DISTRICT IMPROVEMENT PLAN

2026-2027

Mission Statement

It is the purpose and 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 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.

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 (940)427-5975 . Los servicios de traducción están disponibles.

Initial Review by District Committee – October 21, 2026

DISTRICT DECISION MAKING COMMITTEE

Aaron Tefertiller – Chair

Jessica Bull - Director of Special Programs and Instructional Services

PROFESSIONAL STAFF

Liz Espolt- Principal - AES Continuing Member
Christi Grimes-Teacher; 2 year term expires 2027
Michele Hardee-Teacher; 2 year term expires 2027
Cathleen Rangel Teacher 2 year term expires 2027
Gretchen Blanche Teacher; 2 year term expires 2027
Carrie Walker teacher 2 year term expires 2027

Tammie Klein - Principal - AIS Continuing Member
Jessica Palmer - Teacher; 2 year term expires 2027
Cierra Wicks - Teacher; 2 year term expires 2027
Rebecca Tapp-Kinnison; 2 year term expires 2027

Melissa McAlister- Principal - AMS Continuing Member
Tammy Mathews - Teacher - AMS Continuing Member
Laura Rhine Teacher - AMS Continuing Member
Stacy Fox; 2 year term expires 2027

Brandy Callaway – Principal - AHS Continuing Member
Catherine Kelly - Counselor - 2 year term expires 2027
Candice Mercer - Teacher; 2 year term expires 2027
Joey Kirkman - Teacher; 2 year term expires 2027
Shelly Rangel - Teacher; 2 year term expires2027
Jack Pritchard - Teacher; 2 year term expires 2027

Parent/Community/Business

Kannan Moore - Business Owner
Jason Swick - Business Owner
Misty Loper - Parent
Courtney Archa - Parent
Jeff Torbert - Community

Comprehensive Needs Assessment Summary

Revised/Updated – October 21, 2026

Comprehensive Needs Assessment Process: Alvord ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and District Improvement plan. As part of the needs assessment process, surveys are utilized to obtain feedback from students, staff, parents, and other stakeholders. The District Education Improvement Committee (DEIC) is a committee made up of teachers, parents, community members, business leaders, and administrators. The goal of the committee is to provide recommendations concerning staffing, organization, curriculum, budgeting, and staff development. This committee serves as the district-wide site-based decision-making committee and meets at least 2 times each year. The DEIC assists the Administration with prioritizing identified needs to be included and addressed in the improvement plan.

Identified Strengths:

- Opportunities to provide students with a well-rounded education
- Culture of High Expectations
- Low student-teacher ratio, small class sizes
- Partnership with Weatherford College
- Parent, Family, & Community Support
- District of Innovation exemptions
- Safe and Secure Learning Environment
- Earned the Distinction Designation for Postsecondary Readiness (3rd consecutive year)

Identified Needs/Areas for Improvement:

- Professional Development that promotes more effective instructional support for Emergent Bilingual students and students who may be struggling (extensive instruction in the TEKS, the ELPS, and the MTSS/RTI model)
- Teacher growth and development via teacher-driven, reflective, and job-embedded professional development and structures
- Training and ongoing support for teachers in instructional planning, differentiating instruction, and utilization of formative assessments
- Supplemental instructional support utilizing research-based methods and instructional strategies proven to improve student outcomes, strengthen the academic program, and increase the amount and quality of learning time for students identified as at risk
- Relevant learning experiences to prepare students for success in their K-12 academic careers
- Relevant learning experiences specifically for individual students to prepare them for graduation and postsecondary success
- Improved communication in all aspects of interaction with employees, students, parents, and community members
- Continued focus on strengthening Parent and Family Engagement and Community partnerships
- Ongoing upgrades to instructional technology

Demographics

Alvord Independent School District (AISD) is a 2A district in northwestern Wise County. There are three campuses in Alvord ISD: Alvord Elementary School (grades PK-5), Alvord Middle School (grades 6-8), and Alvord High School (grades 9-12). Alvord Elementary School is a Title I campus operating a schoolwide program. District enrollment steadily increased since the pandemic: 2020-21 enrollment was 707; 2021-22 enrollment was 786; 2022-23 enrollment was 818, 2023-24 enrollment was 850, 2024-25 enrollment was 841 and 2025-26 enrollment was 875.

Based on 2025-26 enrollment, the ethnic distribution of Alvord students is 77.4% White, 21.3% Hispanic, 1.6% Two or More Races, 0.7% African American, and 0.2% American Indian. The percentage of students considered Economically Disadvantaged is 37.7%. 43.9% of students meet one or more criteria to be considered At-Risk. 13% of students are eligible for accommodations under Section 504 and 11.9% of students are identified as having Dyslexia. 9.5% of students qualify as Gifted and Talented. 6.7% of students are military-connected. Two students are immigrants, and two students are migratory. 7.3% of students are Emergent Bilingual. Alvord ISD utilizes bilingual staff members, Google Translate, and LPAC parent representatives to ensure effective communication with parents and families. 20.3% of students receive special education services. Alvord ISD is a member district of Wise County Shared Services, created by the Independent School Districts in Wise County to consolidate diagnostic and support services for students with specialized instructional needs. The organization was created over 20 years ago with six of the original seven districts continuing to work together to provide services for the students with special needs in Wise County.

Alvord ISD employs approximately 146 staff members, including 76.3 teachers and 17 instructional aides to provide instructional support. Students are supported by four full-time counselors, and two full-time nurses. The current superintendent has been with the district since 2015, and campus administrators average four years of experience, with five years in AISD. The new school year welcomes a new principal for the elementary campus. While district and campus leadership has remained steady, teacher turnover averages 26% per year, primarily due to teachers accepting positions in larger districts with higher pay scales in the nearby Dallas/Fort Worth area. Last year, teacher turnover decreased to 23%

Alvord ISD became a District of Innovation in 2017 to increase flexibility in local decision-making that better serves the students of Alvord. One example of flexibility is the exemption from teacher certification. Alvord ISD has the ability to locally certify teachers in areas of high demand, such as CTE and languages other than English. Teachers with industry certifications and native speakers with qualified experience may be eligible to teach a course through a local teaching certification. The option to locally certify staff increases the number of candidates for vacancies, allows more flexibility in scheduling, and provides more options for students to take courses and earn industry-based certifications.

Student Achievement

2026 Accountability Rating – Alvord ISD received an overall rating of **84.**

Student Achievement evaluates performance across all subjects for all students on STAAR (including alternate assessments); College, Career, and Military Readiness (CCMR) indicators; and graduation rates. Student Achievement measures whether students have met grade-level expectations as measured by the

STAAR test. The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade levels and represents 40% of the Student Achievement overall score. The College, Career, and Military Readiness Score is a percentage of students who have met one of the CCMR criteria, including earning minimum scores on college entrance exams, completing college-level classes in high school, or earning an industry certification, etc., and represents 40% of the Student Achievement overall score. CCMR data is lagging; the 2026 accountability system reflects data from the graduating class of 2025, for which 87% of graduates met CCMR criteria. Graduation rate is calculated by comparing the number of students who receive a high school diploma versus the number of students who started 9th grade four years ago and Alvord's graduation rate is 100%, which represents 20% of the overall student achievement score. The overall student achievement score for Alvord ISD was **84**, down from 85 in 2025.

School Progress measures outcomes in two areas: academic growth (the percentage of students who grew at least one year academically as measured by STAAR results and the percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year); and relative performance (the achievement of students relative to campuses with similar economically disadvantaged percentages.) The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math and Alvord's score was 77. Relative Performance indicates how much progress Alvord ISD students are making relative to students at similar schools; Alvord's score was 88. The better outcome between Academic Growth and Relative Performance is the district's School Progress score; Alvord ISD's school progress was **80,** an increase since 2023, when the score was 73.

Closing the Gaps uses disaggregated data among racial/ethnic groups, socioeconomic backgrounds, and other factors to determine how well different groups of students are making progress toward interim and long-term targets for performance. The performance of each student group is compared to the performance targets for each of the four components: **Academic Achievement**: STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics; **Growth or Graduation** (Academic Growth Status: academic growth data in RLA and mathematics for elementary and middle schools and Graduation Status (the four-year federal graduation rate for high schools); **Progress in Achieving English Language Proficiency**; and **School Quality or Student Success** (STAAR component of the Student Achievement domain for elementary and middle schools and College, Career, and Military Readiness (CCMR) Performance Status component for high schools). Alvord ISD's Closing the Gaps score was **80,** up 4 points from 2023.

Alvord ISD earned a Distinction Designation for outstanding academic performance in attainment of postsecondary readiness for the fourth consecutive year. Postsecondary Readiness indicators include the percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects), the percentage of Grade 3–8 Results at Meets Grade Level or Above in Both RLA and Mathematics, the Four-Year Longitudinal Graduation Rate, the Four-Year Longitudinal Graduation Plan Rate, TSI Criteria Graduates, College, Career, and Military Ready Graduates, and SAT/ACT Participation.

2025 Accountability Rating- Alvord ISD Received an overall rating of 84.

2024 Accountability Rating - Alvord ISD received an overall rating of **83** and earned a Distinction Designation for Postsecondary Readiness.

2023 Accountability Rating - Alvord ISD received an overall rating of **79** and earned a Distinction Designation for Postsecondary Readiness.

2022 Accountability Rating - Alvord ISD received an overall rating of **85**.

Comprehensive Needs Assessment Summary, continued

Processes & Programs

Teachers are provided with access to the TEKS Ready and TEKS-aligned resources to use with students as part of classroom instruction, intervention, acceleration, or additional practice. As we continue to recover from the disruption caused by the pandemic, teachers benefit from support to improve their instructional practices and strengthen Tier 1 instruction. Instructional coaching ensures that teachers understand Texas Essential Knowledge and Skills (TEKS) and identify aligned resources to support instruction. As teachers learn how to unpack each standard and backward plan, their instruction fosters multiple connections among student expectations. When teachers work toward vertical alignment, their understanding of the student expectation may apply to multiple grades, such as the grade level above or below. Implementation of classroom observation and feedback cycles helps teachers develop strategies to adjust instruction based on progress monitoring. New and/or inexperienced teachers need to receive frequent, ongoing support, but all teachers benefit from regular feedback related to thoughtful instructional design and delivery. Instructional positions at the elementary school were restructured after the pandemic to address learning loss among students by providing small group instruction, acceleration, and intervention using evidence-based activities to meet the comprehensive needs of students. Alvord ISD utilizes Title I to fund positions that provide extended learning and supplemental instructional support. Title I funds are also used to pay 50% of the PreK teacher's salary and provide full-day PreKindergarten, setting students up for success. Summer school is provided each year to ensure that students receive individualized instruction and support as needed to meet the state's challenging academic standards.

The Alvord High School master schedule is built around student requests. The counselor meets with students in grades 8-11 and parents of incoming 9th graders each spring to review graduation plan requirements, endorsements, the AHS course guide, and electives. AHS has recently expanded the programs of study based on student needs. Students may enroll in programs of study such as Animal Science, Applied Agricultural Engineering, Emergency Services, Environmental and Natural Resources, Family and Community Services, Graphic Design and Multimedia Arts, Law Enforcement, and Teaching and Training. The Healthcare Therapeutic program of study was added in 2024-25. Alvord High School also began offering Career Preparation I to eligible seniors in 2024-25. To be eligible, seniors must pass classes and EOC exams, be on track with credits and college readiness, and have a job working at least 15 hours per week. Eligible students are able to go to work during the 6th – 8th periods. The district currently partners with Weatherford College to provide students with dual credit opportunities. Courses taken at Weatherford College for both high school and college credit include English III (2 semesters), US History (2 Semesters), Government (1 semester), College Algebra (Online), Speech/Art Appreciation (Online), Psychology (Online), and Sociology (Online). Alvord ISD reimburses students for textbooks required for dual credit classes. Students are provided opportunities to take assessments such as the PSAT, SAT, TSI, and ASVAB on campus.

Alvord ISD utilizes technology throughout the educational system to increase the academic achievement of all students. Teachers use technology in the development and management of their instruction. Administrators and support staff use technology to support instruction. Students and parents use technology as a natural component of the learning process. Technology is used to foster lifelong learning, facilitate the acquisition of knowledge, and develop the skills needed to be competitive in the twenty-first century. Instructional technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data

for effective data-driven instruction. Thanks to funding opportunities that arose from the pandemic, classrooms have updated instructional technology, including hardware and connectivity, and most students have devices. Instructional technology will continue to be updated over time as resources are available.

Comprehensive Needs Assessment Summary, continued

Perceptions

Alvord is a close-knit, supportive community where every student is known and valued. Alvord ISD believes that education succeeds best when there is a strong partnership and communication between home and school. Parents and family members are encouraged to share suggestions, ideas, or concerns with the school at any time. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome.

Alvord ISD utilizes the school website, social media, and ParentSquare to get as much information out to the parents, students, and community members of Alvord, including highlights from each board meeting. ParentSquare allows the school to reach families via app notifications, text, email, voice calls, social platforms, or the school website. Administration can send urgent alerts and notifications that reach all parents, staff, and students with just a few clicks. Teachers can send automated, customized notices home to individual parents with student-specific information and/or communicate with all parents by sending a message to the entire class or grade. Some of the features include the ability to set up and schedule parent-teacher conferences online with no hassle or conflicts; securely send student-specific documents like report cards and progress reports directly to parents electronically; a one-step overview dashboard so parents can quickly stay up to-date on their children's academic progress; share timely and appropriate resources to educate parents to be well-informed partners in helping to foster their children's growth and development; and utilize quick and anonymous polls as an avenue for two-way communication to gain parent feedback and make them feel like their voice is heard. The easy-to-use platform also provides for language translations and staff can reach out to parents of English Learners in their preferred language. Teachers can communicate with parents who do not speak English thanks to real-time two-way translation. Additionally, Alvord ISD provides translation services during all schoolwide meetings and translation services as requested by parents, administrators, teachers, or support staff. All campuses have access to staff who are able to translate for parents and families as needed.

Parents and community members are given opportunities to provide input during the comprehensive needs assessment and planning processes throughout the school year via surveys. Parents and community members serve on the District Education Improvement Committee, School Health Advisory Committee, and other committees as needed such as the District of Innovation Renewal Committee or Calendar Committee. Each campus hosts School-Family Engagement opportunities throughout the year. Different meeting times are offered for family convenience.

Alvord ISD believes that in addition to academic needs, the school must also address students' social, emotional, and mental health needs. The counselors at Alvord Elementary School provide large group guidance lessons through ILEAD in the classroom. The lessons are preventative in nature, designed to reach all students, and are taught in the classroom regularly. The counselor also provides small group instruction and individual counseling as appropriate, in addition to regularly collaborating with teachers and staff and consulting with parents. The counselor can coordinate referrals to community agencies including local mental health agencies and other social service providers. Alvord ISD is a member district of Wise County Project Hope, an initiative that proactively addresses mental health-related issues during crises. Their mission is to provide resources, education, advocacy, and peer support to individuals impacted by addiction and mental health conditions, as well as their family members, friends, and allies. The organization aims to create a supportive community and foster recovery in Wise

County. The district website has a page listing various resources such as numbers to hotlines and links for the Texas Health & Human Services website to promote the mental health and well-being of youth and adults.

Comprehensive Needs Assessment Summary, continued

Alvord students have many opportunities outside of the classroom to develop to their full potential intellectually, physically, and socially. Students at all campuses are provided with instruction in fine arts and physical education and are encouraged to participate in extracurricular activities such as UIL, 4-H, Scouts, and athletics. Beginning at the Middle School, students have additional options for courses in arts, music, and theatre and can participate in sports such as football, basketball, volleyball, cheerleading, softball, baseball, cross country, powerlifting, track, golf, archery, and bass fishing. Student organizations include the National Honor Society, National Junior Honors Society, Student Council, FFA, and FCCLA.

Alvord ISD takes the safety of our students, staff, and visitors very seriously. In 2022, the Alvord Independent School District's Board of Trustees approved a resolution to create the Alvord ISD Police Department (AISD PD) to significantly aid in early intervention and/or enhanced response times to critical incidents and provide a safer school and an enhanced learning environment. The AISD PD not only provides law enforcement services to the Alvord Independent School District, but it also oversees all aspects of safety and security within the district, including the district's Guardian Program and emergency management. All staff members receive campus safety procedures, active shooter, and emergency response training. Students receive safety procedures and situational awareness training. Staff members and all counselors receive mental health training. Each campus has a Safe and Supportive School Program Team that conducts behavioral threat assessments. The District Safety and Security Committee meets throughout the year to review the Emergency Operations Plan and Safety Audits and make safety recommendations to the district. Alvord ISD prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited. Students or parents may report an alleged incident of bullying by using our new SpeakUp system, using the link on the district website, or orally or in writing to a teacher, counselor, principal, or other district employee.

Comprehensive Needs Assessment Data Sources

The District Education Improvement Committee (DEIC) considers data from the following sources to identify and prioritize areas of need:

Prior year's DIP/CIPs, DEIC, CEIC meeting data

Texas Academic Performance Report (TAPR) and Texas Performance Reporting System (TPRS) data

Accountability data: Student Achievement data, Student Progress data, Closing the Gaps data, and Distinction Designations data State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, academic student growth (as measured by STAAR)

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data, Interim Assessment Data, PK-2 Literacy Data

Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group

Special Program data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data,

Section 504 data, Dyslexia data population, including performance, progress, discipline, attendance, and mobility

At-risk population, including performance, progress, discipline, attendance, and mobility

EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender,etc. Response to Intervention (RtI) student achievement data, failure, and retention rates

Attendance rates, Mobility rates, Discipline data, school safety data

Staff meeting data, state-certified and high-quality staff data, and Teacher/Student Ratio

Professional development needs assessment and attendance data, Evaluation(s) of professional development implementation and impact (T-TESS)

Parent feedback, Community feedback

Capacity and resources data, Budgets/entitlements, and expenditures data

Goal 1: Alvord ISD will provide all students with a high-quality education.

Performance Objective 1: Alvord ISD will implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Source(s): The Student Achievement Domain score will improve from 85 to 86 by August 2027, as measured by the Texas Accountability Rating System.

Performance Objective 2: Alvord ISD will ensure that Alvord ISD graduates are College, Career, and/or Military-Ready.

E**valuation Data Source(s)**: The CCMR scaled score will improve from 87 to 88 by August 2027, as measured by the Texas Accountability Rating System.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide teachers with a curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Provide training and support to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade-level skills and competencies.	Superintendent & Principals	Time & training costs; state and local funds	Principals will coordinate with instructional staff to develop and implement a plan for staff development based upon identified needs; Increase student performance for all student groups; increase the number of students meeting grade-level expectations in all grades and content areas; improve T-TESS ratings
Provide high-quality ongoing training to provide teachers with the subject matter knowledge and teaching skills to provide students with the opportunity to meet challenging state and local student academic standards; PD will include content-based training as well as research-based instructional practices	Superintendent & Principals	Region 11 fees; state and local funds	Implementation of mentoring program & instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers; improved T-TESS & P-PESS ratings
Teachers will regularly utilize TEKS-aligned assessments approved by the Commissioner to monitor student progress, check for student mastery, and identify students at risk for academic failure.	Principals & Teachers	State and local funds	Teachers can focus more on teaching and learning (rather than materials and resources); high-quality instructional materials aligned to the TEKS will improve student outcomes
Teachers will be provided time to disaggregate data from all manner of student assessments including but not limited to formative assessments, universal screeners, CBAs, benchmarks, and state assessments.	Principals & Teachers	State and local funds	Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups
Provide teachers with time to meet, plan, and work on the vertical alignment of instruction to make instructional improvements.	Principals & Teachers	Time for staff to meet and plan	Principals & and teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions based on individual student needs
Principals will support teachers via ongoing observation/feedback, data meetings, modeling, and job-embedded feedback loops; Principals will mentor inexperienced teachers and ensure all teachers have support in meeting the needs of diverse learners	Principals	Principal time in classrooms; travel time to Region 11 for PD	Consistent walkthroughs will ensure the continuous improvement of instruction; Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide opportunities outside the regular classroom setting to meet the needs of advanced learners (performances, STEM field trips, clubs, paw time, Academic UIL) & offer enrichment classes and activities that enhance students' educational experiences and engagement; continue to emphasize student participation in extracurricular activities	Principals & Teachers	State and local funds; GT funds	Increased opportunities for students to attend various performances, museums, & events; be involved in extracurricular activities, and compete in contests at the district, state, and national levels
Use methods and strategies to serve gifted students such as enrichment classes, mentoring, cluster grouping, differentiation, pacing, acceleration, independent projects, academic competitions, CTE classes, and extracurricular competitions, and provide opportunities for students to display products or present performances to peers, staff, and community members.	Principals, Teachers, GT Coordinator	GT allotment	Increased student performance and engagement
Align curriculum with supplemental digital resources such as Discovery Education digital resources; develop school library programs to provide opportunities to develop digital literacy skills and improve academic achievement	Superintendent & Principals	State & local funds	Integration of technology in instruction to increase the effectiveness of student learning
Provide supplemental academic programs to improve student achievement in core academic areas (Renaissance Place, STEMscopes, Think Central, IXL, Think Through Math, etc.)	Superintendent & Principals	State & local funds	Improved student performance; increased student engagement
Update instructional technology (as funds allow, over time) to ensure all classrooms have working technology hardware in order to better integrate technology into the curriculum.	Superintendent & Technology Director	Time & expenses for updating equipment	Staff will utilize technology to enhance instruction, personalize student learning, and develop problem solving skills.
Provide career counseling to identify student interests and skills; offer CTE classes that allow students to obtain certification or knowledge through experiential learning opportunities that promote skills attainment in technical areas that can be used for employment or post-secondary education.	AHS & AMS Principals & Counselors	Federal & state CTE funds; local funds	Increase in number of students meeting CTE completer status; increase in number of students earning industry-based certifications
Coordinate with institutions of higher education to provide increased dual or concurrent enrollment opportunities for students; Facilitate effective transitions for students from high school to postsecondary education by coordinating with institutions of higher education, employers, and other local partners	AHS Principal & Counselor	Weatherford College partnership	Increase in the number of students earning college credits; increased postsecondary persistence and success, increase in the number of students meeting CCMR criteria
Recruit and hire highly effective teachers; conduct team-building activities and personalized strategies throughout the year to honor and recognize all staff to retain effective teachers and reduce staff turnover	Superintendent & Principals	State, Local	Increase in student performance for all student groups;increase in the number of students meeting grade-level expectations in all grades and content areas; increased staff retention, improved school culture
Meet identified needs of teachers such as providing on-site instructional coaching, promoting opportunities for teachers to attend content-based PD, and/or collaborating with professionals teaching elsewhere.	Principals	Region 11 consultant fees; state and local funds	Teachers will have access to ongoing professional development based on needs; improved T-TESS ratings

Goal 2: Alvord ISD will close achievement gaps between students meeting the State's academic standards and students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1: Students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Evaluation Data Source(s): The School Progress Academic Growth scaled score will improve from 75 to 82 by August 2027, as measured by the Texas Accountability Rating System.

Performance Objective 2: Staff will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

Evaluation Data Source(s): The Closing the Gaps scaled score will improve from 86 to 87 by August 2026, as measured by the Texas Accountability Rating System.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Continue to implement a pyramid of intervention (RtI services) for identified students. Teachers will be provided training to incorporate supplemental instructional support and differentiated student instruction.	Principals & Teachers	Time for RtI meetings; Training fees; state and local funds	Student gains in literacy and math; increase in student performance
Identify students who may be at risk for academic failure; design and implement appropriate compensatory, intensive, or accelerated instruction that enables students to perform at grade level at the conclusion of the next regular school term.	Principals & Teachers	State Comp Ed funds	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, small group instruction, etc.)
Provide differentiated instruction and targeted interventions to identified students in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.	Principals & Teachers	State comp ed funds; local funds	Increase in student performance for all student groups;increase in the number of students meeting grade-level expectations in all grades and content areas.
Additional classroom assistance and supplemental support will be provided to improve student achievement and close instructional gaps. Instructional interventionists will serve students identified in grades PK-8 through pull-out instruction, intervention, and remediation.	Principals & Teachers	State Comp Ed. local funds	Student gains in literacy and math; increase in student performance
The principals and instructional staff will continuously identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning	Principals & Teachers	State, local, & federal funds; ESC 11	Teachers will keep abreast of creative or innovative techniques in instruction to improve student learning

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide data-driven targeted reading, writing, and math interventions for identified students before, during, and after school; offer extended learning during the summer	Principals & Teachers	State comp ed funds	Increase in student performance for all student groups;increase in the number of students meeting grade-level expectations in all grades and content areas.
Hire paraprofessionals, instructional interventionists, and other staff as needed to provide supplemental instruction, interventions, and/or classroom support to students failing to meet academic standards	Principals & Interventionist	Local/state; Title I funds	Additional staff ensure that students receive individualized instruction and support as needed to meet the State's challenging academic standards
Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.	Principals, Counselors, & Registrars	State and local funds	Students will be provided with immediate enrollment,transportation, additional academic support, and counseling as appropriate.
Educate students with disabilities in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and provide instructional accommodations and support based on the student's IEP.	Special Education Staff, Principals & Teachers	IDEA-B funds; state and local funds	Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.
Students eligible under 504 will receive instructional accommodations and support according to each student's 504 plan.	Principal & Teachers	State and local funds	Increase in student performance for students eligible for 504 in all grades and content areas.
Hire additional instructional staff to work with students with disabilities and other students as needed to ensure academic success	Principals	Local/state funds	More effectively meet the needs of all students; improved student outcomes
Develop, monitor, and update individual student graduation plans based on students' needs in meeting graduation requirements (IEPs, course completion, EOCs, Endorsement, etc.)	Principals	State and local funds; Career Cruising; Edgenuity	100% Graduation rate & 0% Dropout rate; increase in course completion for students identified as at-risk of dropping out
Provide high-quality ongoing training to ensure staff are knowledgeable in their content area, use current research-based instructional strategies, and utilize effective assessment methods.	Superintendent & Principals	State & local funds; Region 11	Individualized professional development plans will support all staff
Provide PD to ensure staff keep abreast of creative or innovative techniques in instruction to improve student learning (cooperative learning and student engagement) and meet the needs of students with disabilities	Superintendent & Principals	State & local funds; Region 11	Increased student engagement and academic performance; improved T-TESS ratings
Complete timely identification of students who qualify as emergent bilingual (EB); provide instruction from a certified ESL classroom teacher	Principals & LPAC committee; ESL teachers	ESC Region 11 Title III SSA, BEA funds;	Students identified as Emerging bilinguals will attain English proficiency and develop high levels of academic achievement in English.
Conduct universal dyslexia screening of students in kindergarten and first grade; students with dyslexia or a related disorder will be provided with the services of an interventionist trained in dyslexia and related disorders. Purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates specific critical evidence-based components of instruction and instructional approaches and provides for evidence-based, multisensory structured literacy instruction for students with dyslexia	Principals; 504 or ARD committee	Dyslexia allotment	Students will receive support and services to meet his/her needs that promote academic progress as a result of a continuum of tiered intervention and instruction

Goal 3: Alvord ISD will provide appropriate resources to create a safe, secure, and caring school environment to support our commitment to academic success.

Performance Objective 1: School personnel and community members will work together to ensure a quality and safe school so that students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Evaluation Data Source(s): Student, parents, and staff surveys /annual parent and community evaluation results

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Implement a schoolwide tiered model to prevent and address problem behavior; utilize discipline management techniques as part of progressive interventions to reduce the overuse of discipline practices that remove students from the classroom	Principals & Teachers	Leadership and staff planning time	Staff will engage in a process to develop and enforce common expectations and consequences; reduce the number of student referrals to the office for discipline during instructional periods
Provide curriculum and activities to support Safe and Drug-Free Schools and Communities, including the following: Drug dogs, Drug testing for extracurricular activities, Red Ribbon Week Activities, Guest Speakers, Awareness Training, etc., for alcohol, drug, and violence prevention programs, bullying and harassment prevention; and/or truancy issues to keep students in school	Superintendent, Principals	Alvord ISD PD & area law enforcement; State Comp Ed funds	Fewer disciplinary infractions; Increase in student performance for students identified as at-risk; increase in student attendance; students and families will be referred as needed for services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services
Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students; Continue partnership for telehealth services		s State & local funds;	Implementation of the Health and Wellness Plan and a school health program that effectively addresses students' physical, mental, and social well-being; telemedicine services and access to a medical provider during the school day
Partner/coordinate with local community organizations to provide access to services such as counseling, school-based mental health programs, and mentoring services, as needed, to identified students (and families)	Principals, Counselors, & Nurses	State Comp Ed funds	Services will be provided to students and families as appropriate; and an increase in student performance and attendance
Implement an anonymous bullying/harassment reporting system for students and parents to meet the standards of David's Law	Superintendent & Principals	State and local funds	Students and parents will have access to an anonymous bullying-reporting system to report incidents "See Something Say Something, Speak up" Access at www.alvordisd.net
Staff and students will receive training on social issues such as harassment, sexual abuse, and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.	Principals & AISD PD	State and local funds; Time for training	Students will have access to counseling and will receive instruction regarding conflict resolution, violence prevention, social skills, and character ed; the discipline plan will include strategies for addressing bullying & peer conflict;
The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities.	Superintendent & Principals	State & Local funds;	Increased staff awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim.

Maintain, staff, and equip the Alvord ISD Police Department; continue partnership with the Wise County Sheriff's Office	Superintendent & Board	State and local funds; SAFE Cycle 1 & 2 grant funds	Promote the safety of students and staff with earlier intervention and/or enhanced response times to critical incidents

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
All exterior doors, except the front entrance to all campus facilities, will remain locked, including gates to courtyard areas. Campus visitors must present state-issued identification for scanning to obtain a visitor's pass when visiting campuses for meetings, volunteering, eating lunch with a student, etc.	Principals & AISD PD	State and local funds; SAFE Cycle 1 & 2 grant funds	Safe and secure facilities for students and staff; prohibit the entrance of unwanted visitors or intruders
Increase security for facilities, vehicles, and equipment with the installation of security systems (cameras and video surveillance components)	Superintendent & AISD PD	State and local funds; SAFE Cycle 2 funds	Promote the safety of students and staff and the security of facilities, vehicles, and equipment
Conduct ongoing school safety audits to improve and update school security measures to provide a safe and secure learning environment for students and staff	Principals & AISD PD	State and local funds	Updated crisis management plan, emergency operation plan, and multi-hazard plan; maintain a safe and disciplined environment conducive to student learning
The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www. alvordisd.net. [See policy FFH.] Dating violence will not be tolerated at school.	Superintendent & Board of Trustees	TASB	Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.
Obtain written parental consent before a student may receive any instruction related to the prevention of child abuse, family violence, or dating violence. Parents will be sent a request for written consent at least 14 days before the instruction will begin.	Principals	Parental consent forms (opt-in or opt out)	An annual notice will inform parents of the right to access the materials, the right to remove the student from the instruction, and opportunities to be involved in the development of the curriculum.
Staff will utilize age-appropriate scripts and videos to teach children how to reduce their risk of sexual and physical abuse and sexual assault and make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.	SHAC, Nurses	Local funds	Age-appropriate, research-based anti-victimization programs for students to learn to recognize potentially abusive behavior, respond to threatening situations, and report abuse to a trusted adult.
Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee.	Students	Response protocols & forms to document student complaints	Upon receipt of a report of dating violence, the district will notify the parent of the alleged victim and the alleged perpetrator. The school office has information about the dangers of dating violence and resources for seeking help.
Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official and take any other steps required by this policy.	Staff	Response protocols & forms to document staff reports	The district has procedures for reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator, and guidelines for students who are victims

Goal 4: Alvord ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1: Alvord ISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source(s): By May 2027, each campus will host at least one parent engagement event that focuses on building parents' capacity to support student achievement.

Performance Objective 2: Alvord ISD will follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

Evaluation Data Source(s): Annual review and revision of the DIP/CIPs; annual Board approval of goals and objectives

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.	Principals Teachers	State and local funds	Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.
Parent and family engagement opportunities will be offered throughout the year; parents will receive ongoing communication regarding student progress, school programs, and volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home.	Principals	State and local funds; staff, & school volunteers	Increased school-parent communication; increased parent attendance at school events; increase in the number of parent volunteers; increase in attendance at parent workshops
Provide informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; information related to higher education admissions and financial aid opportunities; and opportunities for career counseling to identify student interests and skills to parents of Alvord ISD students.	Principals & Counselors	State and local funds; staff time	Increased parent and family engagement at the secondary campuses; more effective family engagement that supports student achievement and post-secondary success
Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. Schools will offer flexible meeting times for parents.	Principals & Teachers	State and local funds; staff time	Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct an annual Comprehensive Needs Assessment (with students, parents, and other members of the community) for the entire school as part of the continuous improvement planning process.	Superintendent & DEIC	Parents, Community & Business Representatives	Improved student performance
Conduct program evaluations to determine the impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	Principals & CEIC	Parents, Community & Business Representatives	Efficient allocation and use of financial resources while improving the quality of education provided to students.
Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	Superintendent & DEIC	Parents, Community & Business Representatives	Resource allocation is driven by programs and campus improvement plans
The district improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Superintendent & DEIC	Parents, Community & Business Representatives	DIP will delineate instructional methods for addressing the needs of student groups not achieving their full potential as well as methods for addressing the needs of students for special programs.
Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	Principals	Parents, Community & Business Representatives	The School-Parent Compact and the Parental Involvement program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Improve recruitment efforts to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Principals & Teachers	State and local funds; staff time	Increased parent and family engagement; more effective family engagement that supports student achievement and success
Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	Principals & Teachers	Parents, Community, & Business Representatives	Parents and families will be provided with information that will encourage engagement with children to increase student achievement.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact

Provide a dynamic and informative website and utilize appropriate social media outlets to inform parents and the community of school programs, volunteer activities; opportunities to provide input, and parent and family engagement opportunities.	Principals & Teachers	State and local funds	Increased attendance and involvement at events such as Meet the Teacher, Grandparents' Day, Parent Teacher Conferences, Veterans Day, Fall Festival, Field Day, Thanksgiving Dinner, and Mothers' Day Luncheon, etc.
The campus improvement plan will be regularly monitored and revised based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Principals & Committee	Parents, Community, & Business Representatives	CIPs will delineate instructional methods for addressing the needs of student groups not achieving their full potential and methods for addressing the needs of students in special programs.
Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	Principals & Committee	Parents, Community, & Business Representatives	The School-Parent Compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance, and feedback given at meetings.	Principals & Committee	Parents, Community, & Business Representatives	Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.

Title I, Part A Schoolwide Program Plan

Alvord Elementary School operates as a Title I, Part A Schoolwide Campus. Alvord ISD transfers 100% of Title II, Part A funds and 100% of Title IV, Part A funds to support the Title I, Part A Schoolwide program. Title I funds (combined with Title II and Title IV funds) are used to pay for 50% of the PreK teacher's salary (to offer a full-day PreK program) and to employ an instructional aide who provides supplemental instruction, interventions, and/or classroom support to meet the needs of those children who are failing or are at risk of failing, to meet the challenging State academic standards.

The Title I, Part A Plan was developed in accordance with Section 1112, to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards (STAAR/EOC) and those children who are not meeting such standards. This plan was developed, reviewed, and revised with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and parents of children in schools served under Title I, Part A. The plan was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Strategy	Formative Evaluation	Monitoring Timeline
The district has developed and implemented a well-rounded program of instruction to meet the academic needs of all students.	Lesson Plans	Grade Reporting Period
The district identifies students who may be at risk for academic failure	PEIMS Data	Snapshot; Enrollment
The district provides additional educational assistance to individual students who need help meeting the challenging State academic standards.	Report Cards MTSS Lists	Grade Reporting Period
The district identifies and implements strategies to strengthen academic programs and improve school conditions for student learning.	Ongoing CNA	Quarterly
The district utilizes data to identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.	ESSA Talent Plan (when required by TEA)	Annually
The district provides services for children living in local institutions for neglected or delinquent children (if applicable).	N/A	N/A
The district provides services to homeless children and youths, to support their enrollment, attendance, and success.	Homeless Liaison	Upon Enrollment, Needs Based
The district implements effective parent and family engagement.	Calendar of Events	Quarterly

The district supports, coordinates, and integrates services with early childhood education programs for the transition of participants in such programs to local elementary school programs.	Kindergarten Enrollment and Registration Event	Annually
The district facilitates effective transitions for students from elementary to secondary school.	Calendar of Events	Annually
The district utilizes data to reduce the overuse of discipline practices that remove students from the classroom.	PEIMS 425	Grade Report Period

Alvord Elementary School is a school-wide Title I campus in Alvord ISD. The campus will address the three elements of schoolwide in their Comprehensive Needs Assessment and the Campus Improvement Plan. These elements are the Comprehensive Needs Assessment, Instructional Strategies, and Parent and Family Engagement.

Intended Program Beneficiaries – the intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

In consultation with the business office, administrators, and other campus professional staff, Alvord ISD consolidates Title I, Part A funds with other funds on the Title I, Part A Schoolwide campus to upgrade its entire education program.

Alvord ISD transfers 100% of Title II and 100% of Title IV funds for use as Title I, Part A funds to support the schoolwide program. Title I, Part A funds are supplemental to the state and local funds that are received by the campus.

Alvord ISD ensures that records are kept that demonstrate that the federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus comprehensive needs assessment and are articulated in the schoolwide program plan. The district and campus ensure that this schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the Federal programs, particularly as they relate to the lowest-performing students.

Alvord ISD reserves Title I, Part A funds at the District Level as reported on the ESSA Consolidated Application for services to students experiencing Homelessness ($900).

2026-27 ESSA Revised Planning Amounts:

Title I, Part A - $87,817
Title II, Part A - $27,497
Title IV, Part A - $10,000

Title III Identification and Recruitment Plan (Migrant Education Program)

ACTIVITIES FOR BALANCED RECRUITMENT: FOR DISTRICTS/CHARTERS	REQUIRED	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR REGION 11 DISTRICTS/CHARTERS			
A. Attend and complete ESC Region 11's Annual Migrant Education Program Update	Yes	LEAs, including SSAs, Independent Projects, and Non-Projects LEA Migrant Designee Superintendent	Sep 15, 2026
B. **Attend Identification & Recruitment (ID&R) training offered by ESC Recruiters, attend ID&R and NGS**	Yes	ESC Migrant Specialists	August 30, 2026
I. IDENTIFICATION & RECRUITMENT			
A. **Conduct ID&R:** Potentially Eligible Migrant Children: Contact potentially eligible migrant families by using the family surveys, during school registration, etc., targeting both enrollees and non-enrollees (ages 0-21)	Yes	ESC Migrant Specialists	September 1st through August 31st
B. **Family Surveys**: Submit all "yes/yes" Migrant Family Surveys to ESC Region 11 within 5 days of receipt.	Yes	LEA Migrant Designee	September 1st through August 31st
C. **Meet with all ID&R Staff.** Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in the ID&R Plan. (Migrant Family Surveys, Parent and Family Engagement Activities, School Events, etc.)	Yes	ESC Migrant Specialists LEA Migrant Designee	Sep 15, 2026
D. **Finalize all forms, documents, and logs.** Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Yes	ESC Migrant Specialists	Sep 15, 2026
E. **Make recruiter assignments.** Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth, including pre-school-aged children, and other state and federal agencies that serve migrant families.	Yes	ESC Migrant Specialists	Sep 15, 2026
F. **Conduct ID&R.** ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using recruitment efforts, by conducting family surveys, during school registration, etc., targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed.	Yes	ESC MEP Specialists	By August 30– currently eligible children; continue recruitment efforts throughout the year –

***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.			potentially eligible children Make initial outreach efforts by September 30.
G. **Complete COEs/ECOEs.** Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new Q H. AD. Submit completed COE and COE SDF to the Designated SEA Reviewer for review.	Yes	ESC MEP Specialists Designated SEA Reviewers	Within **5** working days of the parent's signature
I. **Review of COEs/ECOEs.** Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with a new QAD. Return COE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. ♦ The NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. A copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	Yes	ESC MEP Specialists Designated SEA Reviewers	Within **7** working days of parents' signature.
J. **Conduct residency verification.** Verify continued residencies for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Yes	ESC MEP Specialists	Between Sept. 2 and Nov. 1. For students not enrolled in school and especially 2 yrs. old turning 3 – on or after 3rd birthday.
III. MAPS AND INTRAREGIONAL NETWORKING			
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Yes	ESC MEP Specialists	Contact all growers within the district boundaries by November 1.
B. Develop calendars and maps. Develop profiles/calendars reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Yes	ESC MEP Specialists	By December 1, and update on an ongoing basis throughout the year
IV. INTERAGENCY COORDINATION			
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Yes	ESC MEP Specialists	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
V. QUALITY CONTROL			
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Yes	ESC MEP Specialists	Sep 30, 2026
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Yes	ESC MEP Specialists Designated SEA Reviewers	On-going throughout the year

C. **<u>Monitor and address ongoing training needs for ID&R.</u>** Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Yes	ESC Migrant Specialists LEA Migrant Designee	As needed throughout the year
D. **<u>Maintain up-to-date records on file.</u>** Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Yes	ESC Migrant Specialists LEA Migrant Designee	Ongoing throughout the year
E. **<u>Coordinate with ESC for annual eligibility validation.</u>** Eligibility of previously identified children is randomly selected for validation through a re-interview process per instructions set forth by TEA.	Yes	ESC Migrant Specialists LEA Migrant Designee	January – June
VI. EVALUATION			
A. **<u>Evaluate ID&R efforts for subsequent planning</u>.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into the subsequent ID&R plan for continuous improvement.		ESC Migrant Specialists LEA Migrant Designee Local Migrant Parent Advisory Council (PAC), etc.	By June 30

State Compensatory Education State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;
2. Is in grade 7-12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in pre-kindergarten, kindergarten, or grades 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student (formerly LEP student), as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments;
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code;
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.
16. Is a chronically absent student (absent more than 10% of the school's required operation, school district, or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548. (student records; exit at the end of the year) and instructional time within a school year or an enrollment period that exceeds 30 instructional days.

Total FTEs funded through SCE at this district:

To identify students as at risk, teachers review and verify student data throughout the year in order to provide support and prescribed academic interventions in a timely manner. The primary data sources considered when making intervention recommendations included: STAAR data, universal screening data, Texas Resource System unit assessments, report cards, and progress report data.

A student is considered at risk of dropping out of school until he or she performs on the identifying instrument or another appropriate instrument in the same or a comparable subject area at a level equal to at least 110 percent of the level of satisfactory performance on that instrument. Once a student is not advanced from one grade level to the next, i.e., retained, the student remains at risk of dropping out of school for the remainder of his/her public school education.
For all other state eligibility criteria, students must be evaluated on an ongoing basis to determine if they continue to meet the criteria for being at risk of dropping

out of school. Under certain criteria, students will be reported for one or more school years until the student performs at a level sufficient to exit the at-risk special population category. All decisions for exiting a student from the SCE program will be based upon the review of student data.

Alvord ISD utilizes State Compensatory Education funds to support Title I initiatives (full-day PreK, instructional aides, supplemental curricular resources, and evidence-based intervention programs.)

STAAR <u>All Grade Levels</u>	Math % Met Standard*			Reading/ELA % Met Standard*			Science % Met Standard*		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
Students At-Risk	26%	29%	27%	32%	31 %	42%	25%	33%	36%
Students Not At-Risk	68%	75%	59%	70%	79%	69%	65%	73%	66%

**At Meets Grade Level or Above*

Recommendations:

- Continue to use SCE funds for direct supplemental instruction of identified at-risk students
- Ensure that all SCE funds are dedicated to improving outcomes for at-risk students.
- Monitor at-risk student performance to ensure that at-risk students are receiving proper accelerated instruction