

ALVORD H S

Campus Improvement Plan

2022/2023

*Alvord Independent School District
Working Together For Excellence In Education*

ALVORD H S

Mission

It is the purpose and mission of the Alvord Independent School District to provide all of its students with a safe educational program which will allow them to develop to their full potential intellectually, physically, and socially in order to be 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.

Nondiscrimination Notice

ALVORD H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ALVORD HIGH SCHOOL

Clark, Jenna	Counselor
Mann, Charlie	Technology Director
Tefertiller, Aaron	Principal
Mader, Teresa	Parent/Business Owner
Bennington, Karri	Parent
Brandy Mayfield	Parent
Dylan Ashlock	Ag Teacher
Rose, Kandi	Math Teacher
Cody Blair	Science Teacher
Wright, Mechelle	English Teacher/Assistant Principal

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the function of reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics and process of math.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science and processes of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to state, national, and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Every Student Succeeds Act (ESSA)

Highlights:

- States would still have to test students in reading and math and break out the data for whole schools, plus different subgroups of students (English-learners, students in special education, racial minorities, those in poverty).
- States get wide discretion in setting goals, figuring out just what to hold schools and districts accountable and deciding how to intervene in low-performing schools. While tests still have to be a part of state accountability systems, states must incorporate other factors that take into account students' opportunity to learn, like school climate, teacher engagement or access to and success in advanced coursework.
- Combines 50 programs, some that have not been funded in years, into one block grant.
- The authority of the U.S. Secretary of Education is also limited, especially when it comes to interfering with state decision-making on testing, standards and school turnarounds.
- ESSA keeps in place maintenance of effort (MOE), with some new flexibility for states.
- ESSA is only "authorized" for four more years, as opposed to the typical five. That gives lawmakers a chance to revisit the policy. Its overall authorization funding levels are largely consistent with the most recent budget deal.

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Goal 1: Provide a rigorous curriculum with high academic standards for students at all grade levels.

Objective 1: 94% of 9th, 10th, & 11th grade students and 92% or more of each subgroup will attain a minimum proficiency or better on all EOC tests for the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. FOCUS ON THE FOLLOWING AREAS OF READING/SPEECH:</p> <p>Visual presentation of lessons and writings to facilitate visual learners. (Target Group: All) (ESSA)</p>	Counselor(s), Principal, Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Local Budget, (L)Supplemental Materials, (L)Technology	<p>Formative - Benchmark Tests, Lesson Plans, Progress Reports, Report Cards</p> <p>Summative - Semester Report Cards, Exams, EOC Results</p>
<p>2. Provide immediate feedback to students following presentations and speeches. (Target Group: All) (ESSA)</p>	Core Subject Teachers, Counselor(s), Principal, Teacher(s)	3 Weeks, 6 Weeks and Semester	(L)Local Budget, (L)Technology	<p>Formative - Progress Reports, EOC Results, Report Cards</p> <p>Summative - EOC Results</p>
<p>3. Provide students with a variety of media to express ideas and to present their work. (Target Group: All) (ESSA)</p>	Core Subject Teachers, Teacher(s)	3 Weeks, 6 Weeks, Semester	(L)Local Budget, (L)Technology	<p>Formative - Practice EOC Tests, Teacher made tests, Objective-based tests</p> <p>Summative – EOC Results</p>
<p>4. FOCUS ON THE FOLLOWING AREAS OF LANGUAGE ARTS:</p> <p>Focus on areas of students based on EOC CSR (sentence construction and use of spelling, capitalization and punctuation). Focus on expository writing skills. (Target Group: All) (ESSA)</p>	Teacher(s), Counselor, Principal	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Local Budget, (L)Technology, (L)TEKScore Data	<p>Formative - Lesson Plans, Progress Reports, Report Cards</p> <p>Summative - Semester Exams, Results</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Display types of compositions and discuss new literary genres and writing styles. Realistic technical writing skills of cover letters, resumes, scholarship letters, etc. Evaluate literature for relevant concepts in today's global society. (Target Group: All) (ESSA)</p>	<p>Teacher(s), Counselor, Principal</p>	<p>Weekly, 3 Weeks, 6 Weeks, Semester</p>	<p>(L)Local Budget, (L)Software, (L)Supplemental Materials, (L)Teacher Made Materials, (L)Technology</p>	<p>Formative - Lesson Plans, Progress Reports, Report Cards Summative - Semester Exams, EOC Results</p>
<p>6. Use recorded textbooks and other literature to enhance students' global literary experience. (Target Group: All) (ESSA)</p>	<p>Teacher(s)</p>	<p>3 Weeks, 6 Weeks, Semester</p>	<p>(L)Supplemental Materials, (L)Teacher Made Materials, (L)Technology</p>	<p>Formative – Lesson Plans, Progress Reports, Report Cards</p>
<p>7. FOCUS ON THE FOLLOWING AREAS IN MATH: Acquire additional equipment for mathematics classes to comply with the EOC and to facilitate the delivery of instruction for at-risk students, special needs students, gifted students and general education students. (Target Group: All) (ESSA)</p>	<p>Core Subject Teachers, Counselor, Principal, Teacher(s)</p>	<p>Weekly, 3 Weeks, 6 Weeks, Semester</p>	<p>(L)Hardware, (L)Local Budget, (L)Software, (L)Technology</p>	<p>Formative - Lesson Plans, Progress Reports, Released EOC, EOC Practice Summative - Semester Exams, EOC Results</p>
<p>8. Integrate math classes with EOC accelerated classes (45 minutes of math each day). (Target Group: ECD, SPED, At-Risk) (ESSA)</p>	<p>Core Subject Teachers, Counselor, Principal</p>	<p>Weekly, 3 Weeks, 6 Weeks, Semester</p>	<p>(L)Local Budget, (L)Supplemental Materials, (O)Scheduling</p>	<p>Formative - Weekly Tests, Progress Reports, Report Cards Summative – EOC Results</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide access to web-based instruction and real-world data and current research. Integrate the use of software programs in to the mathematics curriculum. (Target Group: All)	Counselor, Principal, Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Hardware, (L)Local Budget, (L)Software	Formative - Progress Reports, Report Cards, EOC Results Summative - Semester Exams, EOC Results
10. Use formative assessments and informal teacher tests to assess student progress in mastery of EOC objectives in math. (Target Group: All)	Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Supplemental Materials, (L)Teacher Made Materials	Formative – Practice EOC Tests, Teacher-made Tests, Objective-based Tests Summative - Semester Exams, EOC Results
11. Benchmark test students to assess progress in mastery of EOC objectives in math. (Target Group: All) (ESSA)	Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Supplemental Materials, (L)Teacher Made Materials	Formative – Practice EOC Tests, Teacher-made Tests, Objective-bases Tests Summative - Semester Exams, EOC Results
12. Provide additional resources for student awareness of careers in mathematics, engineering and science, as well as awareness of mathematics requirements in other career areas. (Target Group: All) (ESSA)	Counselor, Principal, Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Local Budget, (L)Software, (O)Continuing Education	Formative - Practice EOC Tests, Teacher-made Tests, Objective-bases Tests, Variety of Career Choices Summative - Semester Exams, EOC Results,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Use at least 40% hands-on lab experiences to enhance student learning and understanding. . Improve problem solving strategies by incorporating higher order thinking skills. (Target Group: All)	Teacher(s)	August-May	(L)Lab Equipment	Formative - Teacher Evaluation Summative – EOC Results
14. Provide student EOC acceleration for all sub groups in science classes and tutorials. (Target Group: H, ECD, ESL, SPED, At-Risk, Dyslexia)	Core Subject Teachers, Counselor, Principal, Teacher(s)	August-May	(L)Local Budget, (L)PEIMS Data, (L)Supplemental Materials, (L)Teacher Made Materials, (L)Technology, (L)TEKScore Data, (O)Scheduling	Formative - Pre-test Results, Progress Reports, Report Cards Summative - Failure Reports, EOC Results
15. Assessments of students on a regular basis to assess student progress of mastery on science TEKS objectives. Develop systematic review materials. (Target Group: All)	Core Subject Teachers, Principal, Teacher(s)	6 Weeks, Semester	(L)Teacher Made Materials	Formative - Practice EOC tests, Teacher-made Tests, Objective-based Tests, Benchmark Tests Summative – EOC Results
16. Use primary documents and review materials to boost performance. Analyze individual areas of weakness and develop a plan to accelerate performance which will include RTI steps. (Target Group: All)	Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Hardware, (L)Local Budget, (L)Software, (L)Supplemental Materials, (L)Technology, (L)TEKScore Data, Aware Data	Formative - Practice EOC Tests, Teacher-made Tests, Objective-made Tests, Benchmark Tests Summative - Failure Rate, EOC Results, Maps, Graphs/Charts, Analytical Responses

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Objective 1: 94% of 9th, 10th, & 11th grade students and 92% or more of each subgroup will attain a minimum proficiency or better on all EOC tests for the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. Provide tutorial period to enhance student performance. (Target Group: All students to include: ECD, ESL, At-Risk, Dyslexia)	Teacher(s)	Weekly, 3 Weeks, 6 Weeks, Semester	(L)Software, (L)Supplemental Materials, (L)Teacher Made Materials, (L)Technology, (O)Scheduling	Formative - Practice EOC Tests, EOC Practice, Teacher-made Tests, Objective-made Tests, Benchmark Tests Summative - Failure Rate, EOC Results, Maps, Graphs/Charts, Analytical Responses
18. Inclusion of Special Education students in the regular classroom. (Target Group: SPED)	Core Subject Teachers, Counselor, Principal, Teacher(s)	August	(L)Local Budget, (L)PEIMS Data, (L)Technology, (O)Continuing Education, (O)Scheduling, (S)State Compensatory	Formative - Teacher-made Tests, Objective-based Tests, Benchmark Tests Summative – EOC Scores
19. Provide RTI for each core area, using the most highly effective teachers. (Target Group: At-Risk)	Core Subject Teachers, Principal, Teacher(s)	August-May	(L)Local Budget, (L)Supplemental Materials, (L)Teacher Made Materials, (L)Teachers	Formative - Progress Reports, Lesson Plans, Report Cards Summative: EOC Results

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Objective 1: 94% of 9th, 10th, & 11th grade students and 92% or more of each subgroup will attain a minimum proficiency or better on all EOC tests for the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. Enhance curriculum opportunities by adding dual credit classes for each core subject area. (Target Group: All)	Counselor, Principal, School Board, Superintendent	August - May	(L)Local Budget, (L)Teachers, (L)Technology, (O)Course Offerings, (O)Scheduling	Formative - Student schedules Summative: Transcripts showing credit for dual courses
21. Offer professional development to assist in strengthening curriculum alignment in all core areas, so teachers work together to create a smoother transition from one class to another and from one grade level to another. (Target Group: All) (ESSA)	Core Subject Teachers, Principal, School Board, Superintendent	June - August	(F)Title IIA Principal and Teacher Improvement, (L)Local Budget, (O)Continuing Education	Summative - Certificates obtained after curriculum training, EOC Results

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Goal 1: Provide a rigorous curriculum with high academic standards for students at all grade levels.

Objective 2: Ensure that 94% or more of Special Education and 504 students and 92% or more of each subgroup will attain a minimum proficiency or better on the EOC or alternative assessment tests at a level established by the ARD committee.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. SPECIAL PROGRAMS:</p> <p>Differentiate instruction to address needs of varied student populations. Expand learner-centered instruction in teaching strategies for all special program students. Use technology to enhance learning experiences for all special programs students by cultivating more hands-on activities. (Target Group: ECD, ESL, SPED, At-Risk, Dyslexia)</p>	<p>Core Subject Teachers, Counselor, Principal, Teacher(s)</p>	<p>August-May</p>	<p>(L)Local Budget, (L)Software, (L)Supplemental Materials, (L)Teacher Made Materials, (L)Technology, (L)TEKScore Data, (S)State Compensatory</p>	<p>Formative - Benchmarks, Lesson Plans</p> <p>Summative – EOC Scores, Reduction in percentages</p>
<p>2. Reduce the percentage of special education students taking the STAAR ALT test. (under development) Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses. Provide training to ARD Committee. Increase the percentage of ESL students passing Math EOC. (Target Group: ECD, ESL, SPED, At-Risk, Dyslexia)</p>	<p>Core Subject Teachers, Counselor, Principal, Teacher(s)</p>	<p>August-May</p>	<p>(L)PEIMS Data, (L)TEKScore Data</p>	<p>Summative - Reduced Percentage on PEIMS Data</p> <p>Formative - IEP/Needs Identified</p> <p>Summative – EOC Results</p>

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Goal 1: Provide a rigorous curriculum with high academic standards for students at all grade levels.

Objective 3: Student attendance will meet or exceed the 96% state standard for attendance. The dropout rate will meet the state standard of 1% or less.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Saturday School make-up time for students with excessive absences as per Principals Plan and/or Attendance Committee. Provide Saturday School and ISS for students that have excessive tardies during a semester period as per Student Handbook (Target Group: All) (ESSA)	Counselor, Principal, Teacher(s)	3 Weeks, 6 Weeks	(L)Local Budget	Formative - Attendance Reports, Saturday Attendance Reports Summative - ADA Report, 6 Weeks Report, Semester Report
2. Phone calls and mail-outs will be made to parents of each student that is absent. (Target Group: All) (ESSA)	Administrative Assistant, Principal	Daily, Every six weeks mark	(O)Administrative Assistant	Formative - Attendance Records
3. Recognize and reward students with perfect attendance. (Target Group: All) (ESSA)	Counselor, Principal	May	(L)Local Budget	Formative - Attendance Records Summative - Annual ADA

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Goal 1: Provide a rigorous curriculum with high academic standards for students at all grade levels.

Objective 4: The campus will meet the state standard for SAT/ACT testing by increasing the percent of students taking the SAT and/or ACT, and the campus will increase the percent of students scoring above the criterion on the SAT/ACT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage all 10th and 11th grade students to take the PSAT for practice and for knowledge of the SAT format. Administer PSAT, PLAN, and TSI (Texas State Initiative) to students in grades 9-12. (Target Group: All)	Counselor	Fall	(O)Guidance Sessions, (O)PSAT Score Reports	Formative - Number of students taking the test Summative - Number of student applications for the PSAT
2. Provide SAT/ACT testing on the local campus. Offer on-line practice web-based site for SAT/ACT testing. Pay for 1 SAT and 1 ACT test per student for their junior and senior year (Target Group: All)	Counselor	Fall, Spring	(O)Testing Center	Formative - Number of students taking test Summative - Increased participation, Test Results

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Goal 1: Provide a rigorous curriculum with high academic standards for students at all grade levels.

Objective 5: Increase the number of parent and community participants in various scheduled events for the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent and student orientation for each class 9-12 prior to high school registration. (Target Group: All)	Counselor, Principal, Student Council	August	(O)Enrollment Packets, (O)Handbooks, (O)Scheduling, (O)Scholarship & Financial Aid Information, (O)Texas Grant, Website	Formative - Parent and student participation Summative - Number of parents/students attending, Distribution of materials
2. Conduct Student Recognition Programs: ex. - Student Honors Night Bulldog Mania, Hoopla, Athletic Banquet, FFA Banquet, Band Banquet (Target Group: All)	Principal, Teacher(s)	Spring, August	(L)Local Budget, (L)Teachers, (O)Recognition Awards, Website	Formative - Student/Parent participation Summative - Number of students, parents, and community attending
3. Offer a "Meet The Teacher" the week before school starts and an "Open House" in the Fall Semester to provide information and display student work. All staff should attend and participate to meet parents and families. (Target Group: All)	Administrative Assistant, Principal, Students, Superintendent, Teacher(s)	1st Six Weeks	(L)Teachers, (O)Administrative Assistant, (O)Parents, Website	Summative - Sign-in sheets showing number of parents/community members participating.

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Goal 2 Alvord ISD will be in compliance with program effectiveness indicators.

Objective 1: Expend at least 96% of state funding allotment for the CTE instructional program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue integration of CTE and academic programs. Encourage students to pursue a coherent sequence of courses. Provide a variety of course offerings in CTE. Continue to recruit and retain highly qualified CTE staff. Provide students enrolled in a CTE class opportunities for higher level thinking skills for testing purposes. (Target Group: CTE)	Core Subject Teachers, Teacher(s)	August-May	(O)Integration Plan, (O)Meeting Records	Summative - Tech Prep Summative - Annual CTE program evaluation
2. Provide transition activities for middle school to high school to work or to post-secondary education. (Target Group: CTE)	Counselor	Spring	(L)Local Budget, (S)CTE Funds	Formative - Lesson Plans Summative - List of students participating
3. Revise CTE Parent Survey to improve awareness of CTE course offerings and career planning from fall to spring. Provide information to parents in home language. (Target Group: All, CTE)	Counselor, Principal, Teacher(s)	August to June	(L)Local Budget, (O)Flyers, Surveys	Summative - Number of surveys returned

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Goal 2 Alvord ISD will be in compliance with program effectiveness indicators.

Objective 2: Increase the number of students enrolled in the fine arts--Music enhancing the student's overall perspective and appreciation of the different types of music.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer as many opportunities to students to have access to numerous musical instruments. (Target Group: All)	Teacher(s)	August-May	(L)Local Budget, (L)Technology, (O)Band Instruments	Summative - Student enrollment
2. Offer additional Fine Arts classes for necessary graduation credit. (Target Group: All)	Counselor, Principal, Teacher(s)	August-May	(L)Local Budget, (L)Teachers, (O)Course Offerings	Summative - List of course offerings

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Goal 2 Alvord ISD will be in compliance with program effectiveness indicators.

Objective 3: 96% or more of the students who are English Language Learners (LEP) and 85% or more of each subgroup will attain a minimum proficiency or better on the EOC or alternative assessment test for their grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify and provide all LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language. (Target Group: ESL, LEP) (ESSA)	Teacher(s)	August-May	(L)Local Budget, (O)Continuing Education, (O)Flyers, Surveys, (O)Scheduling, (O)Translators, (S)State Compensatory	Summative - Home Language Survey Summative - RPTE Scores, EOC Scores
2. Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses. (Target Group: ESL) (ESSA)	Principal	September and/or May	(L)TEKScore Data, Aware Data	Summative - LPAC Records, AEIS-IT, TPRS Summative - Written annual evaluation of ESL Program
3. Reduce the percentage of LEP exemptions on STAAR/EOC. (Target Group: LEP) (ESSA)	Teacher(s)	August-May	(O)Meeting Records	Summative - LPAC Records Summative - List of exempt students, PBMAS
4. Provide ESL services for qualified students within the general education classroom for grades 9-12. (Target Group: ESL) (ESSA)	Counselor(s), Teacher(s)	3 Weeks, 6 Weeks, Semester	(L)Teachers, (O)Scheduling	Summative - ESL Assessment, Progress Reports, Teacher-made Tests, Reports Cards Summative - Student Progress (fluency levels), EOC Results, OLPT, RPTE
5. Use agency approved tests to determine EXIT eligibility: 3-12 STAAR administered in English. (Target Group: ESL, LEP) (ESSA)	Counselor, LPAC Committee, Principal, Testing Coordinator	May	(O)Comprehensive Assessments	Summative - BE/ESL/LEP, Local Summative - Number of students exited from program

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Collaboration between course teachers and Spanish teacher to ensure course teachers have available resources to assist in aiding instruction and learning. (Target Group: ESL, LEP) (ESSA)	Core Subject Teachers, Counselor, Principal, Teacher(s)	August-May	(L)Local Budget, (L)Supplemental Materials, (L)Teacher Made Materials, (L)Teachers	Summative - 3 Weeks, 6 Weeks, Semester Summative - TAKS Results
7. Provide student two year re-evaluation/follow-up required LPAC activities: amount of time student is enrolled in ESL, grades in each subject, EOC performance, number of credits earned toward graduation and disciplinary actions. (Target Group: ESL, LEP) (ESSA)	LPAC Committee, Counselor, Principal	May	(L)PEIMS Data, (L)TEKScore Data, (O)Scheduling	Summative - Progress Reports, Report Cards, TAKS Results Summative - Number of students who meet two-year exit criteria

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Goal 2 Alvord ISD will be in compliance with program effectiveness indicators.

Objective 4: Enhance the assessment, identification, and instructional support for students with dyslexia and/or at risk for dyslexia to comply with state and local policies and guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify students with dyslexia or a related disorder and provide appropriate instructional services. (Target Group: Dyslexia)	Dyslexia Staff, Principal, School Board	August, January	(L)Local Budget, (O)Continuing Education, (S)State Compensatory	Summative - Lists of students eligible for services
2. Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties. (Target Group: Dyslexia)	Dyslexia Staff	August-May	(L)Local Budget, (O)Continuing Education	Summative - Students identified
3. Annually align SBOE approved procedures and district/campus procedures. (Target Group: Dyslexia)	Dyslexia Staff, Principal	August	(L)Local Budget, (O)Continuing Education	Summative - Written procedures adopted
4. Provide services for students who may be eligible under Section 504. (Target Group: At-Risk, Dyslexia)	504 Committee, Core Subject Teachers, Counselor(s), Principal, Teacher(s)	August-May	(L)Supplemental Materials, (O)Comprehensive Assessments	Summative - List of students served
5. Provide services for students according to their needs, i.e. rate/fluency; further instruction in comprehension; further instruction in decoding with syllable division. (Target Group: Dyslexia)	Dyslexia Staff, Teacher(s)	August-May	(L)Supplemental Materials, (L)Teacher Made Materials, (O)Comprehensive Assessments, (O)Lesson Plans	Formative - List of students Summative - Increase in test scores

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Goal 2 Alvord ISD will be in compliance with program effectiveness indicators.

Objective 5: Use evaluation results to plan an array of learning experiences, and screen AHS students on an annual basis for possible placement in the G/T program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program, transfer students, appeals of district decisions regarding program placement. (Target Group: GT)	G/T Selection Committee, G/T Staff, Principal	August - May	(O)Meeting Records	Summative - Written policies, handbooks
2. Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements. (Target Group: GT)	G/T Selection Committee, Principal, Teacher(s)	August - May	(O)Continuing Education	Summative - List and records of student nominations
3. 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. (Target Group: GT)	G/T Selection Committee, G/T Staff	Fall and Spring	(L)Local Budget	Formative - Lists of students to be tested Summative - List of tests for students with language other than English/Non-verbal tests
4. Ensure all teachers who teach in G/T program have the proper certification and/or endorsements. (Target Group: GT)	Principal	August	(L)Local Budget, (O)Continuing Education	Summative - Teacher Certificates
5. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities, i.e. annual meeting, UIL activities, etc.(Target Group: GT)	G/T Staff, Principal	August-May	(L)Local Budget, (O)Parent Involvement Calendar	Summative - Sign-in sheets, surveys

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Goal 3 Ensure that a safe and drug free environment is maintained in each school.

Objective 1: The following areas will show a decrease from 2022-2023 school year: discipline referrals, Tobacco, Alcohol, and Drug (TOAD) offenses, incidents of violence. Also, training and information will be provided to staff and students along with policies, procedures and formal processes in an effort to offer a comprehensive anti-bullying campaign with a goal to have 0 incidences of bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Raise student and employee awareness of drug and other substance abuse. (Target Group: All) (ESSA)	Counselor, Principal, Student Council, Teacher(s)	Semester	(L)Local Budget, Learning for Life, Wise County Sheriff's Department	Formative - Red Ribbon Week, Summative - Incident reports
2. Invite guest speakers and presenters to speak to the student body. (Target Group: All) (ESSA)	Counselor, Principal, Student Council	Semester	(L)Local Budget	Formative - Student responses, Summative - Incident reports
3. Use a drug dog to enhance a drug safe environment. (Target Group: All) (ESSA)	Principal	Random	(O)Black Creek K9 Detection Canines	Formative - No incidents Summative - Incident reports
4. Drug testing for all students involved in extra-curricular activities. (Target Group: All) (ESSA)	Athletic Director, Principal, School Nurse	Random Testing	(L)Local Budget, Compliance Consortium	Formative - Student participation Summative - Incident reports
5. For parent/student involvement, the Student Code of Conduct and Student Handbook are offered online. (Target Group: All) (ESSA)	Administrative Assistant, Principal	August-May	(O)Website	Formative - Requests for paper copies Summative - School Board
6. Provide ways of reporting bullying or abuse. ie,. The Stay-Alert anonymous call-in system. (Target Group: All)	Counselor, Principal, Students, Superintendent, Teacher(s)	August-May	(L)Local Budget, (L)Technology, (O)Website	A review of the program will be evaluated annually

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Goal 4 Teachers will integrate available technological tools throughout the curriculum to maximize the effectiveness of classroom instruction and increase student mastery of the Texas Essential Knowledge and Skills (TEKS). TEKS can be more easily displayed for better understanding of objectives.

Objective 1: Enhance technology experience for staff and students, updating technology as quickly and efficiently as possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for technology training for staff and students. (Target Group: All)	Director of Technology, Principal	August-June	(F)Title IIA Principal and Teacher Improvement, (L)Local Budget	Summative - Increased internet usage through web-based programs and software by teachers and students at school and at home. (Career Cruising)
2. Review and update technology plan annually. (Target Group: All)	Director of Technology, Principal, Teacher(s)	Spring	(L)Local Budget	Summative - Increased internet usage through web-based programs and software by teachers and students at school and at home.

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Goal 5 Highly effective teachers will be recruited and retained to maintain a quality education and to comply with ESSA requirements.

Objective 1: Enhance the educational value of the campus by actively seeking and retaining the most highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the percentage of "certified" teachers for each subject area, and ensure all core subject teachers are "highly qualified". (Target Group: All) (ESSA)	Principal	August-May	(L)Local Budget	Formative - Teacher Certifications - SBEC Summative - PEIMS Reports
2. Attract and retain certified teachers. (Target Group: All) (ESSA)	Principal	June-August	(L)Local Budget	Formative – Applitrack Summative - SBEC
3. Maintain the percentage of teachers receiving high-quality professional development. (Target Group: All) (ESSA)	Principal	June-August	(O)Continuing Education	Summative - Certifications
4. Ensure that low-income students and minority students are not taught at higher rates than other student groups by teachers who are not "certified." (Target Group: ECD, At-Risk) (ESSA)	Counselor, Principal	August-May	(L)Local Budget, (O)Scheduling	Formative - Class schedules Summative - Teacher certifications
5. Provide more specialized training and continuous training for paraprofessionals working with special needs students to ensure a quality education. (Target Group: SPED) (ESSA)	Principal, School Board, Superintendent	August-May	(F)Title IIA Principal and Teacher Improvement, (L)Local Budget, (O)Continuing Education, (O)Service Center	Summative - Certificates obtained through training
6. Develop a teacher mentor program to ensure unity among new staff with "seasoned" staff. (Target Group: All) (ESSA)	Core Subject Teachers, Principal, Superintendent, Teacher(s)	August-May	(L)Staff meeting, (L)Teachers	Summative - Retention rate of teachers
7. Encourage strong teachers to stay to ensure a stable staffing environment for a more consistent curriculum and conduct "Stay Interviews" at the beginning and ending of each school year (Target Group: All) (ESSA)	Core Subject Teachers, Counselor(s), Principal, School Board, Superintendent, Teacher(s)	August-May	(L)Local Budget, (L)Staff meeting, (L)Teachers	Summative - Retention rate of teachers with the district for 3 or more years

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Goal 5 Highly effective teachers will be recruited and retained to maintain a quality education and to comply with ESSA requirements.

2022-2023

PS3001 – NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES

Select one goal to address with ESSA funding.

For each program area supporting a TEA Strategic Priority, describe the impact of student outcomes you expect to achieve with federal ESSA funding. Describe anticipated outcome, including performance measure, baseline data, program goal and data sources.

Example:

The percentage of 3rd grade students who meet or master grade level in reading will increase from 17% to 22% by May 2018

<i>17%</i>	<i>37%</i>	<i>2017-2018 STAAR data TAPR</i>	<i>#2 Building a foundation of reading and math</i>	<i>Title IA \$40,500.00 Title IIA \$ 18,000.00 Title IV \$ 8,000.00</i>
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A District Performance Measure (DPM)	B Baseline Data (1 year goal)	C 3-5 year Goal	D Data Sources	E TEA Strategic Priority Performance	F ESSA funds to address DPM
1. Percentage of students meeting Standard on all EOC's will increase From	13%	35%	STAAR TAPR	Building a foundation of reading/math	TBD

TEA Priority #1 - Recruiting, supporting, and retaining teachers and principals – If you do not have everyone certified and/or a young staff...may want to address this. TEA will be looking at certified/highly effective teachers. Experience will be a part of that

<u>Activities that will impact student achievement- DPM #</u>	<u>new activity?</u>	<u>Total ESSA Amount budgeted</u>
1. <u>Recruiting will be done from the school website,</u>	<u>yes/no</u>	<u>\$</u>
<u>Teacher/coach assoc. website, only interview highly qualified teachers. Word of mouth recruiting and also looking into the DOI process for certifying teachers.</u>		
2. <u>Conduct exit interviews when teachers leave or retire.</u>	<u>yes/no</u>	<u>\$</u>
<u>_____</u>		

TEA Priority #2 Building a Foundation of Math and Reading – TEA considers this an early intervention PK-3...but could address other grades

<u>Activities that will impact student achievement – DPM #</u>	<u>new activity?</u>	<u>Amount budgeted</u>
1. <u>N/A</u>	<u>yes/no</u>	<u>\$</u>

TEA Priority #3 - Connecting High School to Career and College

<u>Activities that will impact student achievement – DPM #</u>	<u>new activity?</u>	<u>Amount budgeted</u>
1. <u>Offering dual credit, TSI on campus, Tech dual credit and</u>	<u>yes/no</u>	<u>\$ 8000.00</u>
<u>CTE courses offered.</u>		
2. <u>Pay for TSI tests, reimbursement for dual credit books,</u>	<u>yes/no</u>	<u>\$ 8000.00</u>
<u>pay for one SAT and ACT test for JR and SR year.</u>		

TEA Priority #4 - Improving Low-Performing Schools – All districts that have a low performing campus must address this priority using the activities/needs/objective that have already been planned and implemented.

Activities that will impact student achievement- DPM #	new activity?	Amount budgeted
1. _____	yes/no	\$ _____

2. _____	yes/no	\$ _____

LEA Priorities (required ONLY if no other priorities identified) TEA does not expect to see this

Priority #5 Activities that will impact student achievement-DPM#	new activity?	Amount budgeted
1. _____	yes/no	\$ _____

2. _____	yes/no	\$ _____
