

Alvord Elementary School

ALVORD ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

ALVORD INDEPENDENT SCHOOL DISTRICT CAMPUS IMPROVEMENT PLAN **ALVORD ELEMENTARY SCHOOL** 2024-2025

LA INFORMACIÓN SE COMPARTIRÁ, EN LA MEDIDA DE LO POSIBLE, EN UN IDIOMA QUE LOS MIEMBROS DE LA FAMILIA PUEDAN ENTENDER. SI NECESITA AYUDA O TIENE ALGUNA PREGUNTA SOBRE ESTE DOCUMENTO, COMUNÍQUESE CON **CAMPUS PRINCIPAL, JAMIE L. MITCHELL** (940-427-2881). LOS SERVICIOS DE TRADUCCIÓN ESTÁN DISPONIBLES

IT IS THE PURPOSE OR MISSION OF THE ALVORD INDEPENDENT SCHOOL DISTRICT TO PROVIDE A SAFE ENVIRONMENT AND A SOUND EDUCATIONAL PROGRAM FOR ALL STUDENTS ALLOWING THEM TO DEVELOP TO THEIR FULL POTENTIAL INTELLECTUALLY, PHYSICALLY, AND SOCIALLY IN ORDER TO BECOME RESPONSIBLE CITIZENS AND CONTRIBUTING MEMBERS OF SOCIETY. INHERENT WITHIN THIS PURPOSE AND MISSION IS THE BELIEF THAT ALL STUDENTS CAN LEARN AND THAT THE SCHOOL, THE HOME, AND THE COMMUNITY CAN MAKE A DIFFERENCE IN THE LIVES OF ITS STUDENTS.

WORKING TOGETHER FOR EXCELLENCE IN EDUCATION

Alvord Elementary School

Alvord Elementary School Site-Based Decision Making Committee

Jamie L. Mitchell, Principal

Printed Name	Position on the Committee	Email/Phone Number
Jamie L. Mitchell longterm	Principal	jmitchell@alvordisd.net 940-427-2881 or 682-552-0811
Courtney Archa 2023-2026	Business	courtarcha@gmail.com 940-389-0991
Carrie Walker 2023-2026	5th gr teacher	cwalker@alvordisd.net 817-454-6006
Jenna Clark 2022-2025	Counselor	jclark@alvordisd.net 940-736-0660
Ashton Burns 2022-2025	Parent	ashtonburns@hotmail.com 940-389-0521
Carrie Morgan 2023-2026	4th gr teacher	cmorgan@alvordisd.net 940-210-1487
Danelle Sandate 2023-2026	1st gr teacher	scampbell@alvordisd.net 940-255-9355
Rachel Hall 2023-2026	Business	rachel.hall.1518@gmail.com 940-393-2648
Dana Hale 2023-2026	Parent	danahale2@gmail.com 940-255-6961

Alvord Elementary School

Tammy Nivens 2023-2026	Special Education Teacher	tnivens@alvordisd.net 360-517-0687
Erin Cornell 2023-2026	Parent	ecornell@nisdtx.org 817-304-4314

Alvord Elementary NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES Completed 4-1-2022 by AES Committee

1. The percentage of **5th grade** students who **approach grade level on the STAAR Math** assessment will be higher than the state percentage score of a **66% scaled score. AES will work to increase from the 2021 scaled score of 85% to 86% by May 2023.** *Baseline Data: 2021 TAPR STAAR 1st administration results*
2. The percentage of **2nd grade** students reaching Level 28 on the Developmental Reading Assessment (DRA) will be **60%**
3. The percentage of **4th grade** students who reach 'approaches' or higher for grade level ELAR (STAAR) (English Language Arts & Reading) will increase from 68% to 69% by the end of the 2022-2023 state assessment cycle.

Alvord Elementary School

Alvord district is exempt from the Supplement/Supplant guidance as noted on the Supplement Not Supplant Methodology Statement kept at the district office.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY SCHOOL YEAR: ALVORD ELEMENTARY 2022-2023

Data Sources Reviewed:			
<ul style="list-style-type: none"> ● AEIS Report, STAAR Data, TEA Performance Reports, STAAR Data, Discipline Reports from TxEIS, Disaggregated P.E.I.M.S. Data, Assessment Data from Benchmarks, CBA (Curriculum Based assessments), TELPAS and Exact Path ● 2022-23 Campus Improvement Plan and Campus Needs Assessment, Technology Plan, Student Handbook and Student Code of Conduct, Title I, Part A Plan 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> ● Enrollment is currently at 398. ● 100% of the professional staff is considered highly qualified in their positions. 19 General education teachers, 1 Special Education teacher, 1 library aide, 5 full time Special Education aides, and one Kindergarten aide the school year ● 26 Pre-K students 	<ul style="list-style-type: none"> ● 7% of student enrollment was retained, with the largest percentage in first grade in the 2020-21 school year. ● 24% of student enrollment is listed as free or reduced lunch recipients. ● Small rural school with decreasing income from taxing entities. 	<ul style="list-style-type: none"> ● Continue using the K-2nd grade math assessment tool with the Go Math Curriculum adoption to track individual progress, PK uses CLI Engage. ● Purchase software from Study Island again to provide programs to support Math, ELA, and Science literacy in 3-5th grade. ● Purchase software again and staff development. STARFall for Pre-k, Istation for K-2, Exact Path & Study Island for 3-5. State Assessments PK-CLI ENGAGE, Kinder-Tx KEA, First & Second- TPRI, and

Alvord Elementary School

			<p>Third-Fifth- Exact Path & Study Island programs utilize the state assessments provided with these programs to conduct BOY, MOY and EOY scores</p> <ul style="list-style-type: none"> ● Provide additional tutoring/additional instruction within the school day/RtI. ● Provide extended day (before or after school) tutorials as requested or needed ● Provide accelerated, intensive program for 'At-Risk" students failing the STAAR through tutoring, computerized instruction and specialized reading/math classes. Follow HB 4545 stipulations and guidelines for students who failed the STAAR test.
Student Achievement	<ul style="list-style-type: none"> ● A majority of students are 'Approaching' goals in Reading/ELA, and Math based on 1st administrations of 2020 STAAR exams. ● First administration of 5th grade Math showed 91% are at the Approaches level 4 points lower than last year. ● 1st administration of 5th gr Math STAAR 62% of the Students Scored at the MEETS level on the Math STAAR is the same compared to last year's 62%. ● 32% of 5th graders scored at the Mastered level on the Math assessment down by 7 points. ● 1st administration of the 5th grade Reading STAAR showed 81% reached the Approaches level down 8 points from last year. 50% reached the MEETS level was less, compared to 59% last 	<ul style="list-style-type: none"> ● 10 -5th gr students did not meet APPROACHES standards on the Reading STAAR exam on the 1st administration. 5 -5th gr students did not meet APPROACHES standards on the Math STAAR exam on the 1st administration in 2021. ● Increase the number of GT (Gifted and Talented) and other subgroup students scoring in the MASTERS level. ● Need to work on curriculum alignment and instructional assessments. 	<ul style="list-style-type: none"> ● Campus instructional focus and resources need to be directed toward the subgroups. TAPR showed in 2021 for approaches for Sped population..79% scored on all assessments, 81% in Reading (state 34%), 77% Math (state 34%), Writing 64% (state 19% ● More focus shall be concentrated on the area of Science and Social Studies instruction in all grade levels. ● Addition of a Reading Interventionist (not dyslexic teacher) for all grade levels (K-5th) would be beneficial. ● Continued use of the RTI addressing students' needs in small groups. <ul style="list-style-type: none"> ● An RtI Reading and Math interventionist could be utilized for all grade levels to address the academic needs of students needing extra classroom small group support.

Alvord Elementary School

	<p>year, and 25% reached the MASTERED level which is down compared to the 32% last year .</p> <ul style="list-style-type: none"> ●Have seen growth for the Economic Disadvantage and LEP students in Writing, Math and Reading benchmarks throughout the year. 		
School Culture and Climate	<ul style="list-style-type: none"> ●Good student/teacher ratio average is at 18:1. Most of our grade levels are over that ratio for the 2021-22 school year. ●Teachers feel comfortable to visit administration regarding areas that need improvement, concerns or honest feedback. ●The Parent Volunteer program has been very beneficial to the teachers and students. ●Teachers have created a safe and secure environment for students in their classrooms and around the building. ●The staff has “high expectations” for all their students. ●Improved Security features have been made throughout the building. 	<ul style="list-style-type: none"> ●More input from teachers and parents in development of the student handbook and student code of conduct. ●Concerned about the lack of available space on campus for our growing numbers and needed programs; especially during state assessment time when meeting student accommodations. 	<ul style="list-style-type: none"> ● Send new staff to the Great Expectations training for character building. To improve our school culture ●Provide opportunities for faculty and parent volunteers to review and make recommendations to the Student Handbook. ●Great concern for the lack of safety features around gym, Music, PK area, 4th/5th grade play area (fenced), etc. Smoke detectors, alarms for fires (drills) and disasters (tornado).The PA system was upgraded to the unconnected out buildings. Gym updates were made. ●More individualized discipline in upper grade levels (not taking recess time away from whole classes). (ex.Silent lunch & individualized loss of recess time)
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ●Three-fourths of staff have an ESL certificate and seven-eighths have a G/T endorsement etc. We are continuing to work on 100% of staff. ●100% of the teaching staff is “highly qualified”. 	<ul style="list-style-type: none"> ●We do not have a new teacher “mentor” program, but utilize experienced teachers as mentors. ●Need more training with behavior management techniques. Trust-Based Relationship Intervention (TBRI) 	<ul style="list-style-type: none"> ●Develop and improve a mentor program for new teachers to the campus. ●Provide staff development in key areas as identified by staff put in the CIP. ●Provide math training through researched-quality workshops

Alvord Elementary School

	<ul style="list-style-type: none"> ●Staff have created a family type atmosphere. They see success as a team effort. ●Professional development is encouraged and supported throughout the year. ●Staff shall receive 5 days of staff development during the summer. 	<p>professional development would be beneficial.</p> <ul style="list-style-type: none"> ● Need more training on meeting the needs of our ESL population. ● Many requests for more training using the Great Expectations Model. 	<ul style="list-style-type: none"> ●Provide character building training through Great Expectations for staff to continue improving the safe environment/climate for the campus for students and staff.
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ●Provide a rigorous curriculum with high academic standards for students at all grade levels ●Provide a curriculum that is appropriate for all student ability groups. ●Improvements in instruction using various technologies & Data is a great tool.. ●Scores on STAAR and STAR literacy exams show measured effectiveness of curriculum. ●This coming year we will have data from the iStation program to utilize working with students in specified areas of need in Reading and Math. 	<ul style="list-style-type: none"> ●Vertical teaming is needed for all subject areas. ●Training needed to continue to assist teachers in developing a scope and sequence framework for all core subjects. ●Improved classrooms/lab settings for Science experiments. <ul style="list-style-type: none"> ● Improve writing techniques and instruction for lower grade levels. 	<ul style="list-style-type: none"> ● Provide professional development in educating teachers more effective writing techniques and strategies. ●Continued purchase of Study Island software for 3rd-5th grade Math, ELAR and Science development. ●Continue purchasing TX-Kea for Kindergarten, Istation software programs for 1-2 Reading and Math instruction, and Exact Path for 3rd-5th enhancement and assessment programs. ●Updates were made to the Renaissance Reading Program (A.R.) continued use and evaluation of the program will be monitored.
Family and Community Involvement	<ul style="list-style-type: none"> ●Very effective Parent Volunteer Program/PTO ●Open House/Meet the Faculty Night. ●Family Movie Nights ●Christmas Store w/Family Night <ul style="list-style-type: none"> ● Christmas Family Night with Santa ●Rise and Shine Presentations ●Rodeo Day for K-1st. 	<ul style="list-style-type: none"> ●Need to continue to improve parental and community involvement on our campus. ●Allow teachers and students to do new engaging learning activities together. <ul style="list-style-type: none"> ● Hear what teachers are saying about how to keep our district great. 	<ul style="list-style-type: none"> ●Parent events once or twice a year where parents and students come together incorporated through the PTO organization. ●Special meeting with non-native speaking families to discuss school activities and questions concerning students and school. Help teachers build relationships with those families.

Alvord Elementary School

	<ul style="list-style-type: none"> ● Title I Parents Night ● Spirit Table sales from September, November, January, and March ● School Supplies purchased for the 2021-22 school year to present <ul style="list-style-type: none"> ● Bookfair week along with muffins with mom, donuts for dad and goodies with grandparents ● Refreshments/snacks for Kids' Heart Challenge Activities by parents/PTO ● Meals/Snacks for Teacher Appreciation Week by parents/PTO ● School spirit t-shirts purchased for all students and faculty to wear to field trips and on field day events by our PTO ● Bounce houses, snow cones, snacks for field day events ● Coffee/tea and condiments for Teachers' lounge, coffee truck visits ● Family members and small business personnel to serve on Campus Improvement Team 	<ul style="list-style-type: none"> ● Muffins with mom, donuts with dad, & goodies for grandparents. 	
School Context and Organization	<ul style="list-style-type: none"> ● The teachers feel they have a voice in the decision making process through the DEIC, Campus Needs Assessment Plan and the Campus Improvement Plan. ● Through the evaluation of teachers and paraprofessional schedules, adequate time is devoted to the organization. 	<ul style="list-style-type: none"> ● Allow for more input from teachers regarding aspects that have a major impact on students and teachers, such as Student handbook, Student Code of Conduct. ● Para-professional help is essential for areas of need with the Rtl students and with the Special Education inclusion areas. 	<ul style="list-style-type: none"> ● Continued assistance from the Parent Volunteer group to further help with the RTI students. ● Develop a strategy for teacher input on the Student Handbook/Code of Conduct. ● Through RTI for all grade levels, provide extra help for students who are struggling.

Alvord Elementary School

	<ul style="list-style-type: none"> ●Excellent student to teacher ratio 18:1 but some ratios were exceeded due to higher enrollment. 	<ul style="list-style-type: none"> ●Drop off and pick up procedures modified for car students. Covered walkways would be beneficial on bad weather school days. 	
Technology	<ul style="list-style-type: none"> ●Computers and Smart Boards in every classroom PK-5th grade and Dyslexia Reading Therapy. ●Each Kindergarten and 1st grade classrooms have their own chromebook cart <ul style="list-style-type: none"> ● Technology class uses the Typsey curriculum along with Starfall ● 1 to 1 Chromebooks for 2nd through and 5th graders ●Technology will be used to enhance lessons, student interaction and enrichment, class activities, research for more class projects and assessment. ●The use of technology has shown to improve student performance. 	<ul style="list-style-type: none"> ●Many members of staff need exposure and/or training on more up to date types of technology (iPads, podcasting, advanced smart board, etc.) 	<ul style="list-style-type: none"> ●Provide training to assist teachers in developing new world based lessons utilizing the learning for students through new ideas and interactive activities. ●Ensure each classroom has a instructional presentation platform ●Align technology standards and student expectations.

Evaluation of Plan Activities listed under the Summative Evaluation column.

Activities reviewed during the year as numerated: **1**-October/November; **2**-January/February; **3**-March/April; **4**-May/June.

<i>Strategies/Activities</i>	<i>SchWi de Eleme nt #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>

Alvord Elementary School

<p>Comprehensive Needs Assessment: Planning Team will make data-driven & teacher input about the classroom instructional strategies decisions for the entire campus toward the goal of maximizing student achievement for all students. The Team will analyze data from state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Campus profile and vision will be included.</p>	<p>#1 Summary attached to this document</p>	<p>Superintendent; Principals; Counselor; Campus Comm. Specialists</p>	<p>AEIS; PBMAS; Attendance; Discipline; Staff and parent surveys</p>	<p>Throughout the school year</p>	<p>Disaggregated data</p>	<p>Areas of strengths and weaknesses identified and CNA developed and modified as needs change.</p> <p>See CNA at the beginning of this plan.</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p>Schoolwide Reform Strategies *Ensure school-wide reform research-based strategies and methods for <i>tiered intervention</i> that address areas of weaknesses are identified in the CNA. *Review master schedule to identify</p>	<p>#2</p>	<p>Principals; Teachers; Campus Comm. Specialists</p>	<p>Title I, Part A \$ (6300) Title II, Part A (100% Transferability); \$ (6300)</p>	<p>Throughout the school year</p>	<p>Daily class schedules; All diagnostic and progress monitoring assessments; Tier II and Tier III intervention logs</p>	<p>Increased student scores State required Assessments, TPRI, iStation, etc.</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications</p>

Alvord Elementary School

<p>opportunities for <i>extended learning time</i> <i>*Investigate how manipulatives are used in various core areas</i> <i>*disaggregate data by sub-groups to determine programs; effectiveness in meeting the needs of underserved students populations</i></p>			<p>Title IV, Part A (100% Transferability); \$ (6300)</p> <p>State/Local funds; POA</p>			<p style="text-align: right;">1 2 3 4 Delete – not working 1 2 3 4</p>
<p><u>Instruction by Effective/Certified Staff</u></p> <p><i>*Ensure instruction of all students by effective staff - review all required certification data</i></p> <p><i>*Ensure all TIA SWide paraprofessionals (paid from ESSA funds) are HQ and certified for their positions before hired</i></p> <p><i>*Provide time for PD</i></p> <p><i>*Provide <i>mentoring</i> system</i></p>	<p>#2</p>	<p>SBDM - campus and district committees</p> <p>Federal Program Director</p> <p>Principals</p>	<p>Title IA funds for schoolwide classroom teacher serving PK-2</p> <p>TIA - 6100 \$ 63,770</p>	<p>Throughout the school year</p> <p>Before school begins - Review all certifications against the master schedule.</p> <p>Campus PR 1500 due 11/15/22</p> <p>District Equity Plan due 11/1/22</p> <p>Update CIP to address District</p>	<p>List of all teachers providing instruction on each campus</p> <p>Determine if teachers are certified for their current assignments on the master schedule.</p> <p>Review service records for number of years experience.</p> <p>Complete Effective Teaching Matrix for each teacher including: certification, years of experience, and information on how they</p>	<p>Teacher certificates and years of experience on file and completed for each teacher.</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p> <p>Submitted Campus PR1500 Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working</p>

Alvord Elementary School

<p>*Monitor instruction by frequent walk-throughs</p> <p>*Provide pre-service for “in-place” programs</p>				<p>Strategies addressing any equity gaps or Root Causes</p> <p>Address selected strategies identified in Root Causes for Long Term Implementation of District Equity Plan</p>	<p>met the District Definition of Effective Teaching including (at a minimum):</p> <p>teaching performance;</p> <p>student learning; student engagement.</p>	<p style="text-align: right;">1 2 3 4</p> <p>Submitted District Equity Plan</p> <p>Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>
<p><u>High Quality and Ongoing Professional Development</u></p> <p>*Select PD to meet the specific needs of teachers, paras, principals, parents, students</p> <p>* Utilize video conferencing and/or online training</p> <p>*Provide PD throughout the year for staff required to be certified for what they teach.</p> <p>Conferences, ESC, locally developed</p>	<p>#2</p>	<p>Superintendent; Principals; ESC 17 Core Curriculum Contract.</p>	<p>Title I, Part A</p> <p>\$ -----(6200) (6400)</p> <p>Title IIA</p> <p>\$ (6200) (6400)</p> <p>Title IVA</p> <p>\$ (6200) (6400)</p> <p>State/Local Funds</p>	<p>Summer and throughout the school year</p>	<p>Staff development calendars</p>	<p>Attendance Certificates</p> <p>Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>

Alvord Elementary School

<p><u>Attract Highly Effective/Certified Teachers</u> * advertise on web and ESC *attend job college and ESC job fairs *Provide mentoring program *provide effective leadership *provide on-going and “catch-up” training for programs already in place</p>		<p>Superintendent; Principals</p>	<p>State/Local funds; Job Fairs; Post jobs to be filled by certified teachers on websites ESC Title I, Part A; \$</p>	<p>Throughout the school year as needed</p>	<p>Grade level vacancy list</p>	<p>Highly qualified (certified) staff hired during interview process</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p><u>Ensure retention efforts</u> of highly effective (certified) staff are implemented</p>		<p>Superintendent; Principals; Counselor</p>	<p>State/Local funds Title I, Part A; \$</p>	<p>Throughout the school year</p>	<p>Teacher Evaluations</p>	<p>Staff Interviews Staff Retention Rates</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p><u>Increase Parent/Family Engagement</u> Provide activities that are planned by parents in order to increase parent involvement,</p>	<p>#3</p>	<p>Principals; Counselor; Teachers; Parent representatives; Campus Comm. District Comm.</p>	<p>State/Local Funds</p>	<p>Throughout the school year -Registration packets -TIA Annual parent Meeting</p>	<p>Parent Involvement activities scheduled on school calendar by the principal</p>	<p>Sign-in sheets at activities to determine increase/decrease</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4</p>

Alvord Elementary School

<p>such as family literary services</p> <p><u>*Notification:</u> 1) provide information to parents in a language and format they understand</p> <p>2) parents right to know teacher and paraprofessional qualifications,</p> <p>3) parents' right to notification of non-certified teachers assigned to their child,</p> <p>4) annual report cards,</p> <p>5) reports regarding student achievement,</p> <p>6) parental/family engagement policy and school-parent compact;</p> <p>7) frequent reports on student progress;</p> <p>8) post schoolwide plan on the website;</p> <p>9) homeless liaison inform parents of opportunities for their homeless students;</p> <p>10) option to not release student information to military recruiters;</p> <p>11) follow FERPA policies and practices</p>					<p>-PK-5 teacher conferences</p> <p>-District/campus websites</p>	<p>Continue/ modifications</p> <p style="text-align: right;">1 2 3 4</p> <p>Delete – not working</p> <p style="text-align: right;">1 2 3 4</p>
--	--	--	--	--	---	--

Alvord Elementary School

<p><u>Title III-LEP</u> – outreach –inform parents of LEP students: 1)how to be involved in child's instructional services; 2) identification procedures and program goals.</p> <p><u>Right to transfer</u> -</p> <p>1) notify parents if their student is a victim of a violent criminal offense on school property.</p> <p>Notify parents if campus is identified as Persistently Dangerous.</p> <p><u>Consultation:</u> 1)Include parents in the development evaluation of the engagement policies and school-parent compact. 2) Have face-to-face parent conferences for PK-5.</p>		<p>Superintendent Principal Counselor</p>	<p>SBOE Policy</p>	<p>August notification of policy. Within 14 days anytime an offense may occur.</p>	<p>FDD Policy updates</p>	<p>Notifications and results</p> <p>Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>
--	--	---	--------------------	--	---------------------------	--

Alvord Elementary School

<p>3) Development of Schoolwide Plan, Program Plans and Consolidated Application- (reservation of funds for parent involvement)</p> <p>4) Title III-consult with educators and parents in the development of the plan including AMAOs</p> <p>5)Title IA Annual Parent Meeting to explain the program, requirements, right to be involved and opportunity to request regular meetings.</p> <p><u>Building Capacity:</u></p> <p>1)Assist parents in understanding the state's curriculum and required assessments, requirements of Title I, Part A.</p> <p>2)Provide materials and training in areas such as literacy or technology.</p>						
<u>Transition</u>	#3	Principals; Counselor;	State/Local funds	Spring of the school year	Schedules; Teacher lesson plans; list of	List of children/parents attending

Alvord Elementary School

<p>1) Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary grades- provide explanations of curriculum, procedures and student expectations</p> <p>*Coordinate EC and KG professional development</p> <p>*Provide KG teachers with EC portfolios and assessments for each student</p> <p>*Provide frequent communication with parents regarding their child's progress and parent activities</p> <p>2) Provide informational parent rights including: *expectations/curriculum/state assessments</p>		<p>Pre-K Teachers; Office Staff</p>			<p>activities and/or handouts</p>	<p>Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>

Alvord Elementary School

<p><u>Teacher Decision-Making Regarding Assessments</u> *Provide opportunities for teachers to work together in developing student assessments such as: benchmarks, observation tools, performance assessment, teacher made assessments, student inventories, State assessment, DRA, STAR, STAAR, Istation, Exact path, Study Island * Provide PD on using data to make instructional decisions, improve curriculum and design assessments</p>		Principals; Counselor; Campus Comm.	State/Local funds	Throughout the school year, as needed; August-September will be the first survey	Agenda item and/or survey	<p>List of assessments to be used</p> <p>Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p><u>Provide effective, timely, additional assistance to students</u> who experience difficulty mastering the proficient or advanced levels of academic achievement standards *Analyze individual student data</p>	#2	Principals; Counselor; Teachers	SCE funds; State/Local funds	Throughout the school year: Tutorials; Small-group instruction; Extended Learning; Individual instruction	Three week progress reports; 6 – weeks report cards; Final report cards	<p>Report Cards; State Assessment results; Summer Enrichment Programs; tutorial lists; CAI intervention schedules</p> <p>Evaluation of Activity: Completed 1 2 3 4</p>

Alvord Elementary School

<p>*Provide extended learning opportunities (tutoring, Saturday school, summer school * Provide individualized and small group learning sessions *Incorporate computer assisted learning *Incorporate modifications/accomm odations for curriculum activities *Provide counseling</p>			<p>Title I, Part A; \$ Title II, Part A – REAP \$; Title IV, Part A – REAP \$;</p>			<p>Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p>Coordinate and integrate federal, state, and local services and programs with the schoolwide program. Programs listed in the funding column are coordinated as well as</p>		<p>Principals; Counselor; Campus Comm.; ESC; Specialists</p>	<p>Title I, Part A; Title II, Part A SCE funds; CTE; State/Local funds; SPED funds; G/T funds; ESL funds</p>	<p>Throughout the school year at Staff Meetings, Parent Meetings, etc.</p>	<p>Agenda and minutes of meetings</p>	<p>List of programs by campus and district Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>

Alvord Elementary School

PD, Parental engagement activities.			Title III-LEP (SSA with ESC) Dollar amounts in preface of plan			
Evaluate parent/family engagement program and policy and include parents in the process	#3	Principals	Evaluation document; Campus Comm.; District Comm Evaluation meeting	Spring of the school year	Results of evaluation	Adjustments made to program/policy Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct annual Title I meetings with parents in order to inform parents of their school’s participation in Title I, Part A and to explain the requirements and rights of parents to be involved. At least 2 meetings will be held at different times.	#3	Principals; Counselor; All teachers	Forum for the Title IA meetings such as: Meet the Teacher Night, Curriculum design, Parent Nights Title I, Part A; \$	Week before school starts and during the school year as scheduled on calendar	Meeting scheduled	Sign-in sheets Agenda Power Point Handouts Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Alvord Elementary School

Revise annually the School-Parent Compact and provide in Spanish	#3	Principals; Counselor; Campus Comm.	District Comm Spring Meeting for Program evaluation or Separate meeting for parents before the District Committee meets	Spring of the school year	Agenda, minutes, draft of compact	Written compact Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school	#3	Principals; Counselor; Campus Comm;	Title I, Part A \$ TIA POA - \$ State/Local Funds;	Throughout the school year and summer – staff meetings, SBDM meetings, etc.	Agenda, Minutes, handouts from planning meetings, website	Staff development calendar Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide information/communication in a format and in a language that parents can understand and provide translation services as needed or requested	#3	Teachers; Principals; Spanish Translators	State/ Local Funds;	Throughout the school year as needed	List of interpreters/translators	Copies of information/ Communications/ Documents/list of staff available to translate Website Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

Alvord Elementary School

						Delete – not working 1 2 3 4
Provide parents information on the level of achievement of parent’s child on any state required assessment	#3	Principals; Counselor;	State/ Local Funds;	As tests results are received	Students names and their achievement level	Copy of notice sent to parents or shown to parents at Goals Days and required state assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
If need the campus will provide timely notice that the parent’s child has been assigned to a teacher who is not certified for assignment	#3	Principals; Superintendent	State/ Local Funds	End of September and anytime during the year that it is needed	List of teachers not Certified – DOI wording pertaining to certifications	Copy of notice sent to parents Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Contract for technical assistance in Title IA program/fiscal/compliance issues-reserved at the district level		Superintendent; SBDM Spring Business Mgr.	Title I, Part A; Reserved at the district level. \$ 4,739	Throughout the school year as invoiced	Contract	Invoice indicating the services provided. Evaluation of Activity: Completed 1 2 3 4

Alvord Elementary School

						Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide highly qualified educational paraprofessionals to support classroom instruction in a small group setting.	#2	Principal Teacher Para	SCE	As needed	Teacher made plans for the para List of students needing the extra support	State Assessment data, Report Cards, Unit tests Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Address any ESSA PBMAS or ICR issues		Superintendent Principal Consultant	Local	At the time TEA releases information	Review ICS level 4. The reports were ready to submit on time, but were not submitted.	Agenda, minutes from any required meetings. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Homeless Reservation district level for services as needed		Superintendent Business Office Homeless Liaison	Title I, Part A; \$	Check at 3 weeks and 6 weeks	Review of identified homeless student grades	Extra duty pay agreements, time logs; students served Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications

Alvord Elementary School

						1 2 3 4 Delete – not working 1 2 3 4
--	--	--	--	--	--	--

Alvord Elementary School
 Campus Improvement Plan
 PK-5th grade 2022-2023

***Goal Statement #1: Provide a rigorous curriculum with high academic standards for students at all grade levels.
 Provide "world class" curriculum based upon state and national standards and expectations.
 Provide a curriculum that is appropriate for all student ability groups.***

Performance Objective #1A: 90% or more of Pre-Kindergarten through 2nd Grade students and 90% or more of each subgroup will attain a minimum proficiency or better on reading readiness and reading assessments.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
-----------------------	------------------	--------	--------------------	-----------	---------------------

Alvord Elementary School

<p>1A.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p>1A.2 Use frequent and systematic assessment of student performance to direct and improve instruction.</p> <p>1A.3 Provide support through instructional modeling, mentoring, and staff development.</p> <p>1A.4 Provide support through specialized and supplemental reading programs.</p> <p>1A.5 Provide tutoring/ additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p>1A.6 Provide additional tutoring/ additional instruction <u>outside of the school day</u> and year for students who are not making adequate progress towards passing or are "At-Risk."</p>	<p>.1 Guided Reading materials and supplies.</p> <p>.2 DRA, Reading, BOY, MOY, EOY STAR Test, Curriculum Benchmarks, iStation BOY, MOY, EOY,</p> <p>.3 AISD Staff Development, ESC XI, Kilgo Scope & Sequence Training and other workshops</p> <p>.4 Dyslexia Literacy Groups</p> <p>5 Support materials; RTI</p> <p>.6 Supplemental instructional materials</p>	<p>.1 Provided by the state</p> <p>.2 Provided by 255 funds & IMA/EMAT funds</p> <p>.3 Title II Funds</p> <p>.4 Local Funds Comp Ed funds</p> <p>5 None</p> <p>.6 Local Funds</p>	<p>.1 Principal</p> <p>.2 Principal</p> <p>.3 Principal</p> <p>.4 Principal, ESL Coordinator, Dyslexia coordinator</p> <p>.5 Teacher* and Principals</p> <p>.6 Principal</p>	<p>.1 Fall - Spring</p> <p>.2 K-2nd October, February, April or May</p> <p>.3 Fall</p> <p>.4 Fall - Spring</p> <p>.5 Fall - Spring</p> <p>.6 Fall- Spring</p>	<p>.1 Grading records, walkthrough and T-TESS records</p> <p>.2 Assessment results</p> <p>.3 Walkthrough and PDAS results, Session registrations and attendance records</p> <p>.4 Assessment results from item 1A.2 and grading reports</p> <p>.5 Assessment results from item 1A.2 and grading reports</p> <p>.6 Assessment results from item 1A.2 and grading reports</p>
---	--	---	--	--	--

Performance Objective #1B: 3rd through 5th grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR Reading and Language Arts (including Writing) tests for their grade levels.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1B.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p>1B.2 Use systematic assessment of student performance to improve instruction. (6-wk checkpoints)</p>	<p>.1 Adopted materials Support materials (Measuring Up, STAAR,</p> <p>.2 Curriculum Adoption Assessment materials</p> <p>.3 Support materials</p>	<p>.1 \$0</p> <p>.2 \$0</p> <p>.3 None</p>	<p>.1 Teachers* and Principals*</p> <p>.2 Teachers* and Principals</p>	<p>.1 Fall- Spring</p> <p>.2 End of each 6-weeks</p> <p>.3 Fall - Spring</p>	<p>.1 Grade reports</p> <p>.2 Checkpoint results Benchmark results</p>

Alvord Elementary School

<p>1B.3 Provide tutoring/ additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p>1B.4 Provide time for vertical and horizontal teams to meet to assess the instructional program and recommend improvements.</p> <p>1B.5 Provide support through instructional modeling, mentoring, and staff development.</p> <p>1B.6 Provide support through specialized and supplemental reading and language arts programs.</p>	.4 Abydos/New Jersey Writing training	.4	.3 Principals*	.4 Fall- Spring	.3 Grade reports
		.5 None	.4 Teachers and Principals*	.5 Fall - Spring	.4 Revised Improvement Plans Registration and Session Records.
	.5 AISD Staff Development	.6 None	5. Principals*	.6 Fall	.5 Walkthrough and T-TESS results, and attendance records
	.6 Dyslexia Services/Rtl		.6 Teachers* and Principals		.6 Master Schedules, class lists, reading and program assessments

Performance Objective #1C: 90% or more of Pre-Kindergarten through 2nd Grade students and 90% or more of each subgroup will attain a minimum proficiency or better on district wide Math assessments.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1C.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p>1C.2 Utilize TX-Kea and iStation along with Textbook Adoption Assessments Proclamation 14).</p> <p>1C.3 Provide support through instructional modeling, mentoring, and staff development.</p>	.1 Adopted materials Support materials		.1 Teachers*	.1 Fall - Spring	.1 Grade reports
	.2 Local Assessment funds	.2 \$800	.2 Teachers* and Principals*	.2 Fall - Spring	.2 BOY/MOY/EOY Assessment results
	.3 AISD Staff Development, ESC XI,	.3 \$2000	.3 Teachers and Principals* Superintendent	.3 Fall- Spring .4 Fall - Spring	.3 Walkthrough and T-TESS results and attendance records

Alvord Elementary School

1C.4 Provide support through specialized and supplemental math programs.	.4 Supplemental materials	.4 \$1000	.4 Teachers and Principals*		.4 Program assessments/reports, Grade reports
Performance Objective #1D: 3rd through 5th grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR <u>Math</u> test for their grade levels.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1D.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.	.1 Adopted materials Support materials	.1 None	.1 Teachers* and Principals	.1 Fall - Spring	.1 Grade reports
1D.2 Use a systematic assessment of student performance to improve instruction. (Check points, consider purchasing the ITBS assessment)	.2 Curriculum Adopted Assessments .3 AISD Staff Development, ESC XI, CAMT (Fed. Funds)	.2 None	.2 Teachers .3 Teachers, Principals	.2 End of 6-weeks period .3 Fall - Spring	.2 Check point results Benchmark results And CBA results
1D.3 Provide support through instructional modeling, mentoring, and staff development.	.4 Supplemental materials, Study Island, iStation	.3 \$5000	.4 Principals*	.4 Fall	.3 Walkthrough and T-TESS results and attendance records
1D.4 Provide support through specialized and supplemental math programs (Study Island, iStation) and calculators.	.5 Staff Development Day/ Special times during conference periods	.4 \$3000	.5 Teachers and Principals*	.5 Fall - Spring	.4 Grade reports
1D.5 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.6 Support Material	.5 None	.6 Teachers* and Principals	.6 Fall- Spring	.5 Revised Improvement Plans Study Island Science and Math reports. Istation instructional support and assessment reports
1D.6 Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."		.6 None	.7 Teachers* and Principals	.7 Fall- Spring	.6 Grade Reports

Alvord Elementary School

1D.7 Provide additional tutoring/additional instruction <u>outside of the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."	.7 Supplemental instructional materials Extra-duty pay				.7 Grade Reports
Performance Objective #1E: 100% of the PK-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a <u>fine arts</u> curriculum that includes opportunity for advanced and rigorous study.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1E.1 Appraisals (especially continuous classroom visits) to the curriculum expectations. 1E.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements	.1 Walkthrough forms and appraisers .2 Staff Development Day. Substitutes for release time	.1 None .2 Local	.1 Principals .2 Principals	.1 Fall -Spring .2 Spring 2020	.1 Walkthrough and appraisal forms and documentation. .2 Revised Improvement Plans
Performance Objective #1F: 100% of the K-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a <u>physical education</u> curriculum that includes opportunity for advanced and rigorous study. All students will demonstrate 15-20% improvement passing all components of Physical Fitness Testing.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1F.1 Tie mentoring and appraisals (especially continuous classroom visits) to the curriculum expectations. 1F.2 Monitor each student's progress through exercises daily. (All students) 1F.3 Design and present lessons using Heart Rate Monitors to target struggling students. (All students)	.1 Walkthrough forms and appraisers .2 Instructor .3 PE Central, PE Lesson Fit-N-Wise .4 Fitnessgram DVD .5 Trained instructors	.1 None	.1 Principals* .2 PE Instructors .3 PE Instructors, Fit-N-Wise Specialist .4 PE Instructors	.1 Fall- Spring .2 Ongoing .3 Bi-Weekly .4 Ongoing .5 Pre-test	.1 Walkthrough and appraisal forms and documentation. .2 Fitness gram, Presidential Fitness Challenge .3 Fitness gram, Presidential Fitness Challenge

Alvord Elementary School

<p>1F.4 The students will demonstrate knowledge of the Fitnessgram, Presidential Fitness Challenge standards.(All students)</p> <p>1F.5 The students perform proper Fitness gram, Presidential Fitness technique to maximize success.(All students)</p> <p>1F.6 The students will participate in a weekly fitness activity to increase their levels of fitness.(All students)</p> <p>1F.7 Students will be involved in fitness and a healthy lifestyle through the Coordinated School Health Program.</p> <p>1F.8 Students will target upper body strength and flexibility</p> <p>1F.9 Continuation of our running program whereby miles are accumulated and PR(Physical Progress) noted with running charms provided as incentives. (All students)</p> <p>1F.10 Students will learn different sports skills in PE class that will enhance future extra-curricular success as well as show school-wide support/appreciation for our JH/HS activities</p>	.6 PE Instructors,		.5 PE Instructors	.6 Weekly	.4 Fitness gram, Presidential Fitness Challenge
	.7 PE Instructors		.6 PE Instructors	.7 Ongoing	.5 Fitness gram, Presidential Fitness Challenge
	.8, PE Instructors .9 PE Instructors		.7 PE Instructors	.8 Ongoing	.6 Fitness gram, Presidential Fitness Challenge
	.10 Instructors		.8 PE Instructors	.9 Ongoing	.7 Fitness gram, Presidential Fitness Challenge
			.9 PE Instructors	.10 Ongoing	.8 Fitness gram, Presidential Fitness Challenge
			.10 PE Instructors		.9 Fitness gram, Presidential Fitness Challenge
					.10 Fitness gram, Presidential Fitness Challenge
Performance Objective #1G: 100% of the PK-5 students will participate in a career awareness and guidance program.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document

Alvord Elementary School

1G.1 Conduct PK-5 programs on career awareness and guidance.	.1 Guidance curriculum	.1 None	.1 Counselor*	.1 Fall - Spring	.1 Guidance Lesson Plans
Performance Objective #1H: 90% or more of Special Education and §504 students and 90% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1H.1 Assure that each student in Special Education is educated to the fullest extent of his or her potential.	.1 Support instructional materials and equipment	.1 Local	.1 Teachers and Principals	.1 Sept.	1 Grade reports and STAAR alternative assessment results
1H.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.2 Staff Development Day	.2 Local/Federal	.2 Principals	.2 Spring	.2 Revised Improvement Plans
1H.3 Assure that each student in §504 is educated to the fullest extent of his or her potential.	.3 Support instructional materials and equipment	.3 None	.3 Principals/504 Coordinator	.3 Aug.	.3 Grade reports and STAAR assessment results
1 H.4 Ensure all teachers and teacher assistants have proper certification and/or endorsements and/or certificates of training required to teach in this special program	.4 AISD	.4	.4 Principals and Counselor	.4 Sept.	.4 Review of personnel files
1H.5 Provide research based staff development, with input from staff	.5 AISD	.5 Local/Federal	.5 Teachers, Teachers' aides and Principals*	.5 Fall-Spring Summer	.5 Staff Development Calendar
1 H.6 Ensure that all students with disabilities have access to the general curriculum	.6 AISD	.6	.6 Principals, Special Teachers, General Education Teachers	.6 Aug-May	.6 ARD/IEP, Student Schedules
1 H.7 Provide training to teachers regarding modifying curriculum for students with disabilities	.7 AISD	.7	.7 Special Education Teacher, ESC	.7 Sept	.7 Agenda, Sign in Sheets
	.8 Local, Special Education	.8	.8 Principals* and Special Education Teacher	.8 Fall -spring Summer	
				.9 Fall - Spring	

Alvord Elementary School

<p>1 H.8 Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities</p> <p>1 H.9 Provide training to ARD committee</p> <p>1H.10 Address ESSA Performance and Compliance</p>	<p>.9 Special Education</p> <p>.9 ESC, Special Education and Federal Funds</p> <p>.10 Local</p>	<p>.9</p> <p>.10</p>	<p>.9 ARD Committee</p> <p>.10 ESC, Wise County Shared Services</p> <p>.11 Superintendent</p>	<p>.10 Sept</p> <p>.11 Spring</p>	<p>.8 Parent Involvement Activity Calendar, Sign in sheets</p> <p>.9 AYP Reports</p> <p>.10 Training schedule, Sign-in Sheet</p> <p>.11 Agenda, Written strategies developed</p>
<p>Performance Objective #1I: 90% or more of students who are English Language Learners (was LEP) and 75% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.</p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>11.1 Utilize Structured Curriculum as the instructional format.</p> <p>11.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.</p> <p>11.3 ESL training opportunities for staff.</p>	<p>.1 Materials</p> <p>.2 Staff Development Day</p> <p>.3 AISD Staff Development, ESC XI [ESL]</p>	<p>.1 \$</p> <p>.2 \$</p> <p>.3 \$</p> <p>.4 \$1000</p>	<p>.1 ESL Teachers*</p> <p>.2 ESL Coordinator*</p> <p>.3 ESL Coordinator*</p> <p>.4 ESL Coordinator*</p>	<p>.1 Spring</p> <p>.2 Spring</p> <p>.3 Fall - Spring</p> <p>.4 Fall - Spring</p>	<p>.1 Campus schedules, grade reports</p> <p>.2 Revised Improvement Plans</p> <p>.3 Walkthrough and T-TESS results, Session</p>

Alvord Elementary School

<p>1.1.4 Closely monitor English proficiency assessment results to direct instruction on both the student and program levels.</p> <p>1.1.5 Identify and provide all LEP students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language</p> <p>1.1.6 Conduct a comprehensive needs assessment of all BL/ESL student to determine strengths and weaknesses</p> <p>1.1.7 Ensure that information to parents is provided in the home language</p> <p>1.1.8 Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities</p> <p>1.1.9 Continue to recruit and retain highly qualified BE/ESL staff including minorities</p> <p>1.1.10 Increase the number of LEP students in learning English</p>	.4 TELPAS [ESL],	.5	.5 ESL Certified Teacher	.5 Beginning of the school year/as new student enrolled	registrations and attendance records .4 Assessment results																																				
	.5 ESL Fund, Title 1 funds, local funds					.6	.6 Administrator/ Coordinator	.6 September and/or May	.5 Home Language Survey List of ESL Student, TELPAS Scores, STAAR Scores																																
	.6 STAAR, TELPAS, LPAC Records,									.7	.7 Administrator, BE/ESL Teachers, LPAC	.7 Ongoing	.6 Disaggregated scores of students, Written annual evaluation of BE/ESL program																												
	.7 ESL Funds, Local funds,													.8	.8 Administrator, Teacher, LPAC members, SBDM committee	.8 Fall -spring	.7 List of qualified translators, copies of notices sent to parents .8 School calendar of parent involvement activities, Parent Sign-in Sheets																								
	.8 Local funds, ESL Funds, Title I funds, Special Education																	.9	.9 Administrator, SBDM	.9 Spring Semester/Summer	.9 Positions posted, Fully certified staff hired																				
	.9 Local Funds, ESL Funds																					.10	.10 Teachers/ Paraprofessionals	.10 Each Six weeks	.9 Positions posted, Fully certified staff hired																
	.10 Title I, Part A, Local, State																									.11	.11 Teachers/ Paraprofessionals	.11 Each Six Weeks	.10 Benchmark Test, LPAC records, PEIMS												
																														.12		.12 Each Semester									

Alvord Elementary School

<p>1 I.11 Increase the number of LEP students attaining English proficiency</p> <p>1 I.12 Reevaluate students who are transferred out of a bilingual program from other districts/schools</p>	<p>.11 Title I, Local, State, .12 Local, State, Meeting times</p>	<p>.12</p>	<p>.12 Administration, LEP Teachers, LPAC</p>		<p>.11 Benchmark Test, RPTE, LPAC records .12 Benchmark test, Report Cards, STAAR, LPAC information</p>
<p>Performance Objective #1J: <u>Individual Acceleration (or Intervention) Plans</u> will be developed and successfully implemented for 100% of the students designated as being at-risk of dropping out of school per the State Compensatory Education criteria.</p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1J.1 Construct and Implement Student Support <u>CARE Teams</u> to determine individual plans.</p> <p>1J.2 CARE TEAM will refer students to other programs, interventions, and agencies as needed.</p> <p>1 J.3 Develop a policy for identifying, entering, and exiting students from the At-Risk Program.</p> <p>1 J.4 Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification</p> <p>1 J.5 Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, RPTE, to identify areas to accelerate</p> <p>1 J.6 Serve K-2 students who failed readiness test with accelerated,</p>	<p>.1 Intervention Teams – CARE Team</p> <p>.2 Referral Procedures</p> <p>.3 Local</p> <p>.4 Local-Campus assessments, STAR, DRA</p> <p>.5 Local, Title I, Part A, SCE</p>	<p>.1 None</p> <p>.2 None</p> <p>.3</p>	<p>.1 Lead by the campus Principal and Counselor*, with participation by the campus Teachers, Support Staff</p> <p>.2 Counselor*, Principals</p> <p>.3 Superintendent, Principals*</p> <p>.4 Principals*, Teacher</p> <p>.5 Counselor, Teacher, Site Base Team</p>	<p>.1 Sept</p> <p>.2 Upon determination of the CARE team</p> <p>.3 Sept</p> <p>.4 Beginning of school</p> <p>.5 Sept</p>	<p>.1 SST Minutes, IAP's, IEP's</p> <p>.2 CARE TEAM Minutes, IAP's, IEP's</p> <p>.3 Meeting to develop policy</p> <p>.4 List development, all teachers with list and supporting documentation</p> <p>.5 data disaggregated for at-risk students, results of comprehensive needs assessment</p>

Alvord Elementary School

<p>intensive program for early literacy, A-Z Program.</p> <p>1 J.7 Serve LEP students through an accelerated program to acquire proficiency in the English Language</p> <p>1 J.8 Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.</p> <p>1 J.9 Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff</p> <p>1 J.10 Conference with parents, encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL</p> <p>1 J.11 Staff training of implementing specific TEKS</p>	<p>.6 Local, A-Z Reading Program</p> <p>.7 Local, ESL Fund Rosetta Stone</p> <p>.8 Local</p> <p>.9 Local, Title II, BL/ESL,</p> <p>.10 Local,</p> <p>11. Local</p>		<p>.6 Principals*, Teacher*</p> <p>.7 Certified ESL Classroom Teachers, Principals*</p> <p>.8 Principals*, Teacher*</p> <p>.9 ESC, Principals</p> <p>.10 Principal, SCE Staff</p> <p>11. Principal/ Teachers</p>	<p>.6 Fall</p> <p>.7 Daily</p> <p>.8 Sept - May</p> <p>.9 Fall -Spring Summer</p> <p>.10 Sept -May</p> <p>11. Sept</p>	<p>.6 DRA Results and Study Island/Exact Path along with Istation</p> <p>.7 Progress Report, LPAC Meetings, STAAR, results</p> <p>.8 Progress Reports, Report Card grades, Benchmark tests, STAAR, Completion Rate</p> <p>.9 Staff Development, Calendar, Teacher/ paraprofessional attendance Certificates, Sign-In Sheets</p> <p>.10 Parent involvement calendar, Evaluation of parent involvement activities</p> <p>11. Staff development</p>
<p>Performance Objective #1K: 75% or more of Migrant and Immigrant students and 75% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.</p>					
<p>Strategies/Activities</p>	<p>Resources [fund]</p>	<p>Amount</p>	<p>Staff Responsible*</p>	<p>Time Line</p>	<p>Evaluation/Document</p>

Alvord Elementary School

1K.1 Provide supplemental tutorial and support interventions based on Priority of Services (Needs) 1K.2 Provide recruiting and community support services 1 K.3 Name District contact person to coordinate the identification and recruitment of migrant student 1 K.4 Survey all new enrollees 1 K.5 Update migrant student list for PEIMS and other district personnel 1 K.6 Refer migrant families and students for educational support and support agencies	.1 Instructional Materials	.1 \$	.1 Migrant Coordinator*, Principal	.1 Sept.	.1 Grade reports, records of purchases and services provided, surveys
	Health Interventions				
	Clothing	.2 \$	.2 Migrant Coordinator*, Principals	.2 Aug.	.2 Completed PEIMS records
	.2				
	.3 Local	.3	.3 Administration	.3 August	.3 Observation, Person Named
	.4 Local	.4	.4 Secretary	.4 Ongoing	.4 Interview, Eligibility determined
.5 Local	.5	.5 MEP Coordinator	.5 As needed	.5 Student List	
.6 Local	6	.6 MEP Coordinator	.6 As needed	.6 Log Entries, Referrals made	

Performance Objective #1L: The Pre-K program shall be designed to develop the skills necessary for success in the required public school curriculum, including language, mathematics, and social skills.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1L.1 Ensure that all teachers/ paraprofessionals that teach in the program have the proper certification and/or endorsements	.1 Local, Title I,	.1	.1 Administration	.1 August	.1 Interview Process, Teacher Certification
1L.2 Provide research based staff development for professional/ paraprofessional staff with input from staff	.2 Local, Title I,	.2	.2 Administrator ESC	.2 Fall, Spring, Summer	.2 Survey, staff development calendar, Attendance Certificates

Alvord Elementary School

<p>1L.3 Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities</p>	.3 Local, Title I, ESL, Special Education	.3	.3 Administrator SBDM	.3 August - May	.3 Parent Involvement Calendar, agenda, minutes of planning meetings, sign-in sheets
<p>1L.4 Provide Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials (CLI-Engage)</p>	.4 Local,	.4 \$2,000.00	.4 Pre-K Teacher	.4 Daily	.4 Observation, Lesson Plans, Summary of assessment instruments
<p>1L.5 Provide activities i.e. registration day, round up, classroom/campus visitation, to ensure a smooth transition for children into the public school</p>	.5 Local, Title I,	.5	.5 Pre-K Teacher	.5 Spring	.5 Activities scheduled Notification, agenda, handouts, Observation
<p>1L.6 Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish</p>	.6 Local	.6	.6 Administration	.6 May -July	.6 Newspapers, Letters, Notices posted, etc. Copies of Notices
<p>Performance Objective #1M: The G/T program shall be designed to increase opportunities for students to strive for a higher quality of success in and out of the regular education classroom.</p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document

Alvord Elementary School

<p>1M.1 Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, appeals of district decisions regarding program placement</p> <p>1M.2 Continue an ongoing student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements</p> <p>1M.3 Provide an advanced and challenging curriculum to all G/T students in all grades through the use of independent study projects such as the Texas Performance Standards Project or other district approved projects; differentiation in the regular classroom, advanced level products using technology such as laptops, internet research, Google programs and Ipad minis and presentation software.</p> <p>1M.4 Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment</p>	.1 Local	.1	.1 Administration, G/T endorsed teachers, G/T Selection Committee	.1 May—August	.1 Agendas, Minutes, Sign-in sheets, written policies, handbooks
	.2 Local	.2	.2 Administration, G/T Staff, G/T Selection Committee	.2 August-May	.2 Training of staff on G/T characteristics, List and record of student nominations
	.3 Local, G/T funds, ESC	.3	.3 General G/T Staff	.3 August - May	.3 Lesson Plans, Student Projects/Student scores STAAR
	.4 Local, G/T Funds	4	.4 G/T Staff, G/T Selection Committee	.4 Fall to Spring	.4 List of students to be tested, List of test for students with language other than English/Non-verbal tests
	.5 Local, G/T Funds				.5 Staff development calendar, Attendance Certificates
	.6 Local	.5	.5 Administration	.5 Fall Spring and Summer	

Alvord Elementary School

<p>1M.5 Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training and 6 hours annually.</p> <p>1M.6 Revision-Serve the needs of the G/T students with differentiated instruction in the regular classroom providing a higher level of depth, complexity and rigor in the four core academic areas. Serve the needs of G/T students through enrichment classes that promote cooperative learning, independent studies, and creativity.</p> <p>1M.7 Provide opportunities for G/T identified students to work together as a group, work with other students, and work independently during the school day as well as the entire school year</p>	<p>.7 Local, G/T Funds</p>	<p>.6</p> <p>.7</p>	<p>.6 All classroom teachers will receive their 30 hour GT endorsement, G/T Staff</p> <p>.7 G/T Staff Core Teachers with GT endorsements</p>	<p>.6 Weekly</p> <p>.7 Weekly</p>	<p>.6 Notes, minutes from meetings, G/T Curriculum revisions</p> <p>.7 Lesson Plans, Schedules, Student surveys</p>
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1N.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services</p> <p>1N.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties using the Texas Scottish Rite Hospital Take Flight program.</p>	<p>.1. Local</p> <p>.2 Local,</p> <p>.3 Local time</p> <p>.4 Local,</p>	<p>.1</p> <p>.2 \$1,500.00</p> <p>.3</p>	<p>.1 Administration, School Board, Dyslexia Staff</p> <p>.2 Dyslexia Staff/school board</p> <p>.3 Dyslexia Staff</p>	<p>.1 late Fall for 1st grade, Beginning of school yr for new students or academic needs appear.</p> <p>.2 Early Fall-Late Spring</p>	<p>.1 Staff Training, List of students eligible. Behavior checklist with characteristics</p> <p>.2 Continue use of Take Flight program to cover more reading strategies.</p> <p>.3 Written Procedures, Students identified</p> <p>.4 Older students more practice in higher level reading skills; minimum of</p>

Alvord Elementary School

1N.3 Annually align SBOE approved procedures and district/campus procedures	.5 Local,	.4	.4 Administrators, 504 Committee	.3 August	forty minutes, four days a week of instruction.
1N.4 Provide services for students who may be eligible under Section 504	.6 Local.	.5	.5 Administration, Dyslexia Staff	.4 Daily	.5 Drafts of written procedures, written procedures adopted
1N.5 Provide services to students at his/her campus	.7 Local, Title I, Part A, ESC Training	.6	.6 Dyslexia Teacher	.5 Daily	.6 Lists of students identified, list of students served
1N.6 Monitor students' progress	.8 Local, DRA and other assessment tests	.7	.7 Administration	.6 Each 6-weeks	.7 Class Schedule, List of students receiving services
1N.7 Ensure teachers of dyslexic students have proper certification and/or endorsements		.8	.8 Dyslexia Teacher	.7 Spring and Summer	.8 Report cards, Skill mastery. List of Teachers using qualifying procedures
1N.8 Conduct a comprehensive needs assessment to determine students in program areas of strengths and weakness	.9 Local	.9	.9 Administrator, Dyslexia Teacher	.8 August -December .9 Fall	List of Students identified, Disaggregated data
1N.9 Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	.10 Local	.10	.10 Administrator/ Dyslexia Staff	.9 Fall	.9 School Calendar of Parent involvement
1N.10 Remain current on dyslexia information contained in the latest Dyslexia Handbook (current is revised State is 2022 and district is 2022)	.11 Local	.11	.11 Teachers	.10 Spring - Summer, Fall trainings	.10 Copy of latest Dyslexia Handbook revised 2021-2022 school year.
1N.11 Administer K-2 assessments				.11 Within 1 st 6-weeks of school	.11 Assessments administered, Results of assessments
1N.12 Apply results of early assessment instruments to instruction and report to the Commissioner of Education	.12 Local	.12	.12 Administrators		.12 Assessments administered, Report to commissioner
1N.13 Test for Dyslexia at appropriate time; purchase or	.13 Local, Federal	.13	.13 Teachers, Dyslexia Teacher	.12 Fall	.13 Assessments administered, Development/purchase programs

Alvord Elementary School

<p>develop programs that include descriptors listed in the state handbook</p> <p>1N.14 Notify parents in writing before an assessment or identification procedure is used with an individual student</p> <p>1N.15 Inform parents of all services and options available to students eligible</p> <p>1N.16 Ensure identification of dyslexia is made by a committee that includes persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data</p> <p>1N.17 Local school board annually evaluate dyslexia program</p> <p>1N.18 Use the Rate Practice Book and Comprehensive Practice Book from Scottish Rite.</p>	.14 Local	.14	.14 Administrator, Teachers	.13 Fall to Spring	.14 List of students tested, Copies of Parent notifications
	.15 Local	.15	.15 Administrator, Teachers	.14 As needed	.15 List of students, Copies of information/conference given to parents
	.16 Local	.16	.16 Administrator	.15 As needed	.16 Names of Committee members, Documents showing each committee members' qualifications
	.17 Local	.17	.17 Administration, Local School Board	.16 Fall to Spring	.17 Use a classroom set of books to read more as a class and read different types of literature. Work with 4 th and 5 th graders on higher order comprehensive skills.
	.18 Local			.17 Fall to Spring and Summer	.18 Evaluation Prepared, Board minutes

Performance Objective #10: Title I, Part A provides supplemental resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all

Alvord Elementary School

children to meet the state performance standards. Title I, Part A, supports campuses in implementing either a school wide program or a targeted assistance program. Alvord Elementary in Alvord ISD is a Title I School wide campus.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>10.1 Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, DRA, TELPAS, Istation, ESSA indicators, AYP, Staff development</p> <p>10.2 Ensure school wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, Content Mastery Lab, Computer Assisted Instruction such as laptops, data projectors, calculators, Interactive whiteboards, Portable science labs, Microscopes, Science experiment materials, IPad minis, etc.)</p> <p>10.3 Provide research based staff development for professional staff and paraprofessionals. Activities will align to Response to Intervention. We are providing research based progress-monitoring tools, technology, and professional development around effective implementation in the classrooms. We have received some training on</p>	.1 Local, AEIS-It	.1	.1 Administrators, Counselor, SBDM	.1 August to September	.1 Disaggregated Data, Areas of strengths and weaknesses identified
	.2 Title I, Title II, ESL, Local,	.2	.2 Administrators, Teachers, SBDM	.2 Daily	.2 Daily Class schedules, Increased student STAAR scores
	.3 Title II, Local	.3	.3 Administrators, Teachers, ESC	.3 Fall	.3 Staff Development Calendar, Attendance Certificates

Alvord Elementary School

<p>the implementation of RTI strategies for needs of students...we will use the current technology and further training to take this a step further.</p> <p>10.4 Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools</p> <p>10.5 Provide parent involvement activities that are planned by parents in order to increase parent involvement</p> <p>10.6 Conduct a preschool registration and/or round up to assist children in the transition from early childhood programs to elementary school</p> <p>10.7 Provide effective, timely, additional assistance to students (including homeless children) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas</p> <p>10.8 Coordinate federal, state, and local services and programs and integration with the school wide program</p>	.4 Local	.4	.4 Administrators	.4 Spring/ Summer	.4 Course vacancy list, Highly qualified staff hiring
	.5 Local	.5	.5 Administrators, Parent Representatives, SBDM	.5 April/May	.5 Sign-in sheets at activities to determine increase/decrease
	.6 Local	.6	.6 Pre-k Early Childhood Teachers	.6 Spring of school year	.6 Scheduled/Teacher lesson plans/List of activities and/or handouts, List of children/parents attending
	.7 Title I, ESL, Local, SCE, Title II,	.7	.7 Administrators, Counselors, Teachers, Homeless Education Liaison	.7 Each 6-weeks	.7 3-Week progress reports, Report Cards
	.8 Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title I, Part C, SCE, Local, Special Education	.8	.8 Administrators, SBDM, ESC	.8 Fall and Spring	.8 Agenda, Minutes of meetings, List of programs by campus/district

Alvord Elementary School

<p>10.9 Coordinate and integrate Title I, Part A services with other educational services such as Head Start, Reading First, Early Reading First, other preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program</p>	<p>.9 Title I, Part A, BE/ESL, Special Education,</p>	<p>.9</p>	<p>.9 Administration, SBDM</p>	<p>.9 Fall</p>	<p>.9 Schedules, agendas and minutes of planning meetings, List of programs by campus/district</p>
<p>10.10 Evaluate parent involvement program and include parents in the process</p>	<p>.10 Evaluation Document</p>	<p>.10</p>	<p>.10 Principals</p>	<p>.10 Spring</p>	<p>.10 Results of evaluation, Adjustment made to program</p>
<p>10.11 Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents</p>	<p>.11 Time</p>	<p>.11</p>	<p>.11 Administrators, SBDM</p>	<p>.11 May</p>	<p>.11 Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement</p>
<p>10.12 Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved</p>	<p>.12 Time</p>	<p>.12</p>	<p>.12 Administration</p>	<p>.12 Fall</p>	<p>.12 Meeting Scheduled, Sign-in sheets, agenda</p>
<p>10.13 Revise annually the School-Parent Compact and provide in English and Spanish</p>	<p>.13 Time</p>	<p>.13</p>	<p>.13 Administrators, SBDM</p>	<p>.13 Spring - Summer</p>	<p>.13 Agendas, minutes, drafts of compact, Written compact</p>
<p>10.14 Provide parents information on the level of achievement of</p>	<p>.13 Time</p>	<p>.13</p>	<p>.14 Administrator</p>	<p>.13 Spring - Summer</p>	<p>.14 List of students and teachers not certified,</p>

Alvord Elementary School

<p>parent's child on STAAR and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified</p> <p>10.15 Continue to monitor student progress and participation through AYP</p> <p>10.16 Address PBM Performance Compliance</p> <p>10.17 Provide additional instruction through the interactive/engaging computer programs.</p>	.14 Local	.14		.14 Within the first Four Weeks of 'Not Highly Qualified' Teacher/Sub's time period	Copy of notice sent to parents
		.15			.15 AYP report disaggregated, AYP annual report results
	.15 Local	.16	.15 Administrators, Counselors, Teachers	.15 Spring	.16 TAPR, ESSEA report, Strategies written
	.16 Local	.17	.16 Administrator	.16 Spring	.17 Disaggregated data, Benchmarks
	.17		.17 Principals	.17 Spring	

Performance Objective #1P: 3rd through 5th grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR Science test for their grade levels.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1P.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p>1P.2 Use a systematic assessment of student performance to improve instruction. (Check points)</p>	.1 Adopted materials Support materials Science lab equipment	.1 ~\$1000 [255]	.1 Principals*, Teacher	.1 Fall to Spring	.1 Grade Reports
	.2 Released STAAR ?'s Study Island, TEK benchmarks	.2 None	.2 Teachers and Principals	.2 End of 6-weeks period	.2 Benchmark Results Study Island Results
	.3 AISD Staff	.3 \$300 for CAST [255]			

Alvord Elementary School

<p>1P.3 Provide support through instructional modeling, mentoring, and staff development.</p> <p>1P.4 Provide support through specialized and supplemental science programs.</p> <p>1P.5 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.</p> <p>1P.6 Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are “At Risk.”</p> <p>1P.7 Provide additional tutoring/additional instruction outside of the school day and year for students who are not making adequate progress towards passing or are “At-Risk.”</p> <p>1P.8 Provide “hands-on” approach to science instruction using scientific lab equipment and techniques whenever possible.</p> <p>1P.9 Provide computers for integration of technology TEKS in the teaching of science. Computers will be used in data collection in science laboratory investigations, online “virtual labs”, and virtual field trips, online manipulative and online assessments.</p> <p>1P.10 Utilize a Science lab application in the computer lab or on the laptops/tablets</p>	Development, ESC XI, Annual CAST Science Teachers Workshop Convention, and other workshops.		.3 Teachers and Principals	.3 Fall to Spring	.3 Walkthrough and T-TESS results and attendance records
	.4 Supplemental materials	.4 None	.4 Principals*	.4 Fall	.4 Grade Reports
	.5 None	.5 None	.5 Principals	.5 Fall to Spring	.5 Revised Improvement Plans
	.6 Support Material “Measuring Up to STAAR”	.6 “Science lab workbook ~\$15 each x number of students [255]	.6 Teachers and Principals	.6 Fall to Spring	.6 Grade Reports Benchmark Score PEIMS Data. Study Island
	.7 Supplemental instructional materials		.7 Teachers and Principals	.7 Fall to Spring	.7 Grade Reports
	.8 Standard Science lab equipment specifically called for in the TEKS; Portable Science lab	.8 \$100 annual equipment replacement/ upgrade costs [255]	.8 Principals, Teachers	.8 Fall to Spring	.8 Grade Reports Benchmark Scores, Study Island
	.9 Computers for Science lab		.9 Technology Director*, Principal, Teachers	.9 Fall to Spring	.9 Benchmark Scores Grade Reports, Study Island
		.10 Local funds/255 funds	.10 Teachers, Principal, Counselor		.10 Benchmark Scores, Grade Reports
	.11 State funds	.11 255, 289 funds		.10 Fall to Spring	

Alvord Elementary School

1P.11 Consider a centralized Science lab and classroom area for science supplies for experiments and investigations.			.11 Superintendent, Principal, Board members and teachers	.11 Fall to Spring	.11 Provide a Science lab for hands-on experiments to take place to teach Science TEKS.
Goal Statement #2: Ensure that a safe and drug free environment is maintained in each school.					
Performance Objective #2A: Campus will not be designated as a "Persistently Dangerous School" by state criteria					
Strategies/Activities	Resources	Amount	Staff Responsible*	Time Line	Evaluation/Document
2A.1 Campus will meet the national and state standards of a Safe School as determined through the PEIMS discipline indicators 2A.2 Security video	2.A.1 PEIMS 2.A.2 Video Equipment and Playback	.1 N/A .2	.1 Principals* .2 Superintendent, Tech Director, Principals	.1 May .2 June to May	.1 PEIMS Discipline Report .2 Resource's data, (texts, phone calls, emails, video playback, etc) 2.A2 More security cameras EX:1 additional in cafeteria, 2/more front of building, 1/more closer to playground and covered pavilion
Performance Objective #2B: Establish campus wide discipline management systems consistent with state and local regulations.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
2B.1 Update and distribute to all students and their families the district Code of Student Conduct 2B.2 Teach character education, conflict resolution, and coping skills at each grade level. 2B.3 Maintain district wide support options (counseling and academic	.1 TASB Model Legal Updates .2 Agendas, Monthly Character Qualities, Great Expectations .3 Support materials	.1 \$ None .2 \$4000 .3 \$	.1 Principals* .2 Principals* Counselor, Teachers .3 Principals	.1 Fall .2 Fall to Spring .3 Fall to Spring .4 Fall to Spring	.1 Code of Conduct Parent signed receipts .2 Guidance Lesson Plans Guidance Calendar .3 Discipline records

Alvord Elementary School

interventions, AEP, DAEP, Resource Officers) 2B.4 Recognize students monthly 2B.5 Cyberbullying/Social Media training	.4 Certificates .5 Federal/State	.4 \$.5 \$600	.4 Counselor*/Teachers .5 Counselors/Technology Director/Superintendent	.5 Fall	.4 Character bulletin boards posting honorees .5 Student and parent assemblies/surveys
Performance Objective #2C: All students and staff will receive training in effective safe-schools procedures and self-management skills					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document

Alvord Elementary School

<p>2C.1 Teach coping skills, conflict resolution, and decision-making skills as a part of each support option in 2B.3</p> <p>2C.3 All staff will be trained in the Emergency Plan at the start of the year (lockdown, evacuate building, load buses)</p> <p>2C.3 All students will be instructed in the procedures of emergency drills w/ alternate exits</p> <p>2C.4 All students will receive age appropriate anti-drug instruction.</p> <p>2C.5 All students will receive age appropriate anti-violence instruction (including bullying, hazing, sexual harassment, and cultural insensitivity).</p> <p>2C.6 All students and faculty will use the Great Expectations Model for teaching, learning and understanding proper school and classroom environment success and progress</p> <p>2C.7 Substitute teacher training -methods of safety, character building</p>	<p>.1</p> <p>.2 Support materials</p> <p>.3 Support materials CPI training</p> <p>.4 Emergency Plan</p> <p>.5 Emergency Plan</p> <p>.6 Support materials Great Expectations knowledge of the *Eight Expectations for Living and the * Student Creed</p> <p>7.Administrators</p>	<p>.1</p> <p>.2 None</p> <p>.3</p> <p>.4 None</p> <p>.5 None</p> <p>.6 None \$4000</p> <p>7.</p>	<p>.1 Counselor *, Principals</p> <p>.2 Counselor, * Teachers</p> <p>.3 Counselor* Special Ed. Staff Principals</p> <p>.4 Principals*</p> <p>.5 Principals*</p> <p>.6 Principals/Counselor*, Teachers</p> <p>7. Counselor, Principals* and Teachers</p>	<p>.1 Fall</p> <p>.2 Fall to Spring</p> <p>.3 Fall</p> <p>.4 Fall</p> <p>.5 Fall– Spring</p> <p>.6 Fall to Spring</p> <p>7. Fall -Spring</p>	<p>.1 Record of use / Posters displayed prominently.</p> <p>.2 Lesson plans, walkthroughs</p> <p>.3 Training agenda and attendance record</p> <p>.4 Training agenda and attendance record</p> <p>.5 Emergency Drill Records</p> <p>.6 Red Ribbon Week Agenda Rise and Shine Assemblies Spirit Team Leaders to read daily announcements and help with new students and other areas around the school</p> <p>7. Some type of substitute evaluation and survey</p>
<p>Performance Objective #2D: An emergency readiness plan and structure will be in place at the start of the year,</p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>2D.1 The Emergency Plan will be in place before the start of the school year.</p> <p>2D.2 Emergency drills will be routinely practiced, monitored, and assessed for effectiveness.</p> <p>2D.3 Level 1,2, and 3 Guardian training</p>	<p>.1 Emergency Plan</p> <p>.2 Emergency Plan</p> <p>.3 Emergency Plan</p>	<p>.1 N/A</p> <p>.2 N/A</p> <p>.3 N/A</p>	<p>.1 Principal*</p> <p>.2 Principals*</p> <p>.3 Superintendent, Crisis Prevention Team</p>	<p>.1 Fall</p> <p>.2 Fall to Spring</p> <p>.3 Summer</p>	<p>.1 Conspicuously posted Plan</p> <p>.2 Emergency Drill Report</p> <p>.3. End of year evaluation of program in place</p>

Alvord Elementary School

Goal Statement #3: 95% or more of the students will earn academic promotion to the next grade level.

Performance Objective #3A: The district will attain an Average Daily Attendance of 95% or better.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
3A.1 Provide incentives and recognitions for excellence in attendance: each 6-weeks and semester.	.1 Suppliers as appropriate	.1	.1 Principals,* Counselor	.1 Fall to Spring	.1 ADA and attendance reports
3A.2 Daily phone calls to parents regarding tardiness and absences.	.2	.2	.2 Principals*, Nurse	.2 Fall to Spring	.2 ADA and attendance reports
3A.3 Attendance Review Committees on each campus regularly track rates, communicate with parents, and plan early interventions for students with poor attendance.	.3 PEIMS	.3 None	.3	.3 Fall to Spring	.3 ADA and attendance reports
3A.4 Utilize the Court system for truant students	.4 Justice of the Peace JP 2	.4 None	.4 Principals*	.4 Fall to Spring	.4 Court reports
3A.5 Monitor attendance rates of Migrant and Immigrant students	.5 PEIMS reports	.5 None	.5 Migrant and Immigrant Coordinator*	.5 Fall to Spring	.5 ADA and attendance reports

Performance Objective #3B: 98% of PK-5 students will promote to the next grade level.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
3B.1 Utilize support services for students in danger of being retained	.1 ESL, Literacy groups, §504, IDEA	.1 None	.1 Principals,* SST Committee	.1 Fall to Spring	.1 Retention report
3B.2 Utilize the Student Support Team to share intervention strategies to help teachers working with students found to be in danger of being retained.	.1 Teachers Support Services	.1 N/A	.1 Principals*	.1 Fall to Spring	.1 Retention report
3B.3 Develop a retention scale to assist in determining if students should be retained or promoted.	2. Teachers and Support Services		3. Principals, Counselor and Teachers	.3 Fall	.3 The development of a retention scale

Alvord Elementary School

3B.4 Provide summer school for students who have yet to meet the grade level expectations.	.4 Curriculum, Various Materials	.4 \$12,000	. Teachers*	.1 Summer	.1 Summer school attendance report
---	----------------------------------	-------------	-------------	-----------	------------------------------------

Goal Statement #4: Recruit, hire, develop, and maintain a highly qualified instructional and support staff.

Performance Objective #4A: Campus administrators will set high expectations for their staff.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4A.1 Establish and clearly communicate campus academic expectations.	.1 Campus Improvement Plan, Student and Faculty Handbooks	.1 None	.1 Principals*	.1 August	.1 Campus Report Card, grade and discipline records, walkthroughs
4A.2 Establish and clearly communicate campus behavioral expectations.	.2 Campus Improvement Plan, Student and Faculty Handbooks	.2 None	.2 Principals*	.2 August	.2 Campus Report Card, grade and discipline records, walkthroughs
4A.3 Establish benchmark assessments in K-5 targeting writing; 1-5 targeting math; 1-5 targeting reading.	.3 Supplemental materials	.3 None	.3 Principals*	.3 Oct, February, April	.3 Benchmark Assessments
4A.4 Closely review the teacher pay scale	.4 Local budget	.4\$	.4 AISD Board – Superintendent	.4 Spring	.4 Compare pay scale to comparable districts

Performance Objective #4B: Hire and retain a highly qualified teaching staff and paraprofessional staff.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4B.1 Aggressively seek bilingual Highly Qualified candidates	.1 Principal	.1 \$	.1 Principals*	.1 Spring	.1 Employee certification records
4B.2 Aggressively seek fully qualified candidates for all openings	.2 Principal	.2 \$	.2 Principals*	.2 Summer	.2 Employee certification records
4B.3 Use the TEA developed PAKS to assess all instructional paraprofessionals to assure they meet the “Highly Qualified” standards set by the state	.3 Paraprofessional Assessment of Knowledge and Skills	.3 \$	.3 Principals*	.3 Aug. and prior to instructional assignment	.3 PAKS records/Released 8 th grade State Assessments

Alvord Elementary School

Performance Objective #4C: 100% of the teachers will be certified in the subject/grade level in which they are teaching.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4C.1 Aggressively seek Highly Qualified candidates for all openings	.1 Principal	.1 \$	.1 Principals	.1 Summer	.1 Employee certification records

Performance Objective #4D: 100% of the teachers and instructional staff will receive high quality staff development as defined in §9101 (34). The training shall include:

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4D. 1 Provide hands-on training delivered by AISD & ESC11 staffs for Math, Reading, Special Ed, Writing, Science, GT, Dyslexia, RTI	.1 Local	.1 \$	.1 Principals	.1 – Aug. All Staff	.1 - 11 AISD Staff Development Calendar, Walkthrough and T-TESS results, training agendas, Attendance records,
4D.2 AISD Policies and Procedures use of Eduphoria program for lesson planning, student assessment data, district forms to be used/processed	.2 AISD Staff Development, professional training opportunities, and contracted services	.2 \$	.2 Principals* [depending on topic]	Development Days	
4D.3 Campus Policies and Procedures				.2 Fall	.2 Distribution of District Policies and Procedures Eduphoria training
4D.4 §37 and AISD safe schools policies and procedures		.3 \$	.3 Principals*, Technology Staff*		
4D.5 Harassment and bullying interventions, including sexual harassment policies and procedures		.4 \$			.3 Assemblies, Counselor in-class teaching schedule
4D.6 Two-Year Induction training for all new employees		.5 \$			.4, .5 Staff development
4D.7 Fourth grade teachers will receive training for reading and math based on the STAAR assessment.		.6 \$			.6 Assign a mentor
		.7 \$			.7

Goal Statement #5: Ensure active and appropriate involvement in the campus' decision-making by all shareholders.

Performance Objective #5A: Maintain informative and two-way communication with all shareholders.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document
5A.1 Inform our communities of AISD events and issues	.1 District website, AES marquee, newsletters, call	.1 \$	.1 Principals*	.1 Aug	.1 Copies of newspapers, School Messenger

Alvord Elementary School

<p>5A.2 Maintain effective two-way communication with parents</p> <p>5A.3 Hold informational and special purpose meetings for the parents and community</p> <p>5A.4 Continue a partnership with the campus PTO to communicate the needs and expectations of the campus.</p>	<p>out system, Facebook Page, Twitter, Remind text system</p> <p>.2. Telephones, written correspondence, the AISD Website, and e-mail, call out system, AES Facebook Page, student planners and take home folders</p> <p>.3 Open Houses, meet the teacher , PTO Facebook website, District and campus website</p> <p>.4 PTO Membership</p>	<p>.2 \$</p> <p>.3 \$</p> <p>.4 \$</p>	<p>.2 Teachers* Principals*</p> <p>.3 Principals*</p> <p>.4 Principals*</p>	<p>.2 Fall to Spring</p> <p>.3 Fall to Spring</p> <p>.4 Fall to Spring</p>	<p>.2 Telephone Log, Archived web links, School Messenger</p> <p>.3 Sign-in sheets and agendas</p> <p>.4 PTO board minutes, Agendas, attend meetings</p>
Performance Objective #5B: Seek participation of parents and guardians in the educational decisions about their children.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document
<p>5B.1 Parent participation in ARD meetings & parent conferences.</p> <p>5B.2 Clearly communicate parents' rights and communication procedures in district and campus handbooks, Code of Conduct, web page, etc.</p> <p>5B.3 Provide translated written materials and translators at meetings.</p>	<p>.1 Weekly/Monthly calendar</p> <p>.2 District and campus handbooks, Code of Conduct, web page, etc.</p> <p>.3 Spanish language translators</p>	<p>.1 \$ None</p> <p>.2 Local</p> <p>.3 Local</p>	<p>.1 Principals, Regular & Special Ed Teachers,* Coop representatives</p> <p>.2 Principals*, Special Ed teachers, Coop representatives</p> <p>.3 Qualified Translator</p>	<p>.1 Fall to Late Spring</p> <p>.2 August</p> <p>.3 All year</p>	<p>.1 Attendance rosters</p> <p>.2 District and campus handbooks, Code of Conduct, web page, etc.</p> <p>.3 Copies of translations</p>
Performance Objective #5C: Seek participation of parents, community members, business representatives and Central Office Representatives in the decision-making process.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document
<p>5C.1 Solicit attendance of parents at meeting for each program, i.e. ESL,</p>	<p>.1 News releases and personal communications</p>	<p>.1 \$</p>	<p>.1 Principals*</p>	<p>.1 For each meeting</p>	<p>.1 Agendas and meeting minutes</p>

Alvord Elementary School

Migrant, Gifted and Talented, Special Education, Title One, PTO, etc. 5C.2 Schedule parent-teacher conferences throughout the year	in English and Spanish [the appropriate program fund] .2 District Calendar-use Teacher conference schedule	.2 \$	.2 Teachers*	.2 Following each grading period in each semester as needed or per request	.2 Attendance records for conferences
5C.3 Hold regular meetings of the Campus Leadership Team, and specialized committees.	.3 Committee calendars	.3 \$	.3 Principals*	.3 At least once per semester; 2-3 per semester is recommended	.3 Committee calendars, agendas, and minutes

Goal Statement #6: Ensure that technology is effectively integrated into the instructional program PK-5.

Performance Objective #6A: Provide high quality technology training.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document
6A.1 Integrate technology training into the training for instructional methods in all subject areas.	.1 AISD Staff Development, Software	.1 \$ None	.1 Technology Director*, Principals	.1 Aug	.1 Walkthrough and T-TESS evidence of routine use in instruction
6A.2 Additional classroom computers, data projectors, digital cameras and laptops.		.2 \$15,000.00	.2 Technology Director* .3 Technology Director/Principals	.2 On-going	.2 .3 Technology Director's evaluation
6A.3 Campus technology assistants	.3 Local	.3 ?	Technology Assistant	.3 Fall	
Performance Objective #6B: Ensure that all teachers demonstrate proficiency in technology competencies.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document

Alvord Elementary School

<p>6B.1 Utilize the technology software programs already in place as primary tools in everyday teaching and communication.</p> <p>6B.2 Provide continuing staff development support and training</p> <p>6B.3 Emphasize the effective use of technology in instruction in the staff's annual evaluations.</p>	<p>.1 Existing software</p> <p>.2. AISD and contracted Staff Development</p> <p>.3 Evaluation forms.</p>	<p>.1 None</p> <p>.2 \$</p> <p>.3 \$</p>	<p>.1 Technology Facilitator Technology Director</p> <p>.2 Technology Facilitator</p> <p>.3 Principals</p>	<p>.1 Aug</p> <p>.2 Aug</p> <p>.3 Aug</p>	<p>.1 Walkthrough and T-TESS evidence of routine use in instruction</p> <p>.2 Walkthrough and T-TESS evidence of routine use in instruction</p> <p>.3 Walkthrough and T-TESS evidence of routine use in instruction</p>
<p>Performance Objective #6C: Provide high quality instructional technology.</p>					
<p>Strategies/Activities</p>	<p>Resources [fund]</p>	<p>Amount</p>	<p>Staff Responsible*</p>	<p>Timeline</p>	<p>Evaluation/Document</p>

Alvord Elementary School

<p>6C.1 Implement consistent technology platforms.</p> <p>6C.2 Investigate the effectiveness and practicality of new instructional technologies through classroom demonstrations, talks, and studies.</p> <p>6C.3 Provide Enchanted Learning access to allow students to interact with real life experiences through hands-on technology.</p> <p>6C.4 Provide access to software programs for all grade levels</p>	<p>.1 Technology hardware</p> <p>.2 Technology hardware</p> <p>.3 AISD</p>	<p>.1 \$</p> <p>.2</p> <p>.3 \$</p> <p>.4 \$ renewal of subscription</p>	<p>.1 Technology Director Assistant</p> <p>.2 Technology Director Assistant</p> <p>.3 Technology Director Technology Facilitator/Assistant</p> <p>.4 Technology Facilitator</p>	<p>.1 Aug</p> <p>.2 Aug</p> <p>.3 Aug</p> <p>.4 Aug-May</p>	<p>.1 Financial and inventory records</p> <p>.2 Financial and inventory records</p> <p>.3 Effectiveness assessment results</p> <p>.4 Effective assessment results</p>
Performance Objective #6D: Ensure that all students demonstrate proficiency in technology competencies.					
<p>Strategies/Activities</p> <p>6D.1 Align technology standards and expectations.</p> <p>6D.2 Teach the aligned technology TEKS and local objectives across the curriculum.</p> <p>6D.3 Assess student mastery of the technology TEKS.</p> <p>6D.4 K- fifth grade technology portfolio</p>	<p>Resources [fund]</p> <p>.1 Curriculum Document</p> <p>.2 Lesson and unit plans</p> <p>.3 Student Assessments</p> <p>.4 Campus technology</p>	<p>Amount</p>	<p>Staff Responsible*</p> <p>.1 Principals</p> <p>.2 Teachers*</p> <p>.3 Principals*, Teachers</p> <p>.4 Technology Personnel, Technology Director, Classroom teachers</p> <p>Principals</p>	<p>Time Line</p> <p>.1 Aug to May</p> <p>.2 Fall to Spring</p> <p>.3 Fall to Spring</p> <p>.4 Implementation by Spring of 2020</p>	<p>Evaluation/Document</p> <p>.1 Aligned curriculum document</p> <p>.2 Walkthrough</p> <p>.3 Grade reports, Lesson unit, and campus planning documents and STAAR Practice Workbook esp. in math and writing</p> <p>.4 Portfolio presentations</p>