ALVORD ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

ALVORD INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
ALVORD ELEMENTARY SCHOOL
2026-2027

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con Campus Principal, Elizabeth Espolt (940-427-2881) . Los servicios de traducción están disponibles

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

WORKING TOGETHER FOR EXCELLENCE IN EDUCATION

Alvord Elementary School Site-Based Decision Making Committee

Liz Espolt, Principal

Printed Name	Position on the Committee	Email/Phone Number
Liz Espolt	Principal	lespoltl@alvordisd.net 940-427-2881
Courtney Archa 2023-2026	Business	courtarcha@gmail.com 940-389-0991
Carrie Walker 2023-2026	Dyslexia Teacher	cwalker@alvordisd.net 817-454-6006
Jenna Clark 2022-2025	Counselor	jclark@alvordisd.net 940-736-0660
Ashton Burns 2022-2025	Parent	ashtonburns@hotmail.com 940-389-0521
Carrie Morgan 2023-2026	4th gr teacher	cmorgan@alvordisd.net 940-210-1487
Danelle Sandate 2023-2026	Pre K teacher	scampbell@alvordisd.net 940-255-9355
Rachel Hall 2023-2026	Business	rachel.hall.1518@gmail.com 940-393-2648
Dana Hale 2023-2026	Parent	danahale2@gmail.com 940-255-6961

Brackets [ ] = Funding Source(s) Asterisk (*) = the person(s) with primary responsibility. Last Revised: January 10, 2025

Gretchen Blanche 2025-2026	Special Education Teacher	gblanche@alvordisd.nett 940-580-0022
Erin Cornell 2023-2026	Parent	ecornell@alvordisd.net 817-304-4314

Alvord Elementary
NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES
Completed 9-1-2026 by AES Committee

1. The percentage of **3rd grade** students who **approach** grade **level on the STAAR Math** assessment will be higher than the state percentage score of a **71% scaled score. AES will work to increase from the 2025 scaled score of 82% to 84%** by **May 2026**. *Baseline Data:* 2024-25 TAPR STAAR reports

2. The percentage of **2nd grade** students reaching 280 or higher on the IXL math will be 85%.

3. The percentage of **third-grade students at Alvord Elementary** who achieve **Approaches Grade Level or above on the STAAR Reading Language Arts (RLA) assessment** will increase from **76% in 2026 to 80% by the end of the 2026–27 state assessment cycle**.

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

Comprehensive Needs Assessment Summary
School Year: Alvord elementary 2026-2027

Data Sources Reviewed:

- **AEIS Report, STAAR Data 2025-2026, TEA Performance Reports, STAAR Data, Discipline Reports from TxEIS, Disaggregated P.E.I.M.S. Data, Assessment Data from Benchmarks, CBA (Curriculum Based assessments), and TELPAS**
- **2026-27 Campus Improvement Plan and Campus Needs Assessment, Technology Plan, Student Handbook and Student Code of Conduct, Title I, Part A Plan**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	● Enrollment is currently: Elem. 300 IS 150. ●100% of the professional staff is considered highly qualified in their positions. 19 General education teachers,2 Special Education teachers, 1 library aide, 5 full time Special Education aides, 2 Pre-K aides, 1 MTSS aide at the elem. IS: 9 General Education Teachers, 2 Special Education Teachers, Counselor, 1	●7% of student enrollment was retained, with the largest percentage in first grade in the 2025-26 school year. ●46% of student enrollment is listed as free or reduced lunch recipients. ●Small rural school with decreasing income from taxing entities.	●Continue using the K-2nd grade math assessment tool with the Go Math Curriculum adoption to track individual progress, PK uses CLI Engage. ● Purchase Lowman for 3rd grade math and ELAR, Purchase IXL again to provide programs to support Math, ELA and Science 4th-5th grade. ●Purchased additional lowman science and math for 4th and 5th grade beginning of 2026-27 school year. ●Purchase software again and staff development. STARFall for Pre-k, and IXL for Kinder-5th. State Assessments PK-CLI ENGAGE, Kinder-Tx KEA, First & Second- TPRI, and Third-Fifth- IXL program utilize

	Library/PE/Inclusion Aid, 2 Full Time Special Education Aids. ●29 Pre-K students		the state assessments provided with these programs to conduct BOY, MOY and EOY scores ●Provide additional tutoring/additional instructional within MTSS time and Friday Academy. ●Provide extended day (before or after school) tutorials as requested or needed ●Provide accelerated, intensive program for 'At-Risk" students failing the STAAR through tutoring, computerized instruction and specialized reading/math classes. Follow HB 1416 stipulations and guidelines for students who failed the STAAR test.
Student Achievement	●A majority of students are 'Approaching' goals in Reading/ELA, and Math 2025 STAAR exams. ●Have seen growth for the Economic Disadvantage and LEP students in Math and Reading benchmarks throughout the year.	● Increase the number of GT (Gifted and Talented) and other subgroup students scoring in the MASTERS level. ●Need to work on curriculum alignment and instructional assessments. ●Focus on each student showing AYP on STAAR testing from 25-26 to 26-27.	●Campus instructional focus and resources need to be directed toward the subgroups. TAPR showed in 2024 for approaches for Sped population..60% scored on all assessments, 64% in Reading (above state) and 93% Math (above state). ●More focus shall be concentrated on the area of Science and Social Studies instruction in all grade levels. ●Addition of a Reading Interventionist (not dyslexic teacher) for all grade levels (K-5th) would be beneficial. ●Continued use of the RTI addressing students' needs in small groups. ● An RtI Reading and Math interventionist could be utilized for all grade levels to address the academic needs of students needing extra classroom small group support.

School Culture and Climate	●Student/teacher ratio average is at or below 18:1. An additional teacher was added in 5th and 3rd grade to provide this setting for students. ●2 additional Special Education teachers were added to provide lower ratio for qualifying students. ●Full time counselor was added to Intermediate 4/5th grade to address student and staff needs. ●Counselor, Teachers, and Staff will implement I-Lead Leadership Training to students Pre-K - 5th Grade through classroom implementation. ●Teachers feel comfortable to visit administration regarding areas that need improvement, concerns or honest feedback. ●The Parent Volunteer program has been very beneficial to the teachers and students. ●Teachers have created a safe and secure environment for students in their classrooms and around the building. ●The staff has “high expectations” for all their students. ●Improved Security features have been made throughout the building. ●End of Six weeks reward events to promote attendance	●More input from teachers and parents in development of the student handbook and student code of conduct. ●Administration support teacher needs when classroom assistance is needed.	●Provide opportunities for faculty and parent volunteers to review and make recommendations to the Student Handbook.

	●IS will have CLUB Day last day of each week that also provides WIN time for students that need it.		
Staff Quality/ Professional Development	●Three-fourths of staff have an ESL certificate and seven-eighths have a G/T endorsement etc. We are continuing to work on 100% of staff. ●100% of the teaching staff is "highly qualified". ●Staff have created a family type atmosphere. They see success as a team effort. ●Professional development is encouraged and supported throughout the year. ●Staff shall receive 5 days of staff development during the summer.	●We do not have a new teacher "mentor" program, but utilize experienced teachers as mentors AKA buddy system. ●CPI de-escaluation training for all staff ● Need more training on meeting the needs of our ESL population. ●ES- We have invited the Service Center to provide instructional coaching	●Develop and improve a mentor program for new teachers to the campus. ●Provide staff development in key areas as identified by staff put in the CIP. ●Provide math training through researched-quality workshops
Curriculum, Instruction, Assessment	●Provide a rigorous curriculum with high academic standards for students at all grade levels ●Provide a curriculum that is appropriate for all student ability groups. ●Scores on STAAR and STAR literacy exams show measured effectiveness of curriculum. ●This coming year we will have data from TPRI, CLI Engage, IXL, Renaissance	●Vertical teaming is needed for all subject areas. ●Training needed to continue to assist teachers in developing a scope and sequence framework for all core subjects. ●Improve writing techniques and instruction for lower grade levels. ●Improvements in instruction using minimal student screen time and more focus on teacher interaction with learners.	● Provide professional development in educating teachers more effective writing techniques and strategies. ●Continued purchase of IXL software for 3rd-5th grade Math, ELAR and Science development. ●Continue purchasing TX-Kea for Kindergarten, Istation software programs for 1-2 Reading and Math instruction, Exact Path, and IXL for 3rd-5th enhancement and assessment programs. ●Updates were made to the Renaissance Reading Program (A.R.) continued use and evaluation of the program will be monitored.
Family and Community Involvement	●Very effective Parent Volunteer Program/PTO ●Glow Party	●Need to continue to improve parental and community involvement on our campus.	●Parent events once or twice a year where parents and students come together incorporated through the PTO organization.

	●Christmas Store w/Family Night with Santa. ●Rodeo Day for K-1st. ●Title I Parents Night ● Family Learning Night ●Spirit Table sales from September, November, and January. ● School Supplies purchased for the 2026-27 school year to present ● Book Fair week along with muffins with mom, donuts for dad and goodies with grandparents ●Refreshments/snacks for Kids' Heart Challenge Activities by parents/PTO ● Meals/Snacks for Teacher Appreciation Week by parents/PTO ● School spirit t-shirts purchased for all students and faculty to wear to field trips and on field day events by our PTO ● Bounce houses, snow cones, snacks for field day events ● Coffee/tea and condiments for Teachers' lounge, coffee truck visits ●Family members and small business personnel to serve on Campus Improvement Team	●Allow teachers and students to do new engaging learning activities together. ●Hear what teachers are saying about how to keep our district great.	●Special meeting with non-native speaking families to discuss school activities and questions concerning students and school. Help teachers build relationships with those families.
School Context and Organization	●The teachers feel they have a voice in the decision making process through the DEIC, Campus Needs Assessment Plan and the Campus Improvement Plan.	●Allow for more input from teachers regarding aspects that have a major impact on students and teachers, such as Student handbook, Student Code of Conduct.	●Continued assistance from the Parent Volunteer group to further help with the RTI students. ●Develop a strategy for teacher input on the Student Handbook/Code of Conduct.

	● Through the evaluation of teachers and paraprofessional schedules, adequate time is devoted to the organization. ●Excellent student to teacher ratio 18:1 but some ratios were exceeded due to higher enrollment.	●Para-professional help is essential for areas of need with the RTI students and with the Special Education inclusion areas. ●Drop off and pick up procedures modified for car students. Covered walkways would be beneficial on bad weather school days.	●Through RTI for all grade levels, provide extra help for students who are struggling.
Technology	●Computers and Promethean TVs' in every classroom PK-5th grade and Dyslexia Reading Therapy. ●Each Kindergarten and 1st grade classrooms have their own chromebook cart ● 1 to 1 Chromebooks for all elem. and IS students ●Technology will be used to enhance lessons, student interaction and enrichment, class activities, research for more class projects and assessment. ●The use of technology is used for enhancing engagement following teacher led lessons.	●Many members of staff need exposure and/or training on more up to date types of technology (iPads, podcasting, advanced smart board, etc.)	●Provide training to assist teachers in developing new world based lessons utilizing the learning for students through new ideas and interactive activities. ●Ensure each classroom has an instructional presentation platform ●Align technology standards and student expectations.

Evaluation of Plan Activities listed under the Summative Evaluation column.

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

Strategies/Activities	*SchWide Element #*	*Staff Responsible*	*Resources*	*Time Line*	*Formative Evaluation*	*Summative Evaluation*

Comprehensive Needs Assessment: Planning Team will make data-driven & teacher input about the classroom instructional strategies decisions for the entire campus toward the goal of maximizing student achievement for all students. The Team will analyze data from state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Campus profile and vision will be included.	#1 Summary attached to this document	Superintendent; Principals; Counselor; Campus Comm. Specialists	AEIS; PBMAS; Attendance; Discipline; Staff and parent surveys	Throughout the school year	Disaggregated data	Areas of strengths and weaknesses identified and CNA developed and modified as needs change. See CNA at the beginning of this plan. **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Schoolwide Reform Strategies *Ensure school-wide reform research-based strategies and methods for *tiered intervention* that address areas of weaknesses are identified in the CNA. *Review master schedule to identify	#2	Principals; Teachers; Campus Comm. Specialists	**Title I, Part A $ 86,465** Title II, Part A $26,837 Title IV, Part A $10,000	Throughout the school year	Daily class schedules; All diagnostic and progress monitoring assessments; Tier II and Tier III intervention logs	Increased student scores State required Assessments, TPRI,IXL, etc. **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications

opportunities for *extended learning time* *Investigate how manipulatives are used in various core areas *disaggregate data by sub-groups to determine programs; effectiveness in meeting the needs of underserved students populations			State/Local funds; POA			1 2 3 4 Delete – not working 1 2 3 4
Instruction by Effective/Certified Staff *Ensure instruction of all students by effective staff - review all required certification data *Ensure all TIA SWide paraprofessionals (paid from ESSA funds) are HQ and certified for their positions before hired *Provide time for PD *Provide *mentoring* system	#2	SBDM - campus and district committees Federal Program Director Principals	Title IA funds for schoolwide classroom teacher serving PK-2 Title IA - $ 86,465	Throughout the school year Before school begins - Review all certifications against the master schedule. Campus PR 1500 due 11/15/25 District Equity Plan due 11/1/25 Update CIP to address District Strategies addressing any equity gaps or Root Causes	List of all teachers providing instruction on each campus Determine if teachers are certified for their current assignments on the master schedule. Review service records for number of years experience.	Teacher certificates and years of experience on file and completed for each teacher. **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4 Submitted Campus PR1500 **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working

*Monitor instruction by frequent walk-throughs *Provide pre-service for “in-place” programs				Address selected strategies identified in Root Causes for Long Term Implementation of District Equity Plan	Complete Effective Teaching Matrix for each teacher including: certification, years of experience, and information on how they met the District Definition of Effective Teaching including (at a minimum): teaching performance; student learning; student engagement.	1 2 3 4 Submitted District Equity Plan **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
High Quality and Ongoing Professional Development *Select PD to meet the specific needs of teachers, paras, principals, parents, students	#2	Superintendent; Principals; ESC 17 Core Curriculum Contract.	**Title I, Part A** $ 86,465 **Title IIA** $ 26,837 **Title IVA** $10,000	Summer and throughout the school year	Staff development calendars	Attendance Certificates **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

* Utilize video conferencing and/or online training *Provide PD throughout the year for staff required to be certified for what they teach. Conferences, ESC, locally developed			State/Local Funds			
<u>Attract Highly Effective/Certified Teachers</u> * advertise on web and ESC *attend job college and ESC job fairs *Provide mentoring program *provide effective leadership *provide on-going and "catch-up" training for programs already in place		Superintendent; Principals	State/Local funds; Job Fairs; Post jobs to be filled by certified teachers on websites ESC **Title I, Part A;** **$ 86,465**	Throughout the school year as needed	Grade level vacancy list	Highly qualified (certified) staff hired during interview process **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
<u>Ensure retention efforts</u> of highly effective (certified) staff are implemented		Superintendent; Principals; Counselor	State/Local funds **Title I, Part A;** **$ 86,465**	Throughout the school year	Teacher Evaluations	Staff Interviews Staff Retention Rates **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

						Delete – not working 1 2 3 4
<u>Increase Parent/Family Engagement</u> Provide activities that are planned by parents in order to increase parent involvement, such as family literary services *<u>Notification</u>: 1) provide information to parents in a language and format they understand 2) parents right to know teacher and paraprofessional qualifications, 3) parents' right to notification of non-certified teachers assigned to their child, 4) annual report cards, 5) reports regarding student achievement, 6) parental/family engagement policy and school-parent compact; 7)frequent reports on student progress;	#3	Principals; Counselor; Teachers; Parent representatives; Campus Comm. District Comm.	State/Local Funds	Throughout the school year -Registration packets -Title IA Annual parent Meeting -PK-5 teacher conferences -District/campus websites Title III- Virtual Parent meeting 3 times per year sent out via Parent Square- "Community Involvement", "Parent Involvement", "Stakeholder Involvement"	Parent Involvement activities scheduled on school calendar by the principal Title III- Sent out By EB coordinator via Parent Square.	Sign-in sheets at activities to determine increase/decrease **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

8) post schoolwide plan on the website; 9) homeless liaison inform parents of opportunities for their homeless students; 10) option to not release student information to military recruiters; 11) follow FERPA policies and practices Title III-LEP – outreach –inform parents of LEP students: 1)how to be involved in child's instructional services; 2) identification procedures and program goals. Right to transfer - 1) notify parents if their student is a victim of a violent criminal offense on school property. Notify parents if campus is identified as Persistently Dangerous.						Notifications and results

Consultation: 1)Include parents in the development evaluation of the engagement policies and school-parent compact. 2) Have face-to-face parent conferences for PK-5. 3) Development of Schoolwide Plan, Program Plans and Consolidated Application- (reservation of funds for parent involvement) 4) Title III-consult with educators and parents in the development of the plan including AMAOs 5)Title IA Annual Parent Meeting to explain the program, requirements, right to be involved and opportunity to request regular meetings. Building Capacity: 1)Assist parents in understanding the		Superintendent Principal Counselor	SBOE Policy	August notification of policy. Within 14 days anytime an offense may occur.	FDD Policy updates	**Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

state's curriculum and required assessments, requirements of Title I, Part A. 2)Provide materials and training in areas such as literacy or technology.						
Transition 1) Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary grades- provide explanations of curriculum, procedures and student expectations *Coordinate EC and KG professional development *Provide KG teachers with EC portfolios and assessments for each student	#3	Principals; Counselor; Pre-K Teachers; Office Staff	State/Local funds	Spring of the school year	Schedules; Teacher lesson plans; list of activities and/or handouts	List of children/parents attending **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

*Provide frequent communication with parents regarding their child's progress and parent activities 2) Provide informational parent rights including: *expectations/curriculum/state assessments						
Teacher Decision-Making Regarding Assessments *Provide opportunities for teachers to work together in developing student assessments such as: benchmarks, observation tools, performance assessment, teacher made assessments, student inventories, State assessment, DRA, STAR, STAAR, Istation, Exact path, Study Island		Principals; Counselor; Campus Comm.	State/Local funds	Throughout the school year, as needed; August-September will be the first survey	Agenda item and/or survey	List of assessments to be used **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

* Provide PD on using data to make instructional decisions, improve curriculum and design assessments						
Provide effective, timely, additional assistance to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards *Analyze individual student data *Provide extended learning opportunities (tutoring, Saturday school, summer school * Provide individualized and small group learning sessions *Incorporate computer assisted learning *Incorporate modifications/accommodations for curriculum activities *Provide counseling	#2	Principals; Counselor; Teachers	SCE funds; State/Local funds **Title I, Part A;** **$ 86,465** **Title II, Part A – REAP $26,837** **;**	Throughout the school year: Tutorials; Small-group instruction; Extended Learning; Individual instruction	Three week progress reports; 6 – weeks report cards; Final report cards	Report Cards; State Assessment results; Summer Enrichment Programs; tutorial lists; CAI intervention schedules **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

			Title IV, Part A – REAP $ 10,000 ;			
Coordinate and integrate federal, state, and local services and programs with the schoolwide program. Programs listed in the funding column are coordinated as well as PD, Parental engagement activities.		Principals; Counselor; Campus Comm.; ESC; Specialists	Title I, Part A; Title II, Part A SCE funds; CTE; State/Local funds; SPED funds; G/T funds; ESL funds Title III-LEP (SSA with ESC) Dollar amounts in preface of plan	Throughout the school year at Staff Meetings, Parent Meetings, etc.	Agenda and minutes of meetings	List of programs by campus and district **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Evaluate parent/family engagement program and policy and include parents in the process	#3	Principals	Evaluation document; Campus Comm.; District Comm Evaluation meeting	Spring of the school year	Results of evaluation	Adjustments made to program/policy **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct annual Title I meetings with parents in order to inform	#3	Principals; Counselor; All teachers	Forum for the Title IA meetings such as: Meet the	Week before school starts and during the school	Meeting scheduled	Sign-in sheets Agenda Power Point

parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved. At least 2 meetings will be held at different times.			Teacher Night, Curriculum design, Parent Nights **Title I, Part A;** **$** 86,465	year as scheduled on calendar		Handouts **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Revise annually the School-Parent Compact and provide in Spanish	#3	Principals; Counselor; Campus Comm.	District Comm Spring Meeting for Program evaluation or Separate meeting for parents before the District Committee meets	Spring of the school year	Agenda, minutes, draft of compact	Written compact **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan	#3	Principals; Counselor; Campus Comm;	**Title I, Part A** **$ 86,465** TIA POA - $ State/Local	Throughout the school year and summer – staff meetings, SBDM meetings, etc.	Agenda, Minutes, handouts from planning meetings, website	Staff development calendar **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

program goals and objectives for staff development that will build ties between parents and school			Funds;			Delete – not working 1 2 3 4
Provide information/ communication in a format and in a language that parents can understand and provide translation services as needed or requested	#3	Teachers; Principals; Spanish Translators	State/ Local Funds;	Throughout the school year as needed	List of interpreters/translators	Copies of information/ Communications/ Documents/list of staff available to translate Website **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide parents information on the level of achievement of parent's child on any state required assessment	#3	Principals; Counselor;	State/ Local Funds;	As tests results are received	Students names and their achievement level	Copy of notice sent to parents or shown to parents at Goals Days and required state assessments **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

If need ,the campus will provide timely notice that the parent's child has been assigned to a teacher who is not certified for assignment	#3	Principals; Superintendent	State/ Local Funds	End of September and anytime during the year that it is needed	List of teachers not Certified – DOI wording pertaining to certifications	Copy of notice sent to parents **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Contract for technical assistance in Title IA program/fiscal/compliance issues-reserved at the district level		Superintendent; SBDM Spring Business Mgr.	**Title I, Part A; Reserved at the district level.** $ 86465	Throughout the school year as invoiced	Contract	Invoice indicating the services provided. **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide highly qualified educational paraprofessionals to support classroom instruction in a small group setting.	#2	Principal Teacher Para	SCE	As needed	Teacher made plans for the para List of students needing the extra support	State Assessment data, Report Cards, Unit tests **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Address any ESSA PBMAS or ICR issues		Superintendent Principal Consultant	Local	At the time TEA releases information	Review ICS level 4. The reports were ready to submit on time, but were not submitted.	Agenda, minutes from any required meetings. **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Homeless Reservation district level for services as needed		Superintendent Business Office Homeless Liaison	**Title I, Part A; $ 86,465**	Check at 3 weeks and 6 weeks	Review of identified homeless student grades	Extra duty pay agreements, time logs; students served **Evaluation of Activity:** Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Alvord Elementary School
Campus Improvement Plan

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

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

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

	.6 Supplemental instructional materials	.6 Local Funds			.6 Assessment results from item **1A.2** and grading reports

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1B.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.	.1 Adopted materials Support materials (Measuring Up, STAAR, .2 Curriculum Adoption	.1 $0	.1 Teachers* and Principals*	.1 Fall- Spring .2 End of each	.1 Grade reports
1B.2 Use systematic assessment of student performance to improve instruction. (6-wk checkpoints)	Assessment materials	.2 $0 $0	.2 Teachers* and Principals	6-weeks .3 Fall - Spring	.2 Checkpoint results Benchmark results
1B.3 Provide tutoring/ additional instruction within the school day for students who are not making adequate progress towards passing or are "At-Risk."	.3 Support materials	.3 None	.3 Principals*	.4 Fall- Spring	.3 Grade reports .4 Revised Improvement Plans
1B.4 Provide time for vertical and horizontal teams to meet to assess the instructional program and recommend improvements.	.4 Empowering Writers training	.4 .5 None	.4 Teachers and Principals*	.5 Fall - Spring .6 Fall	Registration and Session Records. .5 Walkthrough and T-TESS results, and attendance records
1B.5 Provide support through instructional modeling, mentoring, and staff development.	.5 AISD Staff Development	.6 None	5. Principals*		
1B.6 Provide support through specialized and supplemental reading and language arts programs.	.6 Dyslexia Services/RtI		.6 Teachers* and Principals		.6 Master Schedules, class lists, reading and program assessments

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1C.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.	.1 Adopted materials Support materials		.1 Teachers*	.1 Fall - Spring	.1 Grade reports
					.2 BOY/MOY/EOY
				.2 Fall - Spring	Assessment results
1C.2 Utilize TX-Kea and iStation along with Textbook Adoption Assessments Proclamation 14).	.2 Local Assessment funds	.2 $800	.2 Teachers* and Principals*	.3 Fall- Spring	
			.3 Teachers and		.3 Walkthrough and T-TESS
1C.3 Provide support through instructional modeling, mentoring, and staff development.	.3 AISD Staff Development, ESC XI,	.3 $2000	Principals* Superintendent	.4 Fall - Spring	results and attendance records
1C.4 Provide support through specialized and supplemental math programs.	.4 Supplemental materials	.4 $1000	.4 Teachers and Principals*		.4 Program assessments/reports, Grade reports

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1D.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.	.1 Adopted materials Support materials	.1 None	.1 Teachers* and Principals	.1 Fall - Spring	.1 Grade reports
1D.2 Use a systematic assessment of student performance to improve instruction. (Check points, consider purchasing the ITBS assessment)	.2 Curriculum Adopted Assessments	.2 None	.2 Teachers	.2 End of 6-weeks period	.2 Check point results Benchmark results And CBA results
	.3 AISD Staff Development, ESC XI, CAMT (Fed. Funds)	.3 $5000	.3 Teachers, Principals	.3 Fall - Spring	

1D.3 Provide support through instructional modeling, mentoring, and staff development. **1D.4** Provide support through specialized and supplemental math programs (Study Island, iStation) and calculators. **1D.5** Vertical and horizontal teams will meet to assess the instructional program and recommend improvements. **1D.6** Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk." **1D.7** Provide additional tutoring/additional instruction <u>outside of the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."	.4 Supplemental materials, IXL .5 Staff Development Day/ Special times during conference periods .6 Support Material .7 Supplemental instructional materials Extra-duty pay	.4 $3000 .5 None .6 None	.4 Principals* .5 Teachers and Principals* .6 Teachers* and Principals .7 Teachers* and Principals	.4 Fall .5 Fall - Spring .6 Fall- Spring .7 Fall- Spring	.3 Walkthrough and T-TESS results and attendance records .4 Grade reports .5 Revised Improvement Plans Study Island Science and Math reports. Istation instructional support and assessment reports .6 Grade Reports .7 Grade Reports

Performance Objective #1E: 100% of the PK-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a <u>fine arts</u> curriculum that includes opportunity for advanced and rigorous study.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1E.1 Appraisals (especially continuous classroom visits) to the curriculum expectations. **1E.2** Vertical and horizontal teams will meet to assess the instructional program and recommend improvements	.1 Walkthrough forms and appraisers .2 Staff Development Day. Substitutes for release time	.1 None .2 Local	.1 Principals .2 Principals	.1 Fall -Spring .2 Spring 2020	.1 Walkthrough and appraisal forms and documentation. .2 Revised Improvement Plans

Performance Objective #1F: 100% of the K-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a physical education curriculum that includes opportunity for advanced and rigorous study. All students will demonstrate 15-20% improvement passing all components of Physical Fitness Testing.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Time Line**	**Evaluation/Document**
1F.1 Tie mentoring and appraisals (especially continuous classroom visits) to the curriculum expectations. **1F.2** Monitor each student's progress through exercises daily. (All students) **1F.3** Design and present lessons using Heart Rate Monitors to target struggling students. (All students) **1F.4** The students will demonstrate knowledge of the Fitnessgram, Presidential Fitness Challenge standards.(All students) **1F.5** The students perform proper Fitness gram, Presidential Fitness technique to maximize success.(All students) **1F.6** The students will participate in a weekly fitness activity to increase their levels of fitness.(All students) **1F.7** Students will be involved in fitness and a healthy lifestyle through the Coordinated School Health Program. **1F.8** Students will target upper body strength and flexibility	.1 Walkthrough forms and appraisers .2 Instructor .3 PE Central, PE Lesson Fit-N-Wise .4 Fitnessgram DVD .5 Trained instructors .6 PE Instructors, .7 PE Instructors .8, PE Instructors .9 PE Instructors .10 Instructors	.1 None	.1 Principals* .2 PE Instructors .3 PE Instructors, Fit-N-Wise Specialist .4 PE Instructors .5 PE Instructors .6 PE Instructors .7 PE Instructors .8 PE Instructors	.1 Fall- Spring .2 Ongoing .3 Bi-Weekly .4 Ongoing .5 Pre-test .6 Weekly .7 Ongoing .8 Ongoing	.1 Walkthrough and appraisal forms and documentation. .2 Fitness gram, Presidential Fitness Challenge .3 Fitness gram, Presidential Fitness Challenge .4 Fitness gram, Presidential Fitness Challenge .5 Fitness gram, Presidential Fitness Challenge .6 Fitness gram, Presidential Fitness Challenge .7 Fitness gram, Presidential Fitness Challenge .8 Fitness gram, Presidential Fitness Challenge

1F.9 Continuation of our running program whereby miles are accumulated and PR(Physical Progress) noted with running charms provided as incentives. (All students)			.9 PE Instructors	.9 Ongoing	.9 Fitness gram, Presidential Fitness Challenge
1F.10 Students will learn different sports skills in PE class that will enhance future extra-curricular success as well as show school-wide support/appreciation for our JH/HS activities			.10 PE Instructors	.10 Ongoing	.10 Fitness gram, Presidential Fitness Challenge
Performance Objective #1G: 100% of the PK-5 students will participate in a career awareness and guidance program.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Time Line**	**Evaluation/Document**
1G.1 Conduct PK-5 programs on career awareness and guidance.	.1 Guidance curriculum	.1 None	.1 Counselor*	.1 Fall - Spring	.1 Guidance Lesson Plans
Performance Objective #1H: 90% or more of Special Education and §504 students and 90% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Time Line**	**Evaluation/Document**
1H.1 Assure that each student in Special Education is educated to the fullest extent of his or her potential.	.1 Support instructional materials and equipment	.1 Local	.1 Teachers and Principals	.1 Sept.	1 Grade reports and STAAR alternative assessment results
1H.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.2 Staff Development Day	.2 Local/Federal	.2 Principals .3 Principals/504 Coordinator	.2 Spring .3 Aug.	.2 Revised Improvement Plans
1H.3 Assure that each student in §504 is educated to the fullest extent of his or her potential.	.3 Support instructional materials and equipment	.3 None	.4 Principals and Counselor	.4 Sept.	.3 Grade reports and STAAR assessment results .4 Review of personnel files
1 H.4 Ensure all teachers and teacher assistants have proper certification and/or endorsements	.4 AISD	.4			

and/or certificates of training required to teach in this special program **1H.5** Provide research based staff development, with input from staff **1 H.6** Ensure that all students with disabilities have access to the general curriculum **1 H.7** Provide training to teachers regarding modifying curriculum for students with disabilities **1 H.8** Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities **1 H.9** Provide training to ARD committee **1H.10** Address ESSA Performance and Compliance	**.**5 AISD .6 AISD .7 AISD .8 Local, Special Education .9 Special Education .9 ESC, Special Education and Federal Funds .10 Local	.5 Local/Federal .6 .7 .8 .9 .10	.5 Teachers, Teachers' aides and Principals* .6 Principals, Special Teachers, General Education Teachers .7 Special Education Teacher, ESC .8 Principals* and Special Education Teacher .9 ARD Committee .10 ESC, Wise County Shared Services .11 Superintendent	.5 Fall-Spring Summer .6 Aug-May .7 Sept .8 Fall -spring Summer .9 Fall - Spring .10 Sept .11 Spring	.5 Staff Development Calendar .6 ARD/IEP, Student Schedules .7 Agenda, Sign in Sheets .8 Parent Involvement Activity Calendar, Sign in sheets .9 AYP Reports .10 Training schedule, Sign-in Sheet .11 Agenda, Written strategies developed

Performance Objective #1I: 90% or more of students who are English Language Learners (was LEP) and 75% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Time Line**	**Evaluation/Document**
1I.1 Utilize Structured Curriculum as the instructional format. **1I.2** Vertical and horizontal teams will meet to assess the instructional program and recommend improvements. **1I.3** ESL training opportunities for staff. **1I.4** Closely monitor English proficiency assessment results to direct instruction on both the student and program levels. **1 I.5** Identify and provide all LEP students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language **1 I.6** Conduct a comprehensive needs assessment of all BL/ESL student to determine strengths and weaknesses **1 I.7** Ensure that information to parents is provided in the home language	.1 Materials .2 Staff Development Day .3 AISD Staff Development, ESC XI [ESL] .4 TELPAS [ESL], .5 ESL Fund, Title 1 funds, local funds .6 STAAR, TELPAS, LPAC Records,	.1 $ .2 $ .3 $ .4 $1000 .5 .6 .7 .8	.1 ESL Teachers* .2 ESL Coordinator* .3 ESL Coordinator* .4 ESL Coordinator* .5 ESL Certified Teacher .6 Administrator/ Coordinator .7 Administrator, BE/ESL Teachers, LPAC .8 Administrator, Teacher, LPAC	.1 Spring .2 Spring .3 Fall - Spring .4 Fall - Spring .5 Beginning of the school year/as new student enrolled .6 September and/or May .7 Ongoing .8 Fall -spring .9 Spring Semester/Summer	.1 Campus schedules, grade reports .2 Revised Improvement Plans .3 Walkthrough and T-TESS results, Session registrations and attendance records .4 Assessment results .5 Home Language Survey List of ESL Student, TELPAS Scores, STAAR Scores .6 Disaggregated scores of students, Written annual evaluation of BE/ESL program

1 I.8 Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities **1 I.9** Continue to recruit and retain highly qualified BE/ESL staff including minorities **1 I.10** Increase the number of LEP students in learning English **1 I.11** Increase the number of LEP students attaining English proficiency **1 I.12** Reevaluate students who are transferred out of a bilingual program from other districts/schools	.7 ESL Funds, Local funds, .8 Local funds, ESL Funds, Title I funds, Special Education .9 Local Funds, ESL Funds .10 Title I, Part A, Local, State .11 Title I, Local, State, .12 Local, State, Meeting times	.9 .10 .11 .12	members, SBDM committee .9 Administrator, SBDM .10 Teachers/ Paraprofessionals .11 Teachers/ Paraprofessionals .12 Administration, LEP Teachers, LPAC	.10 Each Six weeks .11 Each Six Weeks .12 Each Semester	.7 List of qualified translators, copies of notices sent to parents .8 School calendar of parent involvement activities, Parent Sign-in Sheets .9 Positions posted, Fully certified staff hired .10 Benchmark Test, LPAC records, PEIMS .11 Benchmark Test, RPTE, LPAC records .12 Benchmark test, Report Cards, STAAR, LPAC information

Performance Objective #1J: <u>Individual Acceleration (or Intervention) Plans</u> will be developed and successfully implemented for 100% of the students designated as being at-risk of dropping out of school per the State Compensatory Education criteria.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1J.1 Construct and Implement Student Support <u>CARE Teams</u> to determine individual plans. **1J.2** CARE TEAM will refer students to other programs, interventions, and agencies as needed.	.1 Intervention Teams – CARE Team .2 Referral Procedures	.1 None .2 None	.1 Lead by the campus Principal and Counselor*, with participation by the campus Teachers, Support Staff	.1 Sept .2 Upon determination of the CARE team	.1 SST Minutes, IAP's, IEP's .2 CARE TEAM Minutes, IAP's, IEP's

1 J.3 Develop a policy for identifying, entering, and exiting students from the At-Risk Program.	.3 Local	.3	.2 Counselor*, Principals	.3 Sept	.3 Meeting to develop policy
1 J.4 Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	.4 Local-Campus assessments, STAR, DRA		.3 Superintendent, Principals*	.4 Beginning of school .5 Sept	.4 List development, all teachers with list and supporting documentation
1 J.5 Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, RPTE, to identify areas to accelerate	.5 Local, Title I, Part A, SCE		.4 Principals*, Teacher .5 Counselor, Teacher, Site Base Team		.5 data disaggregated for at-risk students, results of comprehensive needs assessment
1 J.6 Serve K-2 students who failed readiness test with accelerated, intensive program for early literacy, A-Z Program.	.6 Local, A-Z Reading Program .7 Local, ESL Fund Rosetta Stone		.6 Principals*, Teacher*	.6 Fall	.6 DRA Results and Study Island/Exact Path along with Istation
1 J.7 Serve LEP students through an accelerated program to acquire proficiency in the English Language	.8 Local		.7 Certified ESL Classroom Teachers, Principals*	.7 Daily	.7 Progress Report, LPAC Meetings, STAAR, results .8 Progress Reports, Report Card grades, Benchmark tests, STAAR, Completion Rate
1 J.8 Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.	.9 Local, Title II, BL/ESL,		.8 Principals*, Teacher*	.8 Sept - May	
1 J.9 Provide research based staff development designed to assist students at-risk of dropping out of school for			.9 ESC, Principals	.9 Fall -Spring Summer	.9 Staff Development, Calendar, Teacher/ paraprofessional attendance Certificates, Sign-In Sheets

professional/paraprofessional staff with input from staff **1 J.10** Conference with parents, encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL **1 J.11** Staff training of implementing specific TEKS	.10 Local, 11. Local		.10 Principal, SCE Staff 11. Principal/ Teachers	.10 Sept -May 11. Sept	.10 Parent involvement calendar, Evaluation of parent involvement activities 11. Staff development

Performance Objective #1K: 75% or more of Migrant and Immigrant students and 75% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.

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

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1L.1 Ensure that all teachers/ paraprofessionals that teach in the program have the proper certification and/or endorsements	.1 Local, Title I,	.1	.1 Administration	.1 August	.1 Interview Process, Teacher Certification
1L.2 Provide research based staff development for professional/ paraprofessional staff with input from staff	.2 Local, Title I,	.2	.2 Administrator ESC	.2 Fall, Spring, Summer	.2 Survey, staff development calendar, Attendance Certificates
1L.3 Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities	.3 Local, Title I, ESL, Special Education	.3	.3 Administrator SBDM	.3 August - May	.3 Parent Involvement Calendar, agenda, minutes of planning meetings, sign-in sheets
1L.4 Provide Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials (CLI-Engage)	.4 Local,	.4 $2,000.00	.4 Pre-K Teacher	.4 Daily	.4 Observation, Lesson Plans, Summary of assessment instruments
1L.5 Provide activities i.e. registration day, round up, classroom/campus visitation, to ensure a smooth transition for children into the public school	.5 Local, Title I,	.5	.5 Pre-K Teacher	.5 Spring	.5 Activities scheduled Notification, agenda, handouts, Observation

1L.6 Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish	.6 Local	.6	.6 Administration	.6 May -July	.6 Newspapers, Letters, Notices posted, etc. Copies of Notices

Performance Objective #1M: The G/T program shall be designed to increase opportunities for students to strive for a higher quality of success in and out of the regular education classroom.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1M.1 Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, appeals of district decisions regarding program placement	.1 Local	.1	.1 Administration, G/T endorsed teachers, G/T Selection Committee	.1 May—August	.1 Agendas, Minutes, Sign-in sheets, written policies, handbooks
1M.2 Continue an ongoing student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	.2 Local	.2	.2 Administration, G/T Staff, G/T Selection Committee	.2 August-May	.2 Training of staff on G/T characteristics, List and record of student nominations
1M.3 Provide an advanced and challenging curriculum to all G/T students in all grades through the use of independent study projects such as the Texas Performance Standards Project or other district approved projects; differentiation in	.3 Local, G/T funds, ESC .4 Local, G/T Funds	.3 4	.3 General G/T Staff .4 G/T Staff, G/T Selection Committee	.3 August - May .4 Fall to Spring	.3 Lesson Plans, Student Projects/Student scores STAAR .4 List of students to be tested, List of test for

the regular classroom, advanced level products using technology such as laptops, internet research, Google programs and IPad minis and presentation software. **1M.4**Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment **1M.5** Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training and 6 hours annually. **1M.6** Revision-Serve the needs of the G/T students with differentiated instruction in the regular classroom providing a higher level of depth, complexity and rigor in the four core academic areas. Serve the needs of G/T students through enrichment classes that promote cooperative learning, independent studies, and creativity. **1M.7** Provide opportunities for G/T identified students to work together as a group, work with other students, and work independently during the school day as well as the entire school year	.5 Local, G/T Funds .6 Local .7 Local, G/T Funds	.5 .6 .7	.5 Administration .6 All classroom teachers will receive their 30 hour GT endorsement, G/T Staff .7 G/T Staff Core Teachers with GT endorsements	.5 Fall Spring and Summer .6 Weekly .7 Weekly	students with language other than English/Non-verbal tests .5 Staff development calendar, Attendance Certificates . 6 Notes, minutes from meetings, G/T Curriculum revisions .7 Lesson Plans, Schedules, Student surveys

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1N.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services **1N.2** Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties using the Texas Scottish Rite Hospital Take Flight program. **1N.3** Annually align SBOE approved procedures and district/campus procedures **1N.4** Provide services for students who may be eligible under Section 504 **1N.5** Provide services to students at his/her campus **1N.6** Monitor students' progress **1N.7** Ensure teachers of dyslexic students have proper certification and/or endorsements **1N.8** Conduct a comprehensive needs assessment to determine students in program areas of strengths and weakness **1N.9** Provide opportunities for parents of dyslexic students to participate in school-sponsored activities **1N.10** Remain current on dyslexia information contained in the latest	.1. Local .2 Local, .3 Local time .4 Local, .5 Local, .6 Local. .7 Local, Title I, Part A, ESC Training .8 Local, DRA and other assessment tests .9 Local .10 Local .11 Local	.1 .2 $1,500.00 .3 .4 .5 .6 .7 .8 .9 .10 .11	.1 Administration, School Board, Dyslexia Staff .2 Dyslexia Staff/school board .3 Dyslexia Staff .4 Administrators, 504 Committee .5 Administration, Dyslexia Staff .6 Dyslexia Teacher .7 Administration .8 Dyslexia Teacher .9 Administrator, Dyslexia Teacher .10 Administrator/ Dyslexia Staff .11 Teachers	.1 late Fall for 1st grade, Beginning of school yr for new students or academic needs appear. .2 Early Fall-Late Spring .3 August .4 Daily .5Daily .6 Each 6-weeks .7 Spring and Summer .8 August -December January -May .9 Fall .10 Spring - Summer, Fall trainings	. 1 Staff Training, List of students eligible. Behavior checklist with characteristics .2 Continue use of Take Flight program to cover more reading strategies. 3 Written Procedures, Students identified .4 Older students practice higher level reading skills; minimum of forty minutes, four days a week of instruction. .5 Drafts of written procedures, written procedures adopted .6 Lists of students identified, list of students served .7 Class Schedule, List of students receiving services .8 Report cards, Skill mastery. List of Teachers using qualifying procedures List of Students identified, Disaggregated data .9 School Calendar of Parent involvement .10 Copy of latest Dyslexia Handbook revised 2024 school year.

Dyslexia Handbook (current is revised State is 2024 and district is 2026) **1N.11** Administer K-2 assessments **1N.12** Apply results of early assessment instruments to instruction and report to the Commissioner of Education **1N.13** Test for Dyslexia at appropriate time; purchase or develop programs that include descriptors listed in the state handbook **1N.14** Notify parents in writing before an assessment or identification procedure is used with an individual student **1N.15** Inform parents of all services and options available to students eligible **1N.16** Ensure identification of dyslexia is made by a committee that includes persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data **1N.17** Local school board annually evaluate dyslexia program	.12 Local .13 Local, Federal .14 Local .15 Local .16 Local .17 Local	.12 .13 .14 .15 .16 .17	.12 Administrators .13 Teachers, Dyslexia Teacher .14 Administrator, Teachers .15 Administrator, Teachers .16 Administrator .17 Administration, Local School Board	.11 Within 1st 6-weeks of school .12 Fall .13 Fall to Spring .14 As needed .15 As needed .16 Fall to Spring .17 Fall to Spring and Summer	.11 Assessments administered, Results of assessments .12 Assessments administered, Report to commissioner .13 Assessments administered, Development/purchase programs .14 List of students tested, Copies of Parent notifications .15 List of students, Copies of information/conference given to parents .16 Names of Committee members, Documents showing each committee members' qualifications .17 Use a classroom set of books to read more as a class and read different types of literature. Work with 4th and 5th graders on higher order comprehensive skills.

1N.18 Use the Rate Practice Book and Comprehensive Practice Book from Scottish Rite.	.18 Local				.18 Evaluation Prepared, Board minutes

Performance Objective #10: Title I, Part A provides supplemental resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state performance standards. Title I, Part A, supports campuses in implementing either a school wide program or a targeted assistance program. Alvord Elementary in Alvord ISD is a Title I School wide campus.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1O.1 Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, DRA, TELPAS, Istation, ESSA indicators, AYP, Staff development	.1 Local, AEIS-It	.1	.1 Administrators, Counselor, SBDM	.1 August to September	. .1 Disaggregated Data, Areas of strengths and weaknesses identified
1O.2 Ensure school wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, Content Mastery Lab, Computer Assisted Instruction such as laptops, data projectors, calculators, Interactive whiteboards, Portable science labs, Microscopes, Science	.2 Title I, Title II, ESL, Local, .3 Title II, Local	.2 .3	.2 Administrators, Teachers, SBDM	.2 Daily	.2 Daily Class schedules, Increased student STAAR scores

experiment materials, IPad minis, etc.)			.3 Administrators, Teachers, ESC	.3 Fall	.3 Staff Development Calendar, Attendance Certificates
1O.3 Provide research based staff development for professional staff and paraprofessionals. Activities will align to Response to Intervention. We are providing research based progress-monitoring tools, technology, and professional development around effective implementation in the classrooms. We have received some training on the implementation of RTI strategies for needs of students…we will use the current technology and further training to take this a step further.	.4 Local	.4	.4 Administrators	.4 Spring/ Summer	.4 Course vacancy list, Highly qualified staff hiring
1O.4 Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools			.5 Administrators, Parent Representatives, SBDM	.5 April/May	.5 Sign-in sheets at activities to determine increase/decrease
1O.5 Provide parent involvement activities that are planned by parents in order to increase parent involvement	.5 Local .6 Local	.5 .6	.6 Pre-k Early Childhood Teachers	.6 Spring of school year	.6 Scheduled/Teacher lesson plans/List of activities and/or handouts, List of children/parents attending
1O.6 Conduct a preschool registration and/or round up to assist children in the transition from early childhood programs to elementary school	.7 Title I, ESL, Local, SCE, Title II,	.7	.7 Administrators, Counselors, Teachers, Homeless Education Liaison	.7 Each 6-weeks	.7 3-Week progress reports, Report Cards
1O.7 Provide effective, timely, additional assistance to students (including homeless children) who					

experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas **1O.8** Coordinate federal, state, and local services and programs and integration with the school wide program	.8 Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title I, Part C, SCE, Local, Special Education	.8	.8 Administrators, SBDM, ESC	.8 Fall and Spring	.8 Agenda, Minutes of meetings, List of programs by campus/district
1O.9 Coordinate and integrate Title I, Part A services with other educational services such as Head Start, Reading First, Early Reading First, other preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	.9 Title I, Part A, BE/ESL, Special Education,	.9	.9 Administration, SBDM	.9 Fall	.9 Schedules, agendas and minutes of planning meetings, List of programs by campus/district
1O.10 Evaluate parent involvement program and include parents in the process	.10 Evaluation Document	.10	.10 Principals	.10 Spring	.10 Results of evaluation, Adjustment made to program
1O.11 Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents	.11 Time	.11	.11 Administrators, SBDM	.11 May	.11 Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement

1O.12 Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved **1O.13** Revise annually the School-Parent Compact and provide in English and Spanish **1O. 14** Provide parents information on the level of achievement of parent's child on STAAR and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified **1O.15** Continue to monitor student progress and participation through AYP **1O.16** Address PBM Performance Compliance **10.17** Provide additional instruction through the interactive/engaging computer programs.	.12 Time .13 Time .14 Local .15 Local .16 Local .17	.12 .13 .14 .15 .16 .17	.12 Administration .13 Administrators, SBDM .14 Administrator .15 Administrators, Counselors, Teachers .16 Administrator .17 Principals	.12 Fall .13 Spring - Summer .14 Within the first Four Weeks of 'Not Highly Qualified' Teacher/Sub's time period .15 Spring .16 Spring .17 Spring	.12 Meeting Scheduled, Sign-in sheets, agenda .13 Agendas, minutes, drafts of compact, Written compact .14 List of students and teachers not certified, Copy of notice sent to parents .15 AYP report disaggregated, AYP annual report results .16 TAPR, ESSEA report, Strategies written .17 Disaggregated data, Benchmarks

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1P.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods. **1P.2** Use a systematic assessment of student performance to improve instruction. (Check points) **1P.3** Provide support through instructional modeling, mentoring, and staff development. **1P.4** Provide support through specialized and supplemental science programs. **1P.5** Vertical and horizontal teams will meet to assess the instructional program and recommend improvements. **1P.6** Provide tutoring/additional instruction within the school day for students who are not making adequate progress towards passing or are "At Risk." **1P.7** Provide additional tutoring/additional instruction outside of the school day and year for students who are not making adequate progress towards passing or are "At-Risk." **1P.8** Provide "hands-on" approach to science instruction using scientific lab equipment and techniques whenever possible.	.1 Adopted materials Support materials Science lab equipment .2 Released STAAR ?'s IXL, TEK benchmarks .3 AISD Staff Development, ESC XI, Annual CAST Science Teachers Workshop Convention, and other workshops. .4 Supplemental materials .5 None .6 Support Material "Measuring Up to STAAR" .7 Supplemental instructional materials .8 Standard Science lab equipment specifically called for in the TEKS; Portable Science lab .9 Computers for Science lab	.1 ~$1000 [255] .2 None .3 $300 for CAST [255] .4 None .5 None .6 "Science lab workbook ~$15 each x number of students [255] .8 $100 annual equipment replacement/ upgrade costs [255]	.1 Principals*, Teacher .2 Teachers and Principals .3 Teachers and Principals .4 Principals* .5 Principals .6 Teachers and Principals .7 Teachers and Principals .8 Principals, Teachers	.1 Fall to Spring .2 End of 6-weeks period .3 Fall to Spring .4 Fall .5 Fall to Spring .6 Fall to Spring .7 Fall to Spring .8 Fall to Spring .	.1 Grade Reports .2 Benchmark Results Study Island Results IXL Results .3 Walkthrough and T-TESS results and attendance records .4 Grade Reports .5 Revised Improvement Plans .6 Grade Reports Benchmark Score PEIMS Data. Study Island, IXL Data .7 Grade Reports .8 Grade Reports Benchmark Scores, IXL Data .9 Benchmark Scores

1P.9 Provide computers for integration of technology TEKS in the teaching of science. Computers will be used in data collection in science laboratory investigations, online "virtual labs", and virtual field trips, online manipulative and online assessments. **1P.10** Utilize a Science lab application in the computer lab or on the laptops/tablets **1P.11** Consider a centralized Science lab and classroom area for science supplies for experiments and investigations.	.10 .11 State funds	.10 Local funds/255 funds .11 255, 289 funds	.9 Technology Director*, Principal, Teachers .10 Teachers, Principal, Counselor .11 Superintendent, Principal, Board members and teachers	9 Fall to Spring .10 Fall to Spring .11 Fall to Spring	Grade Reports, Study Island, IXL Data .10 Benchmark Scores, Grade Reports .11 Provide a Science lab for hands-on experiments to take place to teach Science TEKS.

Goal Statement #2: Ensure that a safe and drug free environment is maintained in each school.

Performance Objective #2A: Campus will not be designated as a "Persistently Dangerous School" by state criteria

Strategies/Activities	Resources	Amount	Staff Responsible*	Time Line	Evaluation/Document
2A.1 Campus will meet the national and state standards of a Safe School as determined through the PEIMS discipline indicators 2A.2 Security video	2.A.1 PEIMS 2.A.2 Video Equipment and Playback	.1 N/A .2	.1 Principals* .2 Superintendent, Tech Director, Principals	.1 May .2 June to May	.1 PEIMS Discipline Report .2 Resource's data, (texts, phone calls, emails, video playback, etc) 2.A2 More security cameras EX:1 additional in cafeteria, 2/more front of building, 1/more closer to playground and covered pavilion

Performance Objective #2B: Establish campus wide discipline management systems consistent with state and local regulations.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
2B.1 Update and distribute to all students and their families the district Code of Student Conduct	.1 TASB Model Legal Updates	.1 $ None	.1 Principals*	.1 Fall	.1 Code of Conduct Parent signed receipts
2B.2 Teach character education, conflict resolution, and coping skills at each grade level.	.2 Agendas, Monthly Character Qualities, Great Expectations	.2 $4000	.2 Principals* Counselor, Teachers	.2 Fall to Spring	.2 Guidance Lesson Plans Guidance Calendar
2B.3 Maintain district wide support options (counseling and academic interventions, AEP, DAEP, Resource Officers)	.3 Support materials	.3 $	.3 Principals	.3 Fall to Spring	.3 Discipline records
	.4 Certificates	.4 $	.4 Counselor*/Teachers	.4 Fall to Spring .5 Fall	.4 Character bulletin boards posting honorees
2B.4 Recognize students monthly		.5 $600	.5 Counselors/Technology Director/Superintendent		.5 Student and parent assemblies/surveys
2B.5 Cyberbullying/Social Media training	.5 Federal/State				

Performance Objective #2C: All students and staff will receive training in effective safe-schools procedures and self-management skills

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

Performance Objective #2D: An emergency readiness plan and structure will be in place at the start of the year,

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
2D.1 The Emergency Plan will be in place before the start of the school year.	.1 Emergency Plan .2 Emergency Plan	.1 N/A .2 N/A	.1 Principal* .2 Principals*	.1 Fall .2 Fall to Spring	.1 Conspicuously posted Plan .2 Emergency Drill Report

2D.2 Emergency drills will be routinely practiced, monitored, and assessed for effectiveness. **2D.3** Level 1,2, and 3 Guardian training	.3 Emergency Plan	.3 N/A	.3 Superintendent, Crisis Prevention Team	.3 Summer	.3. End of year evaluation of program in place

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

Performance Objective #3A: The district will attain an Average Daily Attendance of 95% or better.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Time Line**	**Evaluation/Document**
3A.1 Provide incentives and recognitions for excellence in attendance: each 6-weeks and semester. **3A.2** Daily phone calls to parents regarding tardiness and absences. **3A.3** Attendance Review Committees on each campus regularly track rates, communicate with parents, and plan early interventions for students with poor attendance. **3A.4** Utilize the Court system for truant students **3A.5** Monitor attendance rates of Migrant and Immigrant students	.1 Suppliers as appropriate .2 .3 PEIMS .4 Justice of the Peace JP 2 .5 PEIMS reports	.1 .2 .3 None .4 None .5 None	.1 Principals,* Counselor .2 Principals*, Nurse .3 .4 Principals* .5 Migrant and Immigrant Coordinator*	.1 Fall to Spring .2 Fall to Spring .3 Fall to Spring .4 Fall to Spring .5 Fall to Spring	.1 ADA and attendance reports .2 ADA and attendance reports .3 ADA and attendance reports .4 Court reports .5 ADA and attendance reports
Performance Objective #3B: 98% of PK-5 students will promote to the next grade level.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Time Line**	**Evaluation/Document**
3B.1 Utilize support services for students in danger of being retained	.1 ESL, Literacy groups, §504, IDEA	.1 None	.1 Principals,* SST Committee	.1 Fall to Spring	.1 Retention report

3B.2 Utilize the Student Support Team to share intervention strategies to help teachers working with students found to be in danger of being retained. **3 B.3** Develop a retention scale to assist in determining if students should be retained or promoted.	.1 Teachers Support Services 2. Teachers and Support Services	.1 N/A	.1 Principals* 3. Principals, Counselor and Teachers	.1 Fall to Spring .3 Fall	.1 Retention report .3 The development of a retention scale
3B.4 Provide summer school for students who have yet to meet the grade level expectations.	.4 Curriculum, Various Materials	.4 $12,000	. Teachers*	.1 Summer	.1 Summer school attendance report

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

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

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

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4B.1 Aggressively seek bilingual Highly Qualified candidates	.1 Principal	.1 $	.1 Principals* .2 Principals*	.1 Spring	.1 Employee certification records
4B.2 Aggressively seek fully qualified candidates for all openings	.2 Principal	.2 $ .3 $	.3 Principals*	.2 Summer	.2 Employee certification records

4B.3 Use the TEA developed PAKS to assess all instructional paraprofessionals to assure they meet the "Highly Qualified" standards set by the state	.3 Paraprofessional Assessment of Knowledge and Skills			.3 Aug. and prior to instructional assignment	.3 PAKS records/Released 8th grade State Assessments

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

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

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

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

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

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

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document
5A.1 Inform our communities of AISD events and issues	.1 District website, AES marquee, newsletters, Parent Square, Facebook Page, Twitter	.1 $	.1 Principals*	.1 Aug	.1 Copies of newspapers, School Messenger
5A.2 Maintain effective two-way communication with parents	.2. Telephones, written correspondence, the AISD Website, and e-mail, call out system, AES Facebook Page, student planners and take home folders	.2 $	.2 Teachers* Principals*	.2 Fall to Spring	.2 Telephone Log, Archived web links, School Messenger
5A.3 Hold informational and special purpose meetings for the parents and community	.3 Open Houses, meet the teacher , PTO Facebook website, District and campus website	.3 $	.3 Principals*	.3 Fall to Spring .4 Fall to Spring	.3 Sign-in sheets and agendas
5A.4 Continue a partnership with the campus PTO to communicate the needs and expectations of the campus.	.4 PTO Membership	.4 $	.4 Principals*		.4 PTO board minutes, Agendas, attend meetings

Performance Objective #5B: Seek participation of parents and guardians in the educational decisions about their children.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Timeline	Evaluation/Document
5B.1 Parent participation in ARD meetings & parent conferences.	.1 Weekly/Monthly calendar	.1 $ None	.1 Principals, Regular & Special Ed Teachers,* Coop representatives	.1 Fall to Late Spring	.1 Attendance rosters
5B.2 Clearly communicate parents' rights and communication procedures in district and campus handbooks, Code of Conduct, web page, etc.	.2 District and campus handbooks, Code of Conduct, web page, etc.	.2 Local	.2 Principals*, Special Ed teachers, Coop representatives	.2 August	.2 District and campus handbooks, Code of Conduct, web page, etc.
5B.3 Provide translated written materials and translators at meetings.	.3 Spanish language translators	.3 Local	.3 Qualified Translator	.3 All year	.3 Copies of translations

Performance Objective #5C: Seek participation of parents, community members, business representatives and Central Office Representatives in the decision-making process.					
Strategies/Activities	**Resources [fund]**	**Amount**	**Staff Responsible***	**Timeline**	**Evaluation/Document**
5C.1 Solicit attendance of parents at meeting for each program, i.e. ESL, Migrant, Gifted and Talented, Special Education, Title One, PTO, etc.	.1 News releases and personal communications in English and Spanish [the appropriate program fund]	.1 $	.1 Principals*	.1 For each meeting	.1 Agendas and meeting minutes
5C.2 Schedule parent-teacher conferences throughout the year	.2 District Calendar-use Teacher conference schedule	.2 $	.2 Teachers*	.2 Following each grading period in each semester as needed or per request	.2 Attendance records for conferences
5C.3 Hold regular meetings of the Campus Leadership Team, and specialized committees.	.3 Committee calendars	.3 $	.3 Principals*	.3 At least once per semester; 2-3 per semester is recommended	.3 Committee calendars, agendas, and minutes

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

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

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

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