

Alvarado Independent School District

District Improvement Plan

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: C

Distinction Designations:
Postsecondary Readiness



Public Presentation Date: January 24, 2023

Mission Statement

The Mission of AISD is to Inspire and Empower Learners!

Vision

The Vision of AISD is to be the most sought after school district in the state of Texas.

Statement of Commitment

In order to achieve our vision, we are committed:

- To share and work as a team
- To communicate with each other in direct and honest ways
- To accept constructive feedback
- To support, empower and provide time and resources to each other, students, teachers, parents and community
- To facilitate successful learning through positive attitudes, motivation, evaluation and research-based instruction
- To accept the role of advocate for all students

To prepare students to be healthy, proud, and responsible citizens who are able to collaborate within a changing technological society with the intrinsic motivation for continuous learning as critical thinkers and problem solvers.

Planning Timeline: Year 3 of 5

To ensure that Alvarado ISD provides students with the highest levels of opportunities today, tomorrow and in the future, stakeholders developed a five-year district plan for continuous growth and improvement. The 2020-2021 document contained the original plans identified for all five-years. This year, 2022-2023, is year three of the five-year plan.

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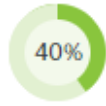

Goals






Goal 1: The percent of 3rd grade scholars that score meets grade level or above on STAAR Math will increase from 60% to 74% by June 2025.

Performance Objective 1: By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR Math will increase from 38% to 50% by 2023.

HB3 Goal

Evaluation Data Sources: District CTBA data
State STAAR Math data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide scholars opportunities to develop fluency when using multiplication facts 1 through 12. Strategy's Expected Result/Impact: Scholars will complete 100 multiplication problems in five minutes accurately. Staff Responsible for Monitoring: Chief Academic Officer, Instructional Services Department, Executive Chief Special Programs Officer, and Director of Special Education Title I: 2.4 Funding Sources: Renaissance Freckle Math - 410 - Instructional Materials Allotment - \$12,000, IXL - 211 - ESEA Title I-A - \$1,690	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement IXL Mathematics Computer Program to support and challenge every learner for adaptive and targeted skill addressing learning gaps and/or accelerate growth. Strategy's Expected Result/Impact: Scholars will gain fluency and confidence in math by mastering essential skills. Staff Responsible for Monitoring: Chief Academic Officer, Instructional Services Department, Executive Chief Special Programs Officer, and Director of Special Education Title I: 2.4 Funding Sources: IXL Computer Program - 211 - ESEA Title I-A - \$17,821	Formative		
	Nov	Feb	May
			



Strategy 3 Details	Formative Reviews		
Strategy 3: Teach scholars how to set effective goals, track progress, and stay motivated through data talks. Strategy's Expected Result/Impact: Scholars will set mathematic goals. Staff Responsible for Monitoring: Chief Academic Officer, Instructional Services Department, Executive Chief Special Programs Officer, and Director of Special Education Title I: 2.4	Formative		
	Nov	Feb	May
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 2: The percent of 3rd grade scholars that score meets grade level or above on STAAR Reading will increase from 45% to 65% by June 2025.

Performance Objective 1: By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR Reading will increase from 41% to 53% by 2023.

HB3 Goal

Evaluation Data Sources: District CTBA data
State STAAR Reading data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement quality lesson plans that are vertically aligned for Tier 1 instruction with a focus on student engagement. Strategy's Expected Result/Impact: Lesson Plan Audits identify alignment to grade-level scope and sequence, covering all TEKS, with rigor in Tier 1 instruction. Staff Responsible for Monitoring: Chief Academic Officer, Instructional Services Department, and Chief Administrative Officer Title I: 2.5	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement assessment tool, mCLASS by Amplify, to progress monitor K-3 reading skills, comprehension, and fluency at the BOY, MOY, and EOY. Strategy's Expected Result/Impact: Assessment tool will be used to fidelity in administering, analyzing data, and driving necessary intervention groups. Staff Responsible for Monitoring: Chief Academic Officer, Literacy Supervisor, Chief Special Programs Officer, and Elementary Campus Administrators Title I: 2.6 Funding Sources: mCLASS Assessment - 211 - ESEA Title I-A - \$11,628	Formative		
	Nov	Feb	May
			








Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a defined research-based literacy block in grades K-5, including the Science of Reading and Neuhaus, through grade 3. Strategy's Expected Result/Impact: Campus master schedule will represent defined literacy block with Guided Reading and Neuhaus outlined per grade. Staff Responsible for Monitoring: Chief Academic Officer, Literacy Supervisor, Chief Special Programs Officer, and Elementary Campus Administrators Title I: 2.5	Formative		
	Nov	Feb	May
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 63% to 90% by June 2025.

Performance Objective 1: By implementing scholars Military exposure or opportunities to participate in AP, CTE, Dual Credit courses/certifications or other rigorous courses, CCMR will increase from 77% to 90% by 2023.

HB3 Goal








Evaluation Data Sources: AP, CTE, or Dual Credit Course Rosters
Military Interest Inventories
CCMR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement CTE courses, in a coherent sequence, so that students have an opportunity to complete a career pathway, participate in an internship and receive an Industrial Certification. Strategy's Expected Result/Impact: Scholars enrolled in CTE courses will complete pathway with an industrial certification. Staff Responsible for Monitoring: Chief Administrative Officer, High School Administration, and CCMR Coordinator Funding Sources: CTE Certifications - 244 - CTE - \$8,800	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create an "on track" system to monitor and document high school students' CCMR completion. Strategy's Expected Result/Impact: All high school students will be tracked in a system to ensure CCMR criteria is completed before graduation. Staff Responsible for Monitoring: Chief Administrative Officer, High School Administration, and CCMR Coordinator	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement, Texas College Bridge, a user-friendly platform that provides individualized support to help 11th and 12th grade students to strengthen their math and English skills prior to enrolling in college. Strategy's Expected Result/Impact: Program will provide high school students access to an online college preparatory program that fits into existing curriculum, satisfies HB5 requirements and helps with CCMR A-F accountability. Staff Responsible for Monitoring: Chief Administrative Officer, High School Administration, and CCMR Coordinator	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Every scholar will participate in at least 1 STEAM project per year by June 2025.

Performance Objective 1: By implementing the district curriculum and using a variety of instructional strategies to strengthen core, scholars will participate in one STEAM project by 2023.








Evaluation Data Sources: Lesson Plans
STEAM Database
STEAM Projects

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide STEAM professional development for educators to support the implementation of research-based, best practice instructional strategies. Strategy's Expected Result/Impact: Educators will gain knowledge on defined STEAM projects and how to incorporate into core content, technology and fine arts. Staff Responsible for Monitoring: Technology Department, Instructional Services, and Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a database of research-based STEAM projects. Strategy's Expected Result/Impact: STEAM database will provide best practice instructional strategies to ensure level of rigor in student projects. Staff Responsible for Monitoring: Technology Department, Instructional Services, and Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide observation opportunities for educators and scholars to view STEAM program implementation and projects from other school districts. Strategy's Expected Result/Impact: Educators and scholars will gain insight on STEAM program implementation and project complexity through observations in participating school districts. Staff Responsible for Monitoring: Technology Department, Instructional Services, and Campus Administrators	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Alvarado ISD will build cultural competency skills in both educators and scholars (Self-awareness, Self-management, Social-awareness, Relationship management, and Responsible decision-making).








Performance Objective 1: By implementing social emotional learning opportunities, educators and scholars, will build on three of the five competency skills (Self-awareness, Self-management, Social-awareness) by 2023.

Evaluation Data Sources: Pre and Post Self-Reflection Assessment (Educators and Scholars)
SEL Surveys (Educators and Scholars)
Program or Activity Evaluations

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Kagan Structures, in all classrooms, to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Strategy's Expected Result/Impact: Scholars will be engaged, attentive to task, and motivated in learning more through peer engagement and collaboration. Staff Responsible for Monitoring: Chief Academic Officer, Instructional Services, and Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide AVID (Advancement Via Individual Determination) self-awareness and self-management skills to 4-12 grade scholars. Strategy's Expected Result/Impact: Scholars will demonstrate evidence of AVID skills in all core content subjects. Staff Responsible for Monitoring: Chief Academic Officer, Campus Administrators and AVID Teachers Title I: 2.4 Funding Sources: AVID Training and Supplies - 211 - ESEA Title I-A - \$20,000	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide SEL professional development for educators to support the implementation of research-based, best practice instructional strategies. Strategy's Expected Result/Impact: Educators will create and implement meaningful SEL opportunities. Staff Responsible for Monitoring: DLT and Campus Administrators	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Alvarado ISD will build cultural competency skills in both educators and scholars (Self-awareness, Self-management, Social-awareness, Relationship management, and Responsible decision-making).









Performance Objective 2: AISD has established a Racial Equity Team to provide academic supports, scholar advocacy, and other support services for educators and scholars.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a team of educators (Cultivating Respect Team) to learn about social justice issues that will drive professional learning for AISD. Strategy's Expected Result/Impact: Team of educators will select social justice learning for professional development in August of 2021. Staff Responsible for Monitoring: Chief Academic Officer, Cultivating Respect Team Funding Sources: Professional Development - 255 - Title II-A TPTR - \$5,000	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide each campus library with social justice/culturally diverse reading materials. Strategy's Expected Result/Impact: Educators and scholars will be exposed by reading diverse materials from campus library. Staff Responsible for Monitoring: District Librarian, Cultivating Respect Team, Campus Administration Funding Sources: Library Reading Materials - 211 - ESEA Title I-A - \$5,000	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Professional Development to all educators on social justice/cultural diversity. Strategy's Expected Result/Impact: Educators and scholars will have an increased awareness on social justice/cultural diversity to create a more inclusive environment. Staff Responsible for Monitoring: Cultivating Respect Team, Campus Administration Funding Sources: Professional Development - 211 - ESEA Title I-A - \$5,000	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Alvarado ISD will build cultural competency skills in both educators and scholars (Self-awareness, Self-management, Social-awareness, Relationship management, and Responsible decision-making).

Performance Objective 3: By providing a "Parent and Family Engagement Liaison" representative at each campus, educators and parents, will increase parent involvement and communication to better meet the needs of all scholars.






Evaluation Data Sources: Parent and Family Engagement Liaison documentation
Survey data
Agendas, Meeting Minutes, and Sign-in Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Create "Student, Parent, and Teacher Compact", as required by ESSA, for each campus. Strategy's Expected Result/Impact: Scholars, Parents, and Educators agreement to uphold educational responsibilities and commitment to improving academics. Staff Responsible for Monitoring: DLT, "Parent & Family Engagement Liaison" campus representative, Campus Administration Title I: 4.1 Funding Sources: Parent & Family Engagement Liaison Stipend - 211 - ESEA Title I-A - \$2,500	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide parent/guardian meeting and/or informational document on Parent Involvement Policy, curriculum and assessment updates, Title I ESSA information, and how to complete "Back to School" registration. Strategy's Expected Result/Impact: Meetings and/or informational documents will provide parents/guardians with necessary on policies, curriculum, assessments, and ESSA guidelines. Staff Responsible for Monitoring: DLT, "Parent & Family Engagement Liaison" campus representative, Campus Administration Title I: 4.2 Funding Sources: Parent & Family Engagement Liaison Meeting Supplies - 211 - ESEA Title I-A - \$1,000	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Alvarado ISD will build cultural competency skills in both educators and scholars (Self-awareness, Self-management, Social-awareness, Relationship management, and Responsible decision-making).

Performance Objective 4: AISD has established a District Safety and Security Committee, with local and county law enforcement officials, city management officials, and AISD administrators and teachers to assist with Title IV, Part A program implementations and SB11 requirements.





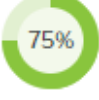




Evaluation Data Sources: Agendas, Meeting Minutes, and Sign-in Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: District Safety and Security Committee made up of local and county law enforcement, city management officials, and AISD administrators and teachers led by AISD Chief of Police. Strategy's Expected Result/Impact: District Safety and Security Committee will ensure Title IV, Part A and SB11 school safety measures are implemented, monitored, and evaluated for 2021-2022. Staff Responsible for Monitoring: Dr. Renee Warner, Chief Tim Payovich, and Campus Administrators Title I: 2.4, 2.5	Formative		
	Nov	Feb	May
	 40%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: English as a Second Language scholars, in 4th - 8th grades, will score meets grade level or above on STAAR Reading from 48% to 70% by June 2025.

Performance Objective 1: By implementing supplemental curricula, instructional materials, educational software, and/or assessment resources for teachers of bilingual and ESL students, the percentage of students meeting grade level performance on STAAR Reading will increase from 30% to 42% by 2023.

Evaluation Data Sources: District CTBA data
State TELPAS
State STAAR Reading data

Strategy 1 Details	Formative Reviews		
Strategy 1: Assist all elementary educators (K-6) in ESL certification 2022-2023. Strategy's Expected Result/Impact: Educators will attend ESL trainings and/or workshop to prepare for certification. Staff Responsible for Monitoring: Chief HR Officer, Chief Academic Officer, Literacy Supervisor, and Elementary Campus Administrators Funding Sources: ESL Training - 263 - Title III, LEP - \$5,000	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase in professional development for instructional strategies geared toward ESL scholars (Gomez & Gomez and ELPS). Strategy's Expected Result/Impact: All elementary educators will attend training that will increase their knowledge and instructional delivery for ESL learners. Staff Responsible for Monitoring: Chief HR Officer, Chief Academic Officer, Literacy Supervisor, and Elementary Campus Administrators Funding Sources: Professional Development - 263 - Title III, LEP - \$5,000	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase classroom support materials in Spanish or specifically targeted for ESL scholars. Strategy's Expected Result/Impact: All elementary classrooms (K-6) will be supplied with reading materials in Spanish for ESL scholars. Staff Responsible for Monitoring: Chief Academic Officer, Literacy Supervisor, and Elementary Campus Administrators Funding Sources: Classroom Reading Materials (Spanish) - 263 - Title III, LEP - \$5,000	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			