction. (continue)	Classroom teachers; Interventionists	Each nine weeks	TEKS Resource System; PTO funds	Data spreadsheets showing growth

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Implement ELAR standards using district and campus resources, including online resources. (Heggerty, Decodable Readers, TEKS Resource, HMH)	Classroom teachers	August 2022-May 2023	Learning Days; PLCs; Professional Development; Early Release Days	Teacher input (surveys/reflections)
6. Implement a Maker Space for children to communicate and collaborate and think critically and creatively. (pending COVID)	Committee Members; classroom teachers	August 2022-May 2023	Internet; Engaged Classroom Teachers: TCEA	Teacher input; Student input
7. Implement Writer's Workshop as an expected practice and review writing samples routinely	Classroom teachers	September 2022; January 2023; April 2023	District/campus rubric; Developmental levels	Individual growth in writing/spreadsheet; TTESS walkthroughs
8. Implement a campus-wide problem solving model as an expected practice to ensure math is both joyful and personally challenging.	Classroom teachers	August 2022-May 2023	ESGI; Interventionists; Instructional Coach; Title I funds;	TTESS Walkthroughs and observations; Lesson Plans

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 2	Student Readiness
Profile a Learner:	<ul style="list-style-type: none"> Seek knowledge and understanding
Area of Focus:	Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.
Performance Objective:	The achievement gap between Economically Disadvantaged and non-Eco-Dis students will be eliminated

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Identify children (PreK and K) who are in subgroups (Eco Dis; EB; Special Ed;) and monitor progress closely through the use of a spreadsheet and as a cross-check for RTI.	Principal, Assistant Principal, Interventionists, Instructional Coach; Classroom Teachers	October 2022-May 2023	PEIMS Coded lists; ESGI	Completed spreadsheet indicating periodic progress checks Summary data for subgroups
2. Monitor and tighten continual progress of Tier 1b children using M-Class, ESGI, LLI, and classroom assessments by viewing monthly progress monitoring and mid-year data in an effort to make adjustments to groupings. (continue)	Principal, Assistant Principal, Interventionists, Kinder Teachers	October 2022-May 2023	District RTI Handbook; M-Class; LLI and Reading Records; Anecdotal Notes	RTI Google Doc; M-Class & ESGI data; Teacher monthly reports; RTI Reflections
3. Implement RTI school-wide to differentiate at a deeper level using available personnel.	Admin; Interventionists; Kinder Classroom Teachers; Kinder Assistants	October 2022-April 2023	Master Schedule	Literacy Data; Title I Report
4. Implement the RTI process for Supported Classrooms based on the recommendations from the previous year (Specially designed instruction)(revised)	Admin, Special Ed Inclusion teachers; Department Chair; Interventionists	September 2022 May 2023	Special ed funds; Local funds; Google Doc--Supported Classrooms Clarification	IEP goals; Tier Progress
5. Hold staffings every 4-6 weeks to monitor	LSSP, SLP's, Admin, Special Ed	September 2022 - May 2023	LSSP and SLP assessments	IEP's; Individual student data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
progress of SPED children and to discuss newly-tested children with an all children/all programs mindset--including Language Rich PreK. VISION 2020-comm	Director; Supported Classroom teachers; Special Ed Department Chair			based on general ed assessments
6. Provide ESL or Bilingual support for EB children through content-based ESL, pull-out and a one-way transitional bilingual model. (continue)	Interventionist; Bilingual & ESL teachers; LPAC Committee; Bilingual SPED teacher	August 2022-May 2023	Region 20; Title III funds; running records; Mclass; ESGI	Literacy Data; PreLAS/:LAS-links; TELPAS
7. Hold Title I and Bilingual parent meetings a minimum of twice per year.	Interventionists; Language Coordinator; Bilingual PreK/K teachers	Fall 2022; Spring 2023	Title I and Title III funds	Sign in sheets; Parent feedback (exit tickets)
8. Begin academic RTI intervention with known PreK/SPED children and those who have no preschool as soon as possible. (continue)	Interventionists	September 2022	PreK Data; Parent Input sheets	Universal screening data; Progress monitoring data
9. Implement four full day Head Start/PreK blended classrooms (Language Rich and Supported) in addition to full-day PreK for qualifying children and increased tuition children. (revised and continued)	Admin; PreK teacher; SLP	June 2022-May 2023	District Office; Region 20; TEA; Title funds; ADA	PreK Data; IEP progress reports; Parent/community feedback
10. Design a process map and hold transition meetings for PreK/ECSE children moving to Kinder in addition to the existing transition meetings of Kinder to First grade. (carryover)VISION 2020-comm	PreK teachers; Kinder teachers; Admin, Behavior Consultant/Team, Special Ed Team Leader	April 2022- May 2023	Special Ed Director, First Grade Rep, Kinder Teacher Rep, PreK Rep	Individual assessment data; AWARE documentation
11. Develop and implement Heggerty's phonemic awareness lessons explicitly, routinely, and systematically	Classroom teachers; interventionist	August 2022-May 2023	Heggerty; Decodable Readers	Progress monitoring; literacy data; checklists
12. Develop and implement lessons that precede LLI beginning lessons for Tier 2 children.(continue)	Interventionists; Principal	October 2022- April 2023	LLI; Leveled Book Room; TPRI; Phonics Dance; ELAR materials	Literacy Data reflecting growth and % meeting cut score.
13. Plan lessons in PreK with an increased focus on vocabulary development and productive struggle.	Principal; PreK teachers	September 2022-May 2023	DAP; NAEYC; PreK Guidelines	Growth in cognitive assessments
14. Provide PK-K students who struggle in reading with RTI Intervention, routine small group	Amy Lagueux, Academic Dean K-5	Services begin mid-September and continue	Title 1 Funds	Scores on MClass, Isation, MAP growth, and ESGI

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
instruction and structured literacy. Provide PK-K students who struggle in numeracy with supplemental intervention small group support through RTI (Compliance: Title 1)		through May		
15. Provide Title 1 Students with supplemental support, time, and resources during summer school (Compliance: Title 1)	Amy Lagueux, Academic Dean K-5	Completed by July 1, 2023	Title 1 Funds	Scores on Istation, MAP growth, ESGI, and M-Class

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 3	Student Well-Being and Safety
Profile a Learner:	<ul style="list-style-type: none"> • Develop a healthy sense of self • Employ skills for life • Engage socially and globally
Area of Focus:	Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges
Area of Focus:	A clearly defined character education initiative is initiated at each campus
Performance Objective:	100 % of students will participate in character education initiatives in AHISD classrooms

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Peace Path as a tool for resolving conflict. (continue)	Behavior Committee; Principal; Classroom teachers	September2022-May 2023	Conscious Discipline; Character.org	RTI Screener data; Individual Data Collection sheets Formative and Summative RTI documentation via spreadsheets; Individual Behavior plans
2. Monitor Behavior RTI roster and levels of support every third week as part of progress monitoring using a rubric system through Behavior Committee meetings and assigned team walkthroughs. (carryover)	Behavior Committee; K SPED teacher; Principal	Every three weeks beginning in October 2022	Google Doc spreadsheet; Initial rosters with highlights	Rubrics; Decrease in Office Referral/Incident forms

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3. Implement a Safe Place and visual strategies for maintaining composure in each classroom.(continue)	Character Committee; Classroom Teachers; Assistants	September 2021-May 2022	Conscious Discipline	Office Referrals; Crisis calls
4. Implement daily morning meetings as a structure for children to connect, develop speaking and listening skills, learn to embrace differences while aligning with thinking heads, feeling hearts, and helping hands. (newly revised) VISION 2020-SEL, Belonging	Morning Meeting Volunteers; Classroom Teachers; Admin	September 2021-May 2022	Responsive Classroom; Morning Meeting Resources; 80 Ideas	Walkthroughs; Teacher Input/Survey; Student Input/Survey
5. Introduce and implement Howard's Core Values-ROCKS	Character Committee; Classroom Teachers; Assistants; Admin.	September 2021-May 2022	Responsive Classroom; Morning Meeting Resources; Character.org	Walkthroughs; Teacher Input/Survey; Parent Input Survey
6. Reflect on Character Notebook and add information about new initiatives and VISION 2020.-SEL, Belonging, Comm	Behavior Committee; Character Committee	August 2022-September 2023	Solid Roots; 2022-2023 Campus Plan; Character.org Feedback VISION 2020	New pages in notebook; Walkthroughs; Survey feedback
7. Work with TLA -1& 2 members and parents to develop a plan for inclusivity around race and culture. VISION 2020-Belonging, Comm	Principal; TLA 1& 2 members	September 2022; November 2022; January 2023 March 2023	Vision 2020; TLA1;TLA2	Agendas; Plan of action
8. Provide opportunities for children to assume classroom and school-wide leadership roles (i.e. Kinder Preview; New Students; Classroom jobs; Playground; Coaches in PE; etc.) Continue	Administrators; Classroom Teachers; Character Committee	September 2022- May 2023	Character.org	Reflection Piece; Agenda Item; # of children assuming a leadership role beyond the classroom; Inventory of classroom leadership roles
9. Broaden our community service opportunities in which children can engage in at least one new initiative in addition to the existing initiatives, (Continue)	Principal; PTO Campus Liason; Specials Teachers; Teacher Leader(s)	October 2022 May 2023	Pennies for Patients Giving Tree Local Nursing Homes Teacher Leader Academy All the Little Things Snack Pak/Clothes Closet Garden Beautification Howard Plants Kindness	Master list/record of service projects/opportunities

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10. Continue to collect artifact(s) for the completion of the application for Promising Practices through Character.org.	Character Committee; Principal; Assistant Principal	September 2022- May 2023	Character.org	Application completed; Awards
11. Attach core values to our touchstone (thinking head--integrity; feeling heart--compassion; helping hands--generosity)-continue Launch-ROCKS as Howard's Core Values: R-respect and responsibility; O-ownership; C-curiosity; K-kindness; S-Service	Character Committee; Teachers; Administrators	September2021-May 2022	HBNN Morning Announcements; PBIS/Character Notebook; Morning Meetings	Page in Character Notebook; Survey question
12. Monitor and connect the character timeline and new initiatives to Morning Meetings and the Profile of a Learner. (revised)VISION 2020-SEL; Belonging	Character Committee; Instructional Coach; Morning Meeting Volunteer Group; Assistant Principal	September2022-May 2023	New Character Timeline; Character.org lessons; PBIS/Character Notebook; Morning Meeting resources	Teacher Input/Surveys; Walkthroughs
13. Train all faculty and staff on the Five Forms of Mistreatment and how to respond.	Principal; Behavior Consultant	October 2022	Other Campus Counselors	Agenda/ Sign in sheet; Added document to PBIS notebook
14. Utilize the AHISD disciplinary protocol for mistreatment, including timely communication with parents of all involved parties.	Principal; Assistant Principal;	September 2022-May 2023	Monday Mail; Flow Chart	PBIS Survey
15. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the child's ownership of the behavior.	Principal; Assistant Principal	monthly	Behavior Committee	Monthly review of referrals; Climate/Culture survey of parents and teachers
16. Involve students in establishing healthy eating habits-teaching ways to make healthy snacks and healthy snack choices	Classroom teachers, PE Teacher, Nurse	October 2022-May 2023	PreK Team; PE Teacher; Nurse	Walkthroughs and Nutrition Parade
17. Involve children in tending to the Howard Garden. (continue)	Gardening Committee	September2022-May 2023	PTO Budget; Campus Budget; Support lessons in Google Drive	Monthly Monitoring; Committee Review/Action Plan

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 4	Engaged and Well-Rounded Students
Profile a Learner:	<ul style="list-style-type: none"> • Communicate and collaborate • Engage socially and globally
Area of Focus:	All students will have equitable access and inclusion within our school; this includes all intervention and enrichment programs, and all extracurricular activities. All students will have the opportunity to learn about equity and cultural awareness.
Performance Objective:	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Establish common home-school connections to ensure equity for children.(continue)	Principal; Team Leaders	September2022-May 2023	Bloomz; SeeSaw; Google docs; Survey data	Survey data
2. Develop a quality 4-year old Specials program that allows for more time in the classrooms.	Music teacher, PE teacher, Library Assistant; Yoga teacher	September2022-May 2023	Head Start Director; PTO funds	Walkthroughs;Teacher Input
3. Raise awareness of the connection between strong attendance and strong academic growth.	Principal; Assistant Principal; PEIMS Clerk	September2022-May 2023	Equity Plan	Attendance rates
4. Provide school wide written communication in both Spanish and English. (continue)	Admin; Biilingual/ESL teachers	Ongoing	Translators	Copies of communications
5. Provide Yoga to all Kinder children to reinforce mindfulness.(continue)	Principal; Yoga Instructor	tow to three times per month all year Date/TBD	Local Enrichment Budget; PTO	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Yoga Instructor
6. Provide ARTWORKS to all children who attend full-day.(continue)	Principal; PTO	January 2022-May 2023	Artworks; PTO Budget	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Artworks Director
7. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and	Principal; Assistant Principal	September2022-May 2023	Title 3	Increased parent involvement as evidenced through sign-in sheets

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
are scheduled at convenient times and dates.				
8. Communicate the intent of technology use at Howard.(communicate)	Principal, Instructional Coach	August 2022-May2023		Google Slide Presentation; Sign-In Sheets

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 5	Community Engagement
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Increase parental involvement
Performance Objective:	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Seek feedback from parents to design parent involvement/engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates. (Compliance: Title 1)	Amy Lagueux, Academic Dean K-5	Completed by January 2023	Title 1 Funds	Parent Feedback Survey
2. Host community involvement events to include but are not limited to Meet the Teacher; Back to School Night; Teddy Bear Picnic; Turkey Tango/Luncheon; Howard Homecoming Carnival; Literacy on the Lawn; Book Fairs etc.	Principal, AP, Instructional Coach; Interventionist	August 2022-May 2023	PTO Budget; Local Campus Budget; Title Funds	Parent and teacher Feedback Surveys

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 6	Professional Learning and Quality Staff
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	<ul style="list-style-type: none"> • AHISD will recruit and induct the highest performing faculty and staff through quality HR practices at the district and campus level • An expectation for quality professional development opportunities will ensure best practices to be implemented in AHISD classrooms
Performance Objective:	100% of AHISD staff members will be high-performing according to district standards

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Support teachers accepted into the National Board Certification Program (18/24 month program)	Administrators; 3 teachers	TBD	AHISD Human Resource-Frank S.	Four Components-Video evidence, tests, written reflection, feedback
2. Collaborate with design team members, Instructional Coach, Academic Dean and Interventionists to design professional development opportunities that align with campus goals, CIP, and the Profile of a Learner.	Administrators, Academic Dean, Campus Design Team; Instructional Coach	October 2022 Learning Days PLCs After school faculty meetings	Region 20	Agendas, Teacher Feedback
3. Collaborate with one another horizontally (same grade level) and vertically, with an emphasis on PK-K collaboration. (carryover/revise)	Design Team; Team Leaders; Admin; Instructional Coach	Weekly (same grade level) Once in the fall and once in the spring	Conference periods (PLCs) Learning Days District and campus PD days	Agenda/Calendars; Howard Faculty Google Folder; Bloomz for Faculty
4. Revise leadership and planning structures to ensure commitment to the work. VISION 2020-R&R	Principal	TBD		Survey, school calendar, weekly communication

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Sense of Belonging 2. Communication 3. Resources and Relations 4. Social and Emotional Learning (SEL)				
5. Support teachers new to Howard through a multi-layered approach that consists of partner teacher, team/team leader, assigned mentor from another team, interventionists, instructional coach, and office team. (continue)VISION 2020 R&R	Principal; Assistant Principal; Instructional Coach; Special Ed Dept. Chair	Monthly check-ins	AHISD Human Resources Checklists; Release time for observations	New Teacher input/survey; Recording Sheet
7. Provide opportunities for teaching assistants/paraprofessionals to collaborate and gain expertise in instructional best practices.	Principal; Assistant Principal; Instructional Coach	September 2022-May 2023		Agendas, Presentations, Sign-In Sheets, Exit tickets
8. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated instruction	Principal, Instructional Coach	September 2022-May 2023	Gifted and Talented	Number of teachers trained for Gifted and Talented
9. Support and Increase the number of certified ESL teachers.	Principal; Assistant Principal; ESL Teacher/Interventionist	Summer 2022-May 2023	Region 20	Teacher Certifications (ESL)
10. Support extended grade level learning and planning time through Collaborative Learning Days. (Compliance: Title 2) (Continue)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Completed by March 2022/March 2023	Title 2 Funds	Staff Feedback Survey
11. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e. language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza and Reach)	Principal; Bilingual/ESL Coordinator	September 2022-May 2023	Title 3	Walkthroughs, TTESS, TELPAS student data
12. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in	Principal; Bilingual/ESL Coordinator	September 2022-May 2023	Title 3	TELPAS student data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
English language arts and reading, mathematics, science and social studies.				
13. Provide PK-2 teachers with high quality professional development on best practices in early literacy and numeracy through professional development and ongoing coaching and collaborative conversations. (Compliance: Title 1)	Academic Dean K-5	Completed by March 2023	Title 1 Funds	Staff Feedback Survey
14. Communicate with all stakeholders about “the why” of our campus initiatives. We will do so in every adult learning opportunity such as faculty meetings and PLCs. We will present the same information to parents/guardians in all or most communication to include Back to School Night and PTO meetings.	Principal; Assistant Principal; Instructional Coach	August 2022- May 2022		Agenda, Survey feedback

**ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2022**

District Pillar 7	Fiscal and Operational Systems
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	
Performance Objective:	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1.				

Alamo Heights ISD Parental Involvement Policy (Title I)

Alamo Heights ISD Parental Involvement Policy

AHISD Mission Statement

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

Statement of Purpose

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

1. Grade level goals for the students of Alamo Heights ISD will be published for all parents in the district, with the expectations that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach these goals. AHISD involves parents in the joint development of the district's plan and the process of school review and improvement. Alamo Heights ISD intends to include parents in all aspects of the district's Title I Program and Parental Involvement Policy. Parents and district personnel will meet to develop our district's Parental Involvement Policy.
2. AHISD will provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Alamo Heights ISD, will provide support and training to principals and teachers to promote the parent involvement activities.
3. In order to build a dynamic home-school partnership, Alamo Heights ISD, with cooperation of the campuses, will provide the following:
 - An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education.
 - Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in a format and a language that they can understand.
 - A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (PM benchmarks, etc.), and proficiency levels students are expected to meet, will be provided to parents through a letter or conference.
 - Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the Texas Assessment of Knowledge and Skill (TAKS), will be communicated through schoolwide meetings and a letter from the principal.
 - A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.

- A minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
 - Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental Involvement Policy and the School-Parent Compact.
 - Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, e-mail or in writing. In addition, parents may attend the scheduled yearly and semester meetings.
 - Materials and specific training to help parents work with their children to improve achievement. Parents and community members are always welcome at our schools. By using their suggestions to improve our schools and by working together, we can make all the students in our school successful learners.
4. Alamo Heights ISD, with the involvement of parents, conducts an annual evaluation of the content and effectiveness of the District Title I Parental Involvement Policy with regard to:
- improving the academic quality of the Title I, Part A schools
 - identifying barriers to greater participation by parents in activities of Title I, Part A school authorized by section 1118, giving particular attention to parents who:
 - are economically disadvantaged
 - are disabled
 - have limited English proficiency
 - have limited literacy
 - are of any racial or ethnic minority background
- District personnel and parents will evaluate the parental involvement activities and the Parental Involvement Policy. Use the findings of such evaluation, and recommendations in designing strategies for more effective parental involvement, and revising if necessary.
5. Alamo Heights ISD will involve parents in the activities of Title I, Part A schools. Timely communication and an inviting and family friendly atmosphere will enhance parent involvement in the activities of the Title I, Part A participating schools. Parents will receive information in a language they can understand that will detail the activities of the school, and will be asked to participate. Schools may use communication strategies such as personal contact, newsletters, notes sent home with the students, and e-mail to invite parents to participate in the school's activities. Whenever possible, childcare and language interpreters will be provided. Parents and community members are always welcome at our schools. By working together and making suggestions to improve our schools, we can make all the students in our schools successful learners.

Alamo Heights ISD 2022-2023

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

Parent Compact

Howard Early Childhood Center

<u>Student</u>	<u>Parent</u>	<u>Teacher</u>
I promise to read or listen to books every night.	I promise to read to or with my child every night.	I promise to listen to your child everyday.
come to school on time.	ask my child about his/her day.	show your child many strategies to help them become independent.
engage in home/school activities.	engage in home/school activities.	tap into your child's strengths and interests.
limit my time watching TV or videos.	get my child to school on time.	plan engaging activities to encourage lifelong learning.
get to bed early.	limit my child's time watching TV or videos.	support you as your child's first and most important teacher.
	get my child to bed at an early hour.	communicate with you regarding your child's progress.
	communicate with the teacher regarding my child's progress.	

Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

HOWARD ECC agrees to implement the following statutory requirements:

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

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

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

*Meet twice a year to review the existing plan and make changes as necessary.

*Continue to recruit parents for our parent involvement initiatives.

*Ensure parent representation from the varied programs at Howard.

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

*Invite parents to review the plan and provide input for revisions.

*Survey parents

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

*Open invitation to visit the classroom communicated through a flyer

*Agenda item at Evening PTO meeting

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

*Holding parent conferences a minimum of two times per year.

*Phone calls updating children's progress as needed through RTI process

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

*Scheduling individual or group meetings

*Communicating in writing

*Communicating via phone

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

*April conferences/ I-Station progress reports

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

*Letters sent home and files maintained

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

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,

- how to monitor their child's progress, and
- how to work with educators:

- *Twice yearly parent conferences
- *Back to School Parent Orientation
- *PTO meetings
- *Head Start Parent Meetings/Home Visits
- *Communication Folders
- *Reading bags

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

- *District-wide ESL classes for parents
- *Parent Volunteer Program
- *PTO Meetings
- *Parent Conferences
- *Individualized training, when requested
- *Bilingual parent development meetings led by a teacher

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

- *Faculty meetings
- *Behavior Consultant presentations/individual meetings
- *PTO Meetings

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

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

- *Parent Meetings (Head Start, PAP, PTO)

Volunteer and Homeroom Mom orientation

- *Individual Parent Meetings (ARD's, RTI, Parent Conferences, Home Visits)
- *Special Events as listed on the Howard Calendar (Book Fair/Texas Tea Room, Library Volunteers, etc.)

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

- *All information is sent home in English and Spanish.
- *Information is sent electronically and in paper copy, when necessary.
- *Weekly Monday Mail from principal is sent in English and Spanish
- *Website communication
- *Marquis communication

*Title I Service communication (letters/in person)

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

PART IV. ADOPTION

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

This policy was adopted by the Alamo Heights ISD in October of 2017 and will be in effect for the period of the 2022-2023 school year.



Alamo Heights ISD

Report on Violence, Drug, Alcohol, & Tobacco Use Prevention

October 2022

Data Based on 2021-22 Incidents
(The previous school year)

Texas statute requires every district to publish a report on violent and criminal incidents in their school. Alamo Heights ISD continues to prioritize safety of students and staff as a high priority. Data reflects the number of criminal activities occurring on school property or school sponsored events during the 2020-21 school year. Preceding the table of incidents is a list of prevention and intervention programs employed to reduce the number of risk situations.

District-wide Prevention and Intervention Efforts

- Since the fall of 2016, AHISD has partnered with character.org with the future goal of becoming recognized by them as a District of Character. Each campus uses the 11 Principles of Character Education as a framework within which to further their own character education efforts with the goal of being recognized by character.org as a Campus of Character. Three campuses have earned the National School of Character Designation and all five campuses have earned “Promising Practices” distinctions from character.org.
- Secondary students involved in extra and co-curricular activities are required to abide by the AHISD Extra-Curricular Code indicating their agreement to follow all district policies with an emphasis on policy related to alcohol, and other drug use, as well as mistreatment and other inappropriate behavior.
- Integration of drug, alcohol, and violence prevention efforts is conducted throughout grades EE-12 through classroom instruction, classroom guidance activities, counseling, and health classes.
- The District Wellness Coordinator provides services to prevent, intervene, and drug substance use in our community. These efforts span across campuses.
- An anonymous tip line provides an avenue to report safety concerns on-line. The link is available on the district webpage under the Parents & Students banner tab.
- Recommendations known as “Heart of Heights” have been implemented since 2016-17, the result of a task force from Spring 2016 that examined three areas: social/emotional wellness, character education, and digital citizenship.
- Implemented Youth Suicide Prevention Program curriculum units for grades 5-12.
- The district offers a mental health care concierge through Care Solace to help families connect with counseling services to match their insurance and means.

Howard Early Childhood Center

- Faculty integrate the Eight Keys of Excellence, the character touchstone, digital citizenship, and social skills into the curriculum, morning meetings, and special events throughout the school following a yearly timeline and weekly focus. A variety of project-based activities (canned food drives, Project Care, Giving Tree, Peanut Butter Bowl, All the Little Things) are also implemented to reinforce compassion and giving.
- Faculty follow the campus plan for prevention, intervention, and crisis as outlined extensively in the HECC Character/Behavior Notebook. This includes a comprehensive Behavior Response to Intervention (RTI) process and supports.

Elementary Level (campus specific approaches may vary)

- Campus character core values are integrated into instruction and activities at the elementary level.
- Counselors provide character education and support for elementary age students including anger management, violence prevention skills, divorce and separation issues, and self-esteem through individual or group sessions through classroom guidance lessons as well as individual counseling.
- Counselor's Corner provides handouts/info to families about social/emotional issues and character education.
- Regular classroom meetings ("community circles") to build relationships and discuss social/emotional, digital citizenship, and character education related items (Heart of Heights content is infused here).
- Students are encouraged to live healthy life-styles, make wise choices and set goals through daily lessons and activities during "Red Ribbon Week."
- Each campus integrates Positive Behavior Interventions and Supports (PBIS) with character education, including clear expectations for positive behavior (specific approaches vary by campus).
- The RTI Committee meets regularly to identify and make recommendations for students in need of academic or behavioral support.
- School wide Kindness Week.
- Starting in Fall 2019, both elementary schools implemented the PALS program, which uses high school students (who sign up for the PALS class at AHHS) as mentors to elementary students.

Junior School

- The Student Wellness Counselor, a licensed professional social worker, assists students with a variety of emotional issues, which may interfere with their academic success. The District Wellness Coordinator, Cat Widder, assists.
- The Student Intervention Team, comprised of administrators, counselors, the campus school nurse, and campus social worker identify and generate interventions for students in crisis (meets weekly).
- Safety assemblies, by grade level, are delivered by administrators and counselors to address each grade level regarding specific safety guidelines for the campus. Proactive interventions are used to reduce potentially critical safety and climate issues.
- The 6th grade Health class is a required 9-week course.
- The two school counselors and a full-time wellness counselor provide support for Junior School students, including alcohol, drug-use, and social issues through individual, group sessions, and classroom guidance.
- The Junior Ambassador Program matches student mentors with new students to the district. Ambassadors also serve as guides during 5th grade visits.
- Advisory meets each week, a time in which students build relationships in small groups with an adult in which they discuss important topics that impact social/emotional wellness, digital citizenship, and character education. Information about these advisory lessons is shared with parents through Monday Mail.

High School

- The Student Support Center, a licensed professional counselor (LPC), assists students with a variety of emotional issues, which may interfere with their academic success. The District Wellness Coordinator, Cat Widder, assists.
- The Student Intervention Team, comprised of administrators, school and wellness counselors, the special education campus coordinator, the LSSP, math and reading interventionist, and teachers from both the comprehensive campus and Excel meet weekly to generate interventions for students in who struggle with academic, social/emotional, and behavioral issues.
- A partnership with Rise Recovery provides drug-abuse counseling groups students in recovery at the high school campus.
- Through Personalization Period, students build relationships in small groups with an adult in which they discuss important topics that impact social/emotional wellness, digital citizenship, and character education. Information about these advisory lessons is shared with parents through Monday Mail. An advisory team of teachers, with input from students, provides lessons for the students each week. Regularly, students in given classroom volunteer to develop the lessons for the entire campus.

Incidents for Elementary*

INCIDENT**	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Possessed, sold, used or was under the influence of alcohol	0	0	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	0	0	0	0	0
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	0	0	0
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	0	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	0	0	0	0	0

Incidents for Junior School*

INCIDENT**	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Possessed, sold, used or was under the influence of alcohol	1	2	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	3	5	0	2	1
Possessed, purchased, used or accepted a cigarette or tobacco product	8	17	0	1	6
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	0	2	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	0	0	0	0	0

*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.

** NOTE: An incident may include multiple students.

Incidents for High School*

INCIDENT**	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Possessed, sold, used or was under the influence of alcohol	8	1	6	2	6
Assault against a school district employee or volunteer	0	0	0	0	1
Conduct punishable as a felony	0	1	1	2	4
Possessed, sold or used marijuana or other controlled substance	25	21	9	5	17
Possessed, purchased, used or accepted a cigarette or tobacco product	1	45	22	7	9
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	2	0	0	0	1
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	2	4	3	0	2

*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.

** NOTE: An incident may include multiple students.

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
BEXAR								
ALAMO HEIGHTS ISD								
	015901001 ALAMO HEIGHTS H S							
	Four-Year Public University	112	13	5	17	30	47	0
	Two-Year Public Colleges	86	13	7	9	28	28	1
	Independent Colleges & Universities	41						
	Not Trackable	23						
	Not Found	113						
	Total High School Graduates	375						
BASIS TEXAS								
	015834001 BASIS SAN ANTONIO- SHAVANO CAMPUS							
	Four-Year Public University	42	1	3	2	5	31	0
	Two-Year Public Colleges	3						
	Independent Colleges & Universities	6						
	Not Trackable	9						
	Not Found	11						
	Total High School Graduates	71						
BROOKS ACADEMY OF SCIENCE AND ENGI								
	015830001 BROOKS ACADEMY OF SCIENCE AND ENGI							
	Four-Year Public University	6	2	0	2	1	1	0
	Two-Year Public Colleges	43	16	7	6	5	7	2
	Independent Colleges & Universities	6						
	Not Trackable	2						
	Not Found	41						
	Total High School Graduates	98						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

HB 3 Goals

Adopted January 2021

Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:
 - Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
 - Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

Each LEA is required to adopt goals related to HB3. The template and targets were set by TEA.

- Early Literacy Goal
- Early Numeracy Goal
- College, Career, and Military Readiness Goal

All plans for HB3 goals must include:

- 5-year goals with annual targets
- Annual report to the Board
- Annual posting to website
- Specific, quantifiable, annual goals for five years
- Annual targets for students in each group evaluated under closing the gaps domain

HB3 Early Childhood Literacy Outcome Goal

TEA GOAL: 60% of 3rd graders meet grade level standards by 2024.

AHISD Goal: The percent of third grade students that score meets grade level or above on STAAR Reading will increase from 62% to 65%.

Past Performance

2015	2016	2017	2018	2019
50.66%	51.50%	55.69%	59.32%	62.14%

Yearly Target Goals

2020	2021	2022	2023	2024
N/A	58% (Goal:62%)	78% (Goal:63%)	64%	65%

Closing the Gaps Student Groups Yearly Targets

	Hispanic (~140)	White (~180)	Asian (~15)	African American (~10)	Eco. Disadv. (~70)	EL (~20)	Special Ed (~10-20)
* red denotes actual score below target score							
2017	44%	71%	67%	*	38%	17%	0%
2018	44%	66%	71%	27%	31%	20%	7%
2019	48%	70%	68%	40%	29%	29%	24%
2021	44%	70%	50%	29%	30%	27%	21%
2022	66% (Goal:52%)	82% (Goal:71%)	78% (Goal:69%)	67% (Goal:48%)	47% (Goal:40%)	41% (Goal:40%)	32% (Goal:40%)
2023	56%	72%	70%	54%	50%	50%	50%
2024	60%	73%	71%	60%	60%	60%	60%

HB3 Early Childhood Math Outcome Goal

TEA GOAL: 60% of 3rd graders meet grade level standards by 2024.

AHISD Goal: The percent of third grade students that score meets grade level or above on STAAR Math will increase from 53% to 60%.

Past Performance

2015	2016	2017	2018	2019
51.39%	50.30%	53.44%	46.77%	53.40%

Yearly Target Goals

2020	2021	2022	2023	2024
N/A	42% (Goal: 53%)	58% (Goal:57%)	59%	60%

Closing the Gaps Student Groups Yearly Targets

* red denotes actual score below target score	Hispanic (~140)	White (~180)	Asian (~15)	African American (~10)	Eco. Disadv. (~70)	EL (~15)	Special Ed (~10-20)
2017	44%	61%	78%	*	32%	17%	8%
2018	33%	55%	50%	40%	23%	8%	0%
2019	42%	61%	64%	57%	33%	29%	30%
2021	24%	55%	50%	33%	23%	18%	15%
2022	41% (Goal:50%)	68% (Goal:62%)	44% (Goal:65%)	33% (Goal:58%)	23% (Goal:40%)	23% (Goal:40%)	23% (Goal:40%)
2023	56%	63%	66%	59%	50%	50%	50%
2024	60%	64%	67%	60%	60%	60%	60%

HB3 College Career Military Readiness Outcome Goal

TEA GOAL: 80% of graduates will meet CCMR standards by 2024.

AHISD Goal: The percentage of graduates that meet the criteria for CCMR will increase from 76% to 80% by August 2024.

CCMR is a lagging indicator..

Past Performance

2015	2016	2017	2018	2019
72.90%	75.30%	69.80%	74.40%	76.80%

Yearly Target Goals

2020	2021	2022	2023	2024
77% (Goal:77%)	74% (Goal 78%)	66% (Goal 78%)	Goal 79%	Goal 80%

Closing the Gaps Student Groups Yearly Targets

	Hispanic (~140)	White (~180)	Asian (~15)	African American (~10)	Eco. Disadv. (~70)	EL (~15)	Special Ed (~10-20)
* red denotes actual score below target score							
2017	58%	77%	82%	*	37%	0%	10%
2018	63%	87%	73%	30%	45%	43%	28%
2019	66%	86%	82%	40%	65%	*	64%
2020	61%	82%	67%	64%	51%	38%	67%
2021	60%	81%	69%	63%	50%	36%	56%
2022	48% (70% Goal)	76% (87% Goal)	73%(83% Goal)	29% (58% Goal)	39% (67% Goal)	33% (67% Goal)	58%(67% Goal)
2023	75%	88%	84%	65%	68%	68%	68%
2024	80%	90%	85%	70%	70%	70%	70%

School Counselors

As of October 19, 2017, in policy update 109, AIB (LEGAL) requires that the District Performance Report (TAPR) include the number of school counselors providing counseling services at each campus in 2021-22.

Howard Early Childhood Center: no professional school counselors, but they do have a full time Assistant Principal.

Cambridge Elementary: two professional school counselors

Woodridge Elementary: two professional school counselors

Junior School: two professional school counselors and one social worker (licensed professional counselor certified)

High School: four professional school counselors, one wellness counselor (licensed professional counselor certified), one college counselor (a certified professional school counselor), and the district wellness coordinator (a licensed professional counselor) housed at the high school.