

# Alvord Elementary School

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## ALVORD ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

### ALVORD INDEPENDENT SCHOOL DISTRICT CAMPUS IMPROVEMENT PLAN **ALVORD ELEMENTARY SCHOOL** 2019-2020

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**

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## Alvord Elementary School Site-Based Decision Making Committee

*Bridget Williams, Principal*

<i>Printed Name</i>	<i>Position on the Committee</i>	<i>Email/Phone Number</i>	<i>Member Signature</i>	<i>Date</i>
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<i>Camie Klein</i>	<i>K teacher</i>	<a href="mailto:tklein@alvordisd.net">tklein@alvordisd.net</a> 940-389-2370		
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**Alvord Elementary**  
**NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES**  
**Completed 5-6-19 by AES Committee**

1. The percentage of **5th grade** students who **approach grade level on the STAAR Math** assessment will be higher than the state percentage score of **58% scaled score. AES will work to increase from the 2019 scaled score of 93% to 94% by May 2020.**

*Baseline Data:* 2019 TAPR STAAR 1st administration results

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## **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY** **SCHOOL YEAR: ALVORD ELEMENTARY 2019-20**

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>● AEIS Report, STAAR Data, TEA Performance Reports, AYP Report, STAAR Data, Discipline Reports from TxEIS, Disaggregated P.E.I.M.S. Data, Assessment Data from Benchmarks, CBA (Curriculum Based assessments), TELPAS and iStation</li> <li>● 2019-20 Campus Improvement Plan and Campus Needs Assessment, Technology Plan, Student Handbook and Student Code of Conduct, Title I, Part A Plan</li> </ul>			
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?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>● Enrollment is 343 up from 333 students last year.</li> <li>● 100% of the professional staff is considered highly qualified in their positions. 19 General education teachers, 1 Special Education teacher, 1 library aide, 5 full time Special Education aides school year</li> <li>● 23 Pre-K students</li> </ul>	<ul style="list-style-type: none"> <li>● 5% of student enrollment retained, with the largest percentage in first grade in 2019-20 school year.</li> <li>● 41 % of student enrollment is listed as free or reduced lunch recipients.</li> <li>● Small rural school with decreasing income from taxing entities.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue using the K-2<sup>nd</sup> grade math assessment tool with the Go Math Curriculum adoption to track individual progress, PK uses Frog Street.</li> <li>● Purchase software from Study Island again to provide programs to support Math, ELA, and Science literacy in PK-5<sup>th</sup> grade.</li> <li>● Purchase software again and staff development for PK-5 iStation Math and Reading programs utilize the state assessments provided with these programs to conduct BOY, MOY and EOY scores</li> <li>● Provide additional tutoring/additional instruction within the school day.</li> <li>● Provide extended day (before or after school) tutorials</li> <li>● Provide accelerated, intensive program for ‘At-Risk’ students failing the STAAR through tutoring, computerized instruction and specialized reading/math classes.</li> </ul>

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<p><b>Student Achievement</b></p>	<ul style="list-style-type: none"> <li>● A majority of students are ‘Approaching’ goals in Reading/ELA, and Math based on 1st administrations of 2019 STAAR exams.</li> <li>● First administration of 5<sup>th</sup> grade Math showed 93% are at the Approaches level 10 points higher than last year.</li> <li>● 1<sup>st</sup> administration of 5<sup>th</sup> gr Math STAAR 62% of the Students Scored at the MEETS level on the Math STAAR is down compared to last year’s 70%.</li> <li>● 39% of 5<sup>th</sup> graders scored at the Mastered level on the Math assessment up by 17%age points.</li> <li>● 1st administration of the 5<sup>th</sup> grade Reading STAAR showed 82% reached at the Approaches level down from 87% for last year. 59% reached the MEETS level is down compared to 61% last year, and 39% reached the MASTERED level which is up compared to the 24% last year .</li> <li>● Have seen growth for the Economic Disadvantage and LEP students in Writing, Math and Reading benchmarks throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● 10 -5<sup>th</sup> gr students did not meet APPROACHES standards on the Reading STAAR exam on the 1<sup>st</sup> administration. 4 -5<sup>th</sup> gr students did not meet APPROACHES standards on the Math STAAR exam on the 1<sup>st</sup> administration in 2019.</li> <li>● Increase the number of GT (Gifted and Talented) and other subgroup students scoring in the MASTERS level.</li> <li>● Need to work on curriculum alignment and instructional assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Campus instructional focus and resources need to be directed toward the subgroups. TAPR showed in 2017 for All assessments and ESL population..85% scored on all assessments, 87% in Reading (state 75%), 88% Math (state 79%), Writing 76% (state 67%, and Science 79% (state 79%)</li> <li>● More focus shall be concentrated on the area of Science instruction in lower grade levels.</li> <li>● Addition of a Reading Interventionist (not dyslexic teacher) for the lower grade levels (K-2<sup>nd</sup>) would be beneficial.</li> <li>● Continued use of the RTI addressing students’ needs in small groups.             <ul style="list-style-type: none"> <li>● An Rtl Reading and Math interventionist could be utilized for all grade levels to address the needs of our subgroups and help with our inclusion students under the Special Education umbrella.</li> </ul> </li> </ul>
<p><b>School Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>● Good student/teacher ratio average is at 18:1 for most grade levels of the 2018-19 school year. Some grade levels experienced a little higher student/teacher ratio.</li> <li>● Teachers feel comfortable to visit administration regarding areas that</li> </ul>	<ul style="list-style-type: none"> <li>● More input from teachers and parents in development of the student handbook and student code of conduct.</li> <li>● Many reports from students and parents about the facilities needing updates/upgrades (most concerns</li> </ul>	<ul style="list-style-type: none"> <li>● Send new staff to the Great Expectations training for character building.</li> <li>● Provide for faculty and parent volunteers to review and make recommendations to the Student Handbook.</li> <li>● Great concern for the lack of safety features around gym, Music, PK area, 4<sup>th</sup>/5<sup>th</sup> grade play area</li> </ul>

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	<p>need improvement or have concerns.</p> <ul style="list-style-type: none"> <li>●Parent Volunteer program has been very beneficial to the teachers and students.</li> <li>●Teachers have created a safe and secure environment for students in their classrooms and around the building.</li> <li>●The staff has “high expectations “for all their students.</li> <li>●Improved Security features throughout the building.</li> </ul>	<p>dealt with the gymnasium faults – improper A/C or proper heating).</p> <ul style="list-style-type: none"> <li>●Concerned about the lack of available space on campus for our growing numbers and needed programs; especially during state assessment time when meeting student accommodations.</li> </ul>	<p>(fenced), etc. Smoke detectors, alarms for fires (drills) and disasters (tornado). PA system was upgraded to the unconnected out buildings.</p> <ul style="list-style-type: none"> <li>●More individualized discipline in upper grade levels (not taking recess time away from whole classes).</li> </ul>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>●Three-fourths of staff have an ESL certificate and seven-eighths have a G/T endorsement etc.</li> <li>●100% of teaching staff is “highly qualified”.</li> <li>●Staff have created a family type atmosphere. They see success as a team effort.</li> <li>●Professional development is encouraged and supported throughout the year.</li> <li>●Staff shall receive 4 days of staff development during the summer.</li> </ul>	<ul style="list-style-type: none"> <li>●We do not have a new teacher, “mentor” program.</li> <li>●Need more training with behavior management techniques.</li> <li>● Need more training on meeting the needs of our ESL population.</li> <li>● Many requests for more training using the Great Expectations Model.</li> </ul>	<ul style="list-style-type: none"> <li>●Develop and improve a mentor program for new teachers to the campus.</li> <li>●Provide staff development in key areas as identified by staff put in the CIP.</li> <li>●Provide math training through researched-quality workshops</li> <li>●Provide character building training through Great Expectations for staff to continue improving the safe environment/climate for the campus for students and staff.</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>●Provide a rigorous curriculum with high academic standards for students at all grade levels</li> <li>●Provide curriculum that is appropriate for all student ability groups.</li> <li>●Improvements in instruction using various technologies.</li> </ul>	<ul style="list-style-type: none"> <li>●Vertical teaming is needed for all subject areas.</li> <li>●Training needed to continue to assist teachers in developing a scope and sequence framework for all core subjects.</li> <li>●Improved classrooms/lab settings for Science experiments.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide professional development in teaching teachers more effective writing techniques and strategies.</li> <li>●Continued purchase of Study Island software for K-5<sup>th</sup> grade Math, ELAR and Science development.</li> <li>●Continue purchasing Istation software programs for K-5 Reading and Math instruction enhancement and assessment programs.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Scores on STAAR and STAR literacy exams show measured effectiveness of curriculum.</li> <li>● This coming year we will have data from the iStation program to utilize working with students in specified areas of need in Reading and Math.</li> </ul>		<ul style="list-style-type: none"> <li>● Updates were made to the Renaissance Reading Program (A.R.) now continued use and evaluation of the program will be monitored.</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>● Very effective Parent Volunteer Program/PTO</li> <li>● Open House/Meet the Faculty Night.</li> <li>● Family Movie Nights               <ul style="list-style-type: none"> <li>● Christmas Store w/Family Night</li> </ul> </li> <li>● Rise and Shine Presentations</li> <li>● Rodeo Day for K-1<sup>st</sup>.</li> <li>● Title I Parents Night</li> <li>● Spirit Item sales from September to November</li> <li>● 3rd-5th grade dictionary project</li> <li>● School Supplies purchased for the 2019-20 school year</li> <li>● Refreshments/snacks for Kids' Heart Challenge Activities by parents/PTO</li> <li>● Meals/Snacks for Teacher Appreciation Week by parents/PTO</li> <li>● School spirit t-shirts purchased for all students and faculty to wear to field trips and on field day events</li> <li>● Bounce houses, snow cones, snacks for field day events</li> <li>● Coffee/tea and condiments for Teachers' lounge</li> <li>● Family members and small business personnel to serve on Campus Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li>● Need to continue to improve parental and community involvement on our campus.</li> <li>● Allow teachers and students to do new engaging learning activities together.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading day/night once or twice a year where parents and students come and read together incorporated through the PTO organization.</li> <li>● Special meeting with non-native speaking families to discuss school activities and questions concerning student and school.</li> </ul>

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<p><b>School Context and Organization</b></p>	<ul style="list-style-type: none"> <li>●The teachers feel they have a voice in the decision making process through the DEIC, Campus Needs Assessment Plan and the campus improvement plan.</li> <li>● Through the evaluation of teachers and paraprofessional schedules, adequate time is devoted to the organization.</li> <li>●Excellent student to teacher ratio 18:1 but some ratios were exceeded due to higher enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>●Allow for more input from teachers regarding aspects that have a major impact on students and teachers, Student handbook, Student Code of Conduct.</li> <li>●Para-professional help is needed for areas of need with the Rtl students and with the Special Education inclusion areas.</li> <li>●Drop off and pick up procedures modified for car students. Covered walkways would be beneficial on bad weather school days.</li> </ul>	<ul style="list-style-type: none"> <li>●Continued assistance from the Parent Volunteer group to further help with the RTI students.</li> <li>●Develop a strategy for teacher input on the Student Handbook/Code of Conduct.</li> <li>●Through RTI for all grade levels, provide extra help for students who are struggling.</li> </ul>
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>●Computers and Smart Boards in every classroom PK-5<sup>th</sup> grade and Dyslexia Reading Therapy.</li> <li>●Two chromebook carts shared between kindergarten and 1st grades</li> <li>● 1 to 1 Chromebooks for 2<sup>nd</sup> through and 5<sup>th</sup> graders</li> <li>●Technology will be used to enhance lessons, student interaction and enrichment, class activities, research for more class projects and assessment.</li> <li>●The use of technology has shown to improve student performance.</li> </ul>	<ul style="list-style-type: none"> <li>●Many members of staff need exposure and/or training more up to date types of technology (iPads, podcasting, advanced smart board, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>●Provide training to assist teachers in developing new world based lessons utilizing the learning for students through new ideas and interactive activities.</li> <li>●Ensure each classroom has a instructional presentation platform</li> <li>●Align technology standards and student expectations.</li> </ul>

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



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- **Provide "world class" curriculum based upon state and national standards and expectations.**
- **Provide curriculum that is appropriate for all student ability groups.**

**Performance Objective #1A: 90% or more of Pre-Kindergarten through 2<sup>nd</sup> 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
<p><b>1A.1</b> Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p><b>1A.2</b> Use frequent and systematic assessment of student performance to direct and improve instruction.</p> <p><b>1A.3</b> Provide support through instructional modeling, mentoring, and staff development.</p> <p><b>1A.4</b> Provide support through specialized and supplemental reading programs.</p> <p><b>1A.5</b> Provide tutoring/ additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p><b>1A.6</b> Provide additional tutoring/ additional instruction <u>outside of the school day</u> and year for students who are not making adequate progress towards passing or are "At-Risk."</p>	.1 Guided Reading materials and supplies.	.1 Provided by the state	.1 Principal	.1 Fall - Spring	.1 Grading records, walkthrough and T-TESS records
	.2 DRA, Reading, BOY, MOY, EOY STAR Test, Curriculum Benchmarks, iStation BOY, MOY, EOY,	.2 Provided by 255 funds & IMA/EMAT funds	.3 Principal .3 Principal .4 Principal, ESL Coordinator, Dyslexia coordinator	.2 K-2 <sup>nd</sup> October, February, April or May	.2 Assessment results .3 Walkthrough and PDAS results, Session registrations and attendance records
	.3 AISD Staff Development, ESC XI, Kilgo Scope & Sequence Training and other workshops	.3 Title II Funds	.5 Teacher* and Principals	.4 Fall - Spring	.4 Assessment results from item <b>1A.2</b> and grading reports
	.4 Dyslexia Literacy Groups	.4 Local Funds Comp Ed funds	.6 Principal	.5 Fall - Spring	.5 Assessment results from item <b>1A.2</b> and grading reports
	5 Support materials; RTI	5 None		.6 Fall- Spring	.6 Assessment results from item <b>1A.2</b> and grading reports
	.6 Supplemental instructional materials	.6 Local Funds			

**Performance Objective #1B: 3<sup>rd</sup> through 5<sup>th</sup> 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.**

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

**Performance Objective #1C: 90% or more of Pre-Kindergarten through 2<sup>nd</sup> 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
<b>1C.1</b> Teach the TEKS and local	.1 Adopted materials		.1 Teachers*	.1 Fall - Spring	.1 Grade reports

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<p>objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p><b>1C.2</b> Utilize iStation and Study Island along with Textbook Adoption Assessments Proclamation 14).</p> <p><b>1C.3</b> Provide support through instructional modeling, mentoring, and staff development.</p> <p><b>1C.4</b> Provide support through specialized and supplemental math programs.</p>	Support materials				
	.2 Local Assessment funds	.2 \$800	.2 Teachers* and Principals*	.2 Fall - Spring	.2 BOY/MOY/EOY Assessment results
	.3 AISD Staff Development, ESC XI,	.3 \$2000	.3 Teachers and Principals* Superintendent	.3 Fall- Spring	.3 Walkthrough and T-TESS results and attendance records
	.4 Supplemental materials	.4 \$1000	.4 Teachers and Principals*	.4 Fall - Spring	.4 Program assessments/reports, Grade reports
<p><b>Performance Objective #1D: 3<sup>rd</sup> through 5<sup>th</sup> grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR <u>Math</u> test for their grade levels.</b></p>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<p><b>1D.1</b> Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p><b>1D.2</b> Use a systematic assessment of student performance to improve instruction. (Check points, consider purchasing the ITBS assessment)</p> <p><b>1D.3</b> Provide support through instructional modeling, mentoring, and staff development.</p> <p><b>1D.4</b> Provide support through specialized and supplemental math programs (Study Island, iStation) and calculators.</p> <p><b>1D.5</b> Vertical and horizontal teams will meet to assess the instructional</p>	.1 Adopted materials Support materials	.1 None	.1 Teachers* and Principals	.1 Fall - Spring	.1 Grade reports
	.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, Kilgo Scope and Sequence Training. CAMT (Fed. Funds)	.3 \$5000	.3 Teachers, Principals	.3 Fall - Spring	.3 Walkthrough and T-TESS results and attendance records
	.4 Supplemental materials, Study Island, iStation	.4 \$3000	.4 Principals*	.4 Fall	.4 Grade reports
	.5 Staff Development Day/ Special times	.5 None	.5 Teachers and Principals*	.5 Fall - Spring .6 Fall- Spring	.5 Revised Improvement

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<p>program and recommend improvements.</p> <p><b>1D.6</b> Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p><b>1D.7</b> 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."</p>	<p>during conference periods</p> <p>.6 Support Material</p> <p>.7 Supplemental instructional materials Extra-duty pay</p>	<p>.6 None</p>	<p>.6 Teachers* and Principals</p> <p>.7 Teachers* and Principals</p>	<p>.7 Fall- Spring</p>	<p>Plans</p> <p>Study Island Science and Math reports. Istation instructional support and assessment reports</p> <p>.6 Grade Reports</p> <p>.7 Grade Reports</p>
<p><b>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.</b></p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p><b>1E.1</b> Appraisals (especially continuous classroom visits) to the curriculum expectations.</p> <p><b>1E.2</b> Vertical and horizontal teams will meet to assess the instructional program and recommend improvements</p>	<p>.1 Walkthrough forms and appraisers</p> <p>.2 Staff Development Day/ Kilgo Scope and Sequence Training. Substitutes for release time</p>	<p>.1 None</p> <p>.2 Local</p>	<p>.1 Principals</p> <p>.2 Principals</p>	<p>.1 Fall -Spring</p> <p>.2 Spring 2020</p>	<p>.1 Walkthrough and appraisal forms and documentation.</p> <p>.2 Revised Improvement Plans</p>
<p><b>Performance Objective #1F: 100% of the K-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a <u>physical education</u> curriculum that includes opportunity for advanced and rigorous study. All students will demonstrate 15-20% improvement passing all components of Physical Fitness Testing.</b></p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p><b>1F.1</b> Tie mentoring and appraisals (especially continuous classroom visits) to the curriculum expectations.</p> <p><b>1F.2</b> Monitor each student's</p>	<p>.1 Walkthrough forms and appraisers</p> <p>.2 Instructor</p>	<p>.1 None</p>	<p>.1 Principals*</p> <p>.2 PE Instructors</p>	<p>.1 Fall- Spring</p> <p>.2 Ongoing</p> <p>.3 Bi-Weekly</p>	<p>.1 Walkthrough and appraisal forms and documentation.</p> <p>.2 Fitness gram, Presidential Fitness</p>

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<p>progress through exercises daily. (All students)</p> <p><b>1F.3</b> Design and present lessons using Heart Rate Monitors to target struggling students. (All students)</p> <p><b>1F.4</b> The students will demonstrate knowledge of the Fitnessgram, Presidential Fitness Challenge standards.(All students)</p> <p><b>1F.5</b> The students perform proper Fitness gram, Presidential Fitness technique to maximize success.(All students)</p> <p><b>1F.6</b> The students will participate in a weekly fitness activity to increase their levels of fitness.(All students)</p> <p><b>1F.7</b> Students will be involved in fitness and a healthy lifestyle through the Coordinated School Health Program.</p> <p><b>1F.8</b> Students will target upper body strength and flexibility</p> <p>1F.9 Continuation of our running program whereby miles are accumulated and PR(Physical Progress) noted with running charms provided as incentives. (All students)</p> <p>1F.10 Students will learn different sports skills in PE class that will enhance future extra-curricular success as well as show school-wide support/appreciation for our JH/HS</p>	<p>.3 PE Central, PE Lesson Fit-N-Wise</p> <p>.4 Fitnessgram DVD</p> <p>.5 Trained instructors</p> <p>.6 PE Instructors,</p> <p>.7 PE Instructors</p> <p>.8, PE Instructors</p> <p>.9 PE Instructors</p> <p>.10 Instructors</p>		<p>.3 PE Instructors, Fit-N-Wise Specialist</p> <p>.4 PE Instructors</p> <p>.5 PE Instructors</p> <p>.6 PE Instructors</p> <p>.7 PE Instructors</p> <p>.8 PE Instructors</p> <p>.9 PE Instructors</p> <p>.10 PE Instructors</p>	<p>.4 Ongoing</p> <p>.5 Pre-test</p> <p>.6 Weekly</p> <p>.7 Ongoing</p> <p>.8 Ongoing</p> <p>.9 Ongoing</p> <p>.10 Ongoing</p>	<p>Challenge</p> <p>.3 Fitness gram, Presidential Fitness Challenge</p> <p>.4 Fitness gram, Presidential Fitness Challenge</p> <p>.5 Fitness gram, Presidential Fitness Challenge</p> <p>.6 Fitness gram, Presidential Fitness Challenge</p> <p>.6 Fitness gram, Presidential Fitness Challenge</p> <p>.7 Fitness gram, Presidential Fitness Challenge</p> <p>.7 Fitness gram, Presidential Fitness Challenge</p> <p>.8 Fitness gram, Presidential Fitness Challenge</p> <p>.8 Fitness gram, Presidential Fitness Challenge</p> <p>.9 Fitness gram, Presidential Fitness Challenge</p> <p>.10 Fitness gram, Presidential Fitness Challenge</p>
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## Alvord Elementary School

activities					
<b>Performance Objective #1G: 100% of the PK-5 students will participate in a career awareness and guidance program.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>1G.1</b> Conduct PK-5 programs on career awareness and guidance.	.1 Guidance curriculum	.1 None	.1 Counselor*	.1 Fall - Spring	.1 Guidance Lesson Plans
<b>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.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>1H.1</b> 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
<b>1H.2</b> Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.2 Staff Development Day/ Kilgo Training Scope & Sequence Training	.2 Local/Federal	.2 Principals .3 Principals/504 Coordinator	.2 Spring .3 Aug.	.2 Revised Improvement Plans .3 Grade reports and STAAR assessment results
<b>1H.3</b> 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.	.4 Review of personnel files
<b>1 H.4</b> Ensure all teachers and teacher assistants have proper certification and/or endorsements and/or certificates of training required to teach in this special program	.4 AISD	.4	.5 Teachers, Teachers' aides and Principals*	.5 Fall-Spring Summer	.5 Staff Development Calendar
<b>1H.5</b> Provide research based staff development, with input from staff	.5 AISD	.5 Local/Federal	.6 Principals, Special Teachers, General Education Teachers	.6 Aug-May	
<b>1 H.6</b> Ensure that all students with disabilities have access to the	.6 AISD	.6	.7 Special Education Teacher, ESC	.7 Sept	.6 ARD/IEP, Student Schedules

## Alvord Elementary School

<p>general curriculum</p> <p><b>1 H.7</b> Provide training to teachers regarding modifying curriculum for students with disabilities</p> <p><b>1 H.8</b> Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities</p> <p><b>1 H.9</b> Provide training to ARD committee</p> <p><b>1H.10</b> Address ESSA Performance and Compliance</p>	<p>.7 AISD</p> <p>.8 Local, Special Education</p> <p>.9 Special Education</p> <p>.9 ESC, Special Education and Federal Funds</p> <p>.10 Local</p>	<p>.7</p> <p>.8</p> <p>.9</p> <p>.10</p>	<p>.8 Principals* and Special Education Teacher</p> <p>.9 ARD Committee</p> <p>.10 ESC, Wise County Shared Services</p> <p>.11 Superintendent</p>	<p>.8 Fall -spring Summer</p> <p>.9 Fall - Spring</p> <p>.10 Sept</p> <p>.11 Spring</p>	<p>.7 Agenda, Sign in Sheets</p> <p>.8 Parent Involvement Activity Calendar, Sign in sheets</p> <p>.9 AYP Reports</p> <p>.10 Training schedule, Sign-in Sheet</p> <p>.11 Agenda, Written strategies developed</p>
<p><b>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.</b></p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p><b>11.1</b> Utilize Structured Curriculum as the instructional format.</p>	<p>.1 Materials</p>	<p>.1 \$</p>	<p>.1 ESL Teachers*</p>	<p>.1 Spring</p>	<p>.1 Campus schedules, grade reports</p>
<p><b>11.2</b> Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.</p> <p><b>11.3</b> ESL training opportunities for staff.</p>	<p>.2 Staff Development Day</p> <p>.3 AISD Staff Development, ESC XI [ESL]</p>	<p>.2 \$</p> <p>.3 \$</p>	<p>.2 ESL Coordinator*</p> <p>.3 ESL Coordinator*</p>	<p>.2 Spring</p> <p>.3 Fall - Spring</p>	<p>.2 Revised Improvement Plans</p> <p>.3 Walkthrough and T-TESS results, Session registrations and attendance records</p>
<p><b>11.4</b> Closely monitor English</p>	<p>.4 TELPAS [ESL],</p>	<p>.4 \$1000</p>	<p>.4 ESL Coordinator*</p>	<p>.4 Fall - Spring</p>	

# Alvord Elementary School

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

transferred out of a bilingual program from other districts/schools	Meeting times	.12	Teachers, LPAC		information	
<b>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.</b>						
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document	
<p><b>1J.1</b> Construct and Implement Student Support <u>CARE Teams</u> to determine individual plans.</p> <p><b>1J.2</b> CARE TEAM will refer students to other programs, interventions, and agencies as needed.</p> <p><b>1 J.3</b> Develop a policy for identifying, entering, and exiting students from the At-Risk Program.</p> <p><b>1 J.4</b> Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification</p> <p><b>1 J.5</b> Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, RPTE, to identify areas to accelerate</p> <p><b>1 J.6</b> Serve K-2 students who failed readiness test with accelerated, intensive program for early literacy, A-Z Program.</p> <p><b>1 J.7</b> Serve LEP students through an accelerated program to acquire</p>	.1 Intervention Teams – CARE Team	.1 None	.1 Lead by the campus Principal and Counselor*, with participation by the campus Teachers, Support Staff	.1 Sept	.1 SST Minutes, IAP’s, IEP’s	
	.2 Referral Procedures	.2 None		.2 Upon determination of the CARE team	.2 CARE TEAM Minutes, IAP’s, IEP’s	
	.3 Local			.3 Sept	.3 Meeting to develop policy	
	.4 Local-Campus assessments, STAR, DRA			.2 Counselor*, Principals	.4 Beginning of school	.4 List development, all teachers with list and supporting documentation
	.5 Local, Title I, Part A, SCE			.3 Superintendent, Principals*	.5 Sept	.5 data disaggregated for at-risk students, results of comprehensive needs assessment
			.3	.4 Principals*, Teacher		
				.5 Counselor, Teacher, Site Base Team	.6 Fall	.6 DRA Results and Study Island/Exact Path along with Istation
	.6 Local, A-Z Reading Program				.7 Progress Report, LPAC	
	.7 Local, ESL Fund Rosetta Stone		.6 Principals*, Teacher*	.7 Daily		

## Alvord Elementary School

<p>proficiency in the English Language</p> <p><b>1 J.8</b> Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.</p> <p><b>1 J.9</b> Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff</p> <p><b>1 J.10</b> Conference with parents, encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL</p> <p><b>1 J.11</b> Staff training of implementing specific TEKS</p>	<p>.8 Local</p> <p>.9 Local, Title II, BL/ESL,</p> <p>.10 Local,</p> <p>11. Local</p>	<p>.7 Certified ESL Classroom Teachers, Principals*</p> <p>.8 Principals*, Teacher*</p> <p>.9 ESC, Principals</p> <p>.10 Principal, SCE Staff</p> <p>11. Principal/ Teachers</p>	<p>.8 Sept - May</p> <p>.9 Fall -Spring Summer</p> <p>.10 Sept -May</p> <p>11. Sept</p>	<p>Meetings, STAAR, results .8 Progress Reports, Report Card grades, Benchmark tests, STAAR, Completion Rate</p> <p>.9 Staff Development, Calendar, Teacher/ paraprofessional attendance Certificates, Sign-In Sheets</p> <p>.10 Parent involvement calendar, Evaluation of parent involvement activities</p> <p>11. Staff development</p>	
<p><b>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.</b></p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p><b>1K.1</b> Provide supplemental tutorial and support interventions based on Priority of Services (Needs)</p>	<p>.1 Instructional Materials Health Interventions</p>	<p>.1 \$</p>	<p>.1 Migrant Coordinator*, Principal</p>	<p>.1 Sept.</p>	<p>.1 Grade reports, records of purchases and services provided, surveys</p>

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<b>1K.2</b> Provide recruiting and community support services	Clothing .2	.2 \$	.2 Migrant Coordinator*, Principals	.2 Aug.	.2 Completed PEIMS records
<b>1 K.3</b> Name District contact person to coordinate the identification and recruitment of migrant student	.3 Local	.3	.3 Administration	.3 August	.3 Observation, Person Named
<b>1 K.4</b> Survey all new enrollees	.4 Local	.4	.4 Secretary	.4 Ongoing	.4 Interview, Eligibility determined
<b>1 K.5</b> Update migrant student list for PEIMS and other district personnel	.5 Local	.5	.5 MEP Coordinator	.5 As needed	.5 Student List
<b>1 K.6</b> 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.**

<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>1L.1</b> 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
<b>1L.2</b> 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
<b>1L.3</b> Provide parent involvement opportunities, with input from	.3 Local, Title I, ESL, Special Education	.3	.3 Administrator SBDM	.3 August - May	.3 Parent Involvement Calendar, agenda, minutes

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<p>parents, so that parents may participate in school-sponsored activities</p> <p><b>1L.4</b> 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 (Frog Street Step-Up Literacy Program)</p> <p><b>1L.5</b> Provide activities i.e. registration day, round up, classroom/campus visitation, to ensure a smooth transition for children into the public school</p> <p><b>1L.6</b> Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish</p>	.4 Local,	.4 \$2,000.00	.4 Pre-K Teacher	.4 Daily	of planning meetings, sign-in sheets  .4 Observation, Lesson Plans, Summary of assessment instruments
	.5 Local, Title I,	.5	.5 Pre-K Teacher	.5 Spring	.5 Activities scheduled Notification, agenda, handouts, Observation
	.6 Local	.6	.6 Administration	.6 May -July	.6 Newspapers, Letters, Notices posted, etc. Copies of Notices
<b>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.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>1M.1</b> Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services,	.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

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<p>transfer students, appeals of district decisions regarding program placement</p> <p><b>1M.2</b> Continue an ongoing student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements</p> <p><b>1M.3</b> Provide an advanced and challenging curriculum to all G/T students in all grades through the use of independent study projects such as the Texas Performance Standards Project or other district approved projects; differentiation in the regular classroom, advanced level products using technology such as laptops, internet research, Google programs and iPad minis and presentation software.</p> <p><b>1M.4</b> Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment</p> <p><b>1M.5</b> Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training and 6 hours annually.</p> <p><b>1M.6</b> Revision-Serve the needs of the G/T students with differentiated</p>	.2 Local	.2	.2 Administration, G/T Staff, G/T Selection Committee	.2 August-May	.2 Training of staff on G/T characteristics, List and record of student nominations
	.3 Local, G/T funds, ESC Kilgo Scope and Sequence	.3	.3 General G/T Staff	.3 August - May	.3 Lesson Plans, Student Projects/Student scores STAAR
	.4 Local, G/T Funds	4	.4 G/T Staff, G/T Selection Committee	.4 Fall to Spring	.4 List of students to be tested, List of test for students with language other than English/Non-verbal tests
	.5 Local, G/T Funds	.5	.5 Administration	.5 Fall Spring and Summer	.5 Staff development calendar, Attendance Certificates
	.6 Local	.6			.

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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. <b>1M.7</b> 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	.7 Local, G/T Funds		.6 All classroom teachers will receive their 30 hour GT endorsement, G/T Staff	.6 Weekly	6 Notes, minutes from meetings, G/T Curriculum revisions
		.7	.7 G/T Staff Core Teachers with GT endorsements	.7 Weekly	.7 Lesson Plans, Schedules, Student surveys

**Performance Objective #1N: The goal of the dyslexia program is to assist the students having difficulties with words and/or language that is not within the students control. Also, it is to encourage and assist the development of their talents.**

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<b>1N.1</b> Identify students with dyslexia or a related disorder and provide appropriate instructional services <b>1N.2</b> Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties using the MTA Kit. <b>1N.3</b> Annually align SBOE approved procedures and district/campus procedures <b>1N.4</b> Provide services for students who may be eligible under Section 504	.1. Local	.1	.1 Administration, School Board, Dyslexia Staff	.1 late Fall for 1st grade, Beginning of school yr for new students or academic needs appear.	. 1 Staff Training, List of students eligible. Behavior chcklist with characteristics
	.2 Local,	.2 \$1,500.00	.2 Dyslexia Staff/school board		.2 Continue use of MTS to cover more reading strategies.
	.3 Local time	.3	.3 Dyslexia Staff	.2 Early Fall-Late Spring	3 Written Procedures, Students identified
	.4 Local,	.4	.4 Administrators, 504 Committee	.3 August	.4 Older students more practice in higher level reading skills; minimum of forty minutes, four days a week of instruction.
	.5 Local,	.5	.5 Administration,	.4 Daily	.5 Drafts of written procedures, written

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<p><b>1N.5</b> Provide services to students at his/her campus</p> <p><b>1N.6</b> Monitor students' progress</p> <p><b>1N.7</b> Ensure teachers of dyslexic students have proper certification and/or endorsements</p> <p><b>1N.8</b> Conduct a comprehensive needs assessment to determine students in program areas of strengths and weakness</p> <p><b>1N.9</b> Provide opportunities for parents of dyslexic students to participate in school-sponsored activities</p> <p><b>1N.10</b> Remain current on dyslexia information contained in the latest Dyslexia Handbook (current is revised State is 2014 and district is 2018)</p> <p><b>1N.11</b> Administer K-2 assessments</p> <p><b>1N.12</b> Apply results of early assessment instruments to instruction and report to the Commissioner of Education</p> <p><b>1N.13</b> Test for Dyslexia at appropriate time; purchase or develop programs that include descriptors listed in the state handbook</p> <p><b>1N.14</b> Notify parents in writing before an assessment or identification procedure is used with an individual student</p>	.6 Local.		Dyslexia Staff		procedures adopted
	.7 Local, Title I, Part A, ESC Training	.6	.6 Dyslexia Teacher	.5Daily	.6 Lists of students identified, list of students served
	.8 Local, DRA and other assessment tests	.7	.7 Administration	.6 Each 6-weeks	.7 Class Schedule, List of students receiving services
	.9 Local	.8	.8 Dyslexia Teacher	.7 Spring and Summer	.8 Report cards, Skill mastery. List of Teachers using qualifying procedures
	.10 Local	.9	.9 Administrator, Dyslexia Teacher	.8 August - December	.8 Report cards, Skill mastery. List of Teachers using qualifying procedures
	.11 Local	.10	.10 Administrator/ Dyslexia Staff	.9 January -May	.9 School Calendar of Parent involvement
	.12 Local	.11	.11 Teachers	.9 Fall	.9 School Calendar of Parent involvement
	.13 Local, Federal	.12	.12 Administrators	.10 Spring - Summer, Fall trainings	.10 Copy of latest Dyslexia Handbook revised 2019-2020 school year.
	.14 Local	.13	.13 Teachers, Dyslexia Teacher	.11 Within 1 <sup>st</sup> 6-weeks of school	.11 Assessments administered, Results of assessments
		.14	.14 Administrator, Teachers	.12 Fall	.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

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<b>1N.15</b> Inform parents of all services and options available to students eligible	.15 Local	.15	.15 Administrator, Teachers	.14 As needed	given to parents
<b>1N.16</b> 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	.16 Local	.16	.16 Administrator	.15 As needed  .16 Fall to Spring	.16 Names of Committee members, Documents showing each committee members' qualifications .17 Use classroom set of books to read more as a class and read different types of literature. Work with 4 <sup>th</sup> and 5 <sup>th</sup> graders on higher order comprehensive skills.
<b>1N.17</b> Local school board annually evaluate dyslexia program	.17 Local	.17	.17 Administration, Local School Board	.17 Fall to Spring and Summer	.18 Evaluation Prepared, Board minutes
1N.18 Use the Rate Practice Book and Comprehensive Practice Book from Scottish Rite.	.18 Local				

**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 campuses.**

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<b>10.1</b> Conduct a comprehensive needs assessment of the entire	.1 Local, AEIS-It	.1	.1 Administrators, Counselor, SBDM	.1 August to September	.1 Disaggregated Data, Areas of strengths and



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<p>school which may include but is not limited to STAAR, DRA, TELPAS, Istation, ESSA indicators, AYP, Staff development</p> <p><b>10.2</b> Ensure school wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, Content Mastery Lab, Computer Assisted Instruction such as laptops, data projectors, calculators, Interactive whiteboards, Portable science labs, Microscopes, Science experiment materials, Ipad minis, etc.)</p> <p><b>10.3</b> 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.</p> <p><b>10.4</b> Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified</p>	.2 Title I, Title II, ESL, Local,	.2	.2 Administrators, Teachers, SBDM	.2 Daily	weaknesses identified  .2 Daily Class schedules, Increased student STAAR scores
	.3 Title II, Local	.3	.3 Administrators, Teachers, ESC	.3 Fall	.3 Staff Development Calendar, Attendance Certificates
	.4 Local	.4	.4 Administrators	.4 Spring/ Summer	.4 Course vacancy list, Highly qualified staff hiring
				.5 Administrators,	.5 Sign-in sheets at

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<p>teachers to high needs schools</p> <p><b>10.5</b> Provide parent involvement activities that are planned by parents in order to increase parent involvement</p> <p><b>10.6</b> Conduct a preschool registration and/or round up to assist children in the transition from early childhood programs to elementary school</p> <p><b>10.7</b> Provide effective, timely, additional assistance to students (including homeless children) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas</p> <p><b>10.8</b> Coordinate federal, state, and local services and programs and integration with the school wide program</p> <p><b>10.9</b> 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</p>	.5 Local	.5	Parent Representatives, SBDM	.5 April/May	activities to determine increase/decrease
	.6 Local	.6	.6 Pre-k Early Childhood Teachers	.6 Spring of school year	.6 Scheduled/Teacher lesson plans/List of activities and/or handouts, List of children/parents attending
	.7 Title I, ESL, Local, SCE, Title II,	.7	.7 Administrators, Counselors, Teachers, Homeless Education Liaison	.7 Each 6-weeks	.7 3-Week progress reports, Report Cards
	.8 Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title I, Part C, SCE, Local, Special Education	.8	.8 Administrators, SBDM, ESC	.8 Fall and Spring	.8 Agenda, Minutes of meetings, List of programs by campus/district
	.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

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<p>children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program</p> <p><b>10.10</b> Evaluate parent involvement program and include parents in the process</p> <p><b>10.11</b> Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents</p> <p><b>10.12</b> Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved</p> <p><b>10.13</b> Revise annually the School-Parent Compact and provide in English and Spanish</p> <p><b>10.14</b> 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</p> <p><b>10.15</b> Continue to monitor student progress and participation through AYP</p>	.10 Evaluation Document		.10 Principals		.10 Results of evaluation, Adjustment made to program
	.11 Time	.10	.11 Administrators, SBDM	.10 Spring	.11 Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement
		.11	.12 Administration	.11 May	.12 Meeting Scheduled, Sign-in sheets, agenda
	.12 Time		.13 Administrators, SBDM	.12 Fall	.13 Agendas, minutes, drafts of compact, Written compact
		.12	.14 Administrator		.14 List of students and teachers not certified, Copy of notice sent to parents
	.13 Time			.13 Spring - Summer	
	.14 Local	.13		.14 Within the first Four Weeks of 'Not Highly Qualified' Teacher/Sub's time period	.15 AYP report disaggregated, AYP annual report results
		.14	.15 Administrators, Counselors, Teachers		.16 TAPR, ESSEA report,

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<b>10.16</b> Address PBM Performance Compliance	.15 Local	.15	.16 Administrator	.15 Spring	Strategies written .17 Disaggregated data, Benchmarks
<b>10.17</b> Provide additional instruction through the interactive/engaging computer programs.	.16 Local	.16	.17 Principals	.16 Spring	
	.17	.17		.17 Spring	

**Performance Objective #1P: 3<sup>rd</sup> through 5<sup>th</sup> 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	Re
<b>1P.1</b> Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.	.1 Adopted materials Support materials Science lab equipment	.1 ~\$1000 [255]	.1 Principals*, Teacher	.1 Fall to Spring	.1 Grade Reports	
<b>1P.2</b> Use a systematic assessment of student performance to improve instruction. (Check points)	.2 Released STAAR ?'s Study Island Kilgo Scope and Sequence TEK benchmarks	.2 None .3 \$300 for CAST [255]	.2 Teachers and Principals .3 Teachers and Principals	.2 End of 6-weeks period .3 Fall to Spring	.2 Benchmark Results Study Island Results .3 Walkthrough and T-TESS results and attendance records	
<b>1P.3</b> Provide support through instructional modeling, mentoring, and staff development.	.4 AISD Staff Development, ESC XI, Annual CAST Science Teachers Workshop Convention, and other workshops.	.4 None	.4 Principals*	.4 Fall	.4 Grade Reports	
<b>1P.4</b> Provide support through specialized and supplemental science programs.	.4 Supplemental materials	.5 None	.5 Principals	.5 Fall to Spring	.5 Revised Improvement Plans	
<b>1P.5</b> Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.5 None	.6 "Science lab workbook ~\$15 each x number of students [255]	.6 Teachers and Principals	.6 Fall to Spring	.6 Grade Reports Benchmark Score PEIMS Data. Study Island	
<b>1P.6</b> Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At Risk."	.7 Supplemental instructional materials		.7 Teachers and Principals	.7 Fall to Spring	.7 Grade Reports	
<b>1P.7</b> Provide additional						

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<p>tutoring/additional instruction outside of the school day and year for students who are not making adequate progress towards passing or are "At-Risk."</p> <p><b>1P.8</b> Provide "hands-on" approach to science instruction using scientific lab equipment and techniques whenever possible.</p> <p><b>1P.9</b> 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 such as the Gizmos program</p> <p><b>1P.10</b> Utilize the Gizmo Science lab application in the computer lab or on the laptops/tablets</p> <p><b>1P.11</b> Consider a centralized Science lab and classroom area for science supplies for experiments and investigations.</p>	<p>.8 Standard Science lab equipment specifically called for in the TEKS; Portable Science lab</p> <p>.9 Computers for Science lab</p> <p>.10</p> <p>.11 State funds</p>	<p>.8 \$100 annual equipment replacement/ upgrade costs [255]</p> <p>.10 Local funds/255 funds</p> <p>.11 255, 289 funds</p>	<p>.8 Principals, Teachers</p> <p>.9 Technology Director*, Principal, Teachers</p> <p>.10 Teachers, Principal, Counselor</p> <p>.11 Superintendent, Principal, Board members and teachers</p>	<p>.8 Fall to Spring</p> <p>.9 Fall to Spring</p> <p>.10 Fall to Spring</p> <p>.11 Fall to Spring</p>	<p>.8 Grade Reports Benchmark Scores, Study Island</p> <p>.9 Benchmark Scores Grade Reports, Study Island</p> <p>.10 Benchmark Scores, Grade Reports</p> <p>.11 Provide Science lab for hands-on experiments to take place to teach Science TEKS.</p>
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***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
<p><b>2A.1</b> Campus will meet the national and state standards of a Safe School as determined through the PEIMS discipline indicators</p> <p>2A.2 Security video</p>	<p>2.A.1 PEIMS</p> <p>2.A.2 Video Equipment and Playback</p>	<p>.1 N/A</p> <p>.2</p>	<p>.1 Principals*</p> <p>.2 Superintendent, Tech Director, Principals</p>	<p>.1 May</p> <p>.2 June to May</p>	<p>.1 PEIMS Discipline Report</p> <p>.2 Resource's data, (texts, phone calls, emails, video playback, etc)</p> <p>2.A2 More security cameras EX:1 additional in cafeteria, 2/more front of building,</p>

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					1/more closer to playground and covered pavilion
<b>Performance Objective #2B: Establish campus wide discipline management systems consistent with state and local regulations.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>2B.1</b> 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
<b>2B.2</b> 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
<b>2B.3</b> 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
<b>2B.4</b> Recognize students monthly	.4 Certificates	.4 \$	.4 Counselor*/Teachers	.4 Fall to Spring	.4 Character bulletin boards posting honorees
<b>2B.5</b> Cyberbullying/Social Media training	.5 Federal/State	.5 \$600	.5 Counselors/Technology Director/Superintendent	.5 Fall	.5 Student and parent assemblies/surveys
<b>Performance Objective #2C: All students and staff will receive training in effective safe-schools procedures and self-management skills</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>

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

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

<b>Performance Objective #3A: The district will attain an Average Daily Attendance of 95% or better.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>3A.1</b> Provide incentives and recognitions for excellence in attendance: each 6-weeks and semester.	.1 Suppliers as appropriate	.1	.1 Principals,* Counselor	.1 Fall to Spring	.1 ADA and attendance reports
<b>3A.2</b> Daily phone calls to parents regarding tardiness and absences.	.2	.2	.2 Principals*, Nurse	.2 Fall to Spring	.2 ADA and attendance reports
<b>3A.3</b> Attendance Review Committees on each campus regularly track rates, communicate with parents, and plan early interventions for students with poor attendance.	.3 PEIMS	.3 None	.3	.3 Fall to Spring	.3 ADA and attendance reports
<b>3A.4</b> Utilize the Court system for truant students	.4 Justice of the Peace JP 2	.4 None	.4 Principals*	.4 Fall to Spring	.4 Court reports
<b>3A.5</b> Monitor attendance rates of Migrant and Immigrant students	.5 PEIMS reports	.5 None	.5 Migrant and Immigrant Coordinator*	.5 Fall to Spring	.5 ADA and attendance reports
<b>Performance Objective #3B: 98% of PK-5 students will promote to the next grade level.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>3B.1</b> 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
<b>3B.2</b> Utilize the Student Support Team to share intervention strategies to help teachers working with students found to be in danger of being retained.	.1 Teachers Support Services	.1 N/A	.1 Principals*	.1 Fall to Spring	.1 Retention report
<b>3 B.3</b> Develop a retention scale to assist in determining if student should be retained or promoted.	2. Teachers and Support Services		3. Principals, Counselor and Teachers	.3 Fall	.3 The development of a retention scale



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<b>3B.4</b> 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
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***Goal Statement #4: Recruit, hire, develop, and maintain a highly qualified instructional and support staff.***

<b>Performance Objective #4A: Campus administrators will set high expectations for their staffs.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>4A.1</b> 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
<b>4A.2</b> 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
<b>4A.3</b> Establish benchmark assessments in K-5 targeting writing; 1-5 targeting math; 1-5 targeting reading.	.3 Supplemental materials	.3 None	.3 Principals*	.3 Oct, February, April	.3 Benchmark Assessments
<b>4A.4</b> Closely review the teacher pay scale	.4 Local budget	.4\$	.4 AISD Board – Superintendent	.4 Spring	.4 Compare pay scale to comparable districts
<b>Performance Objective #4B: Hire and retain a highly qualified teaching staff and paraprofessional staff.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>4B.1</b> Aggressively seek bilingual Highly Qualified candidates	.1 Principal	.1 \$	.1 Principals*	.1 Spring	.1 Employee certification records
<b>4B.2</b> Aggressively seek fully qualified candidates for all openings	.2 Principal	.2 \$	.2 Principals*	.2 Summer	.2 Employee certification records
<b>4B.3</b> Use the TEA developed PAKS to assess all instructional paraprofessionals to assure they meet the “Highly Qualified” standards set by the state	.3 Paraprofessional Assessment of Knowledge and Skills	.3 \$	.3 Principals*	.3 Aug. and prior to instructional assignment	.3 PAKS records/Released 8 <sup>th</sup> grade State Assessments

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<b>Performance Objective #4C: 100% of the teachers will be certified in the subject/grade level in which they are teaching.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
4C.1 Aggressively seek Highly Qualified candidates for all openings	.1 Principal	.1 \$	.1 Principals	.1 Summer	.1 Employee certification records
<b>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:</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
4D. 1 Provide hands-on training delivered by AISD & ESC11 staffs for Math, Reading, Special Ed, Writing, Science, GT, Dyslexia, RTI	.1 Local	.1 \$	.1 Principals	.1 – Aug. All Staff Development Days	.1 - 11 AISD Staff Development Calendar, Walkthrough and T-TESS results, training agendas, Attendance records,
4D.2 AISD Policies and Procedures use of Eduphoria program for lesson planning, student assessment data, district forms to be used/processed	.2 AISD Staff Development, professional training opportunities, and contracted services	.2 \$	.2 Principals* [depending on topic]	.2 Fall	.2 Distribution of District Policies and Procedures Eduphoria training
4D.3 Campus Policies and Procedures		.3 \$	.3 Principals*, Technology Staff*		.3 Assemblies, Counselor in- class teaching schedule
4D.4 §37 and AISD safe schools policies and procedures		.4 \$			
4D.5 Harassment and bullying interventions, including sexual harassment policies and procedures		.5 \$			
4D.6 Two-Year Induction training for all new employees		.6 \$			.4, .5 Staff development .6 Assign a mentor, send to Kilgo Scope and Sequence training
4D.7 Fourth grade teachers will receive training for writing based on the STAAR assessment.		.7 \$			.7

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

<b>Performance Objective #5A: Maintain informative and two-way communication with all shareholders.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>5A.1</b> Inform our communities of AISD events and issues	.1 District website, AES marquee, newsletters, call out system, Facebook Page, Twitter, Remind text system	.1 \$	.1 Principals*	.1 Aug	.1 Copies of newspapers, School Messenger
<b>5A.2</b> 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
<b>5A.3</b> 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	.3 Sign-in sheets and agendas
<b>5A.4</b> Continue a partnership with the campus PTO to communicate the needs and expectations of the campus.	.4 PTO Membership	.4 \$	.4 Principals*	.4 Fall to Spring	.4 PTO board minutes, Agendas, attend meetings
<b>Performance Objective #5B: Seek participation of parents and guardians in the educational decisions about their children.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<b>5B.1</b> 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
<b>5B.2</b> 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.
<b>5B.3</b> Provide translated written	.3 Spanish language				

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materials and translators at meetings.	translators	.3 Local	.3 Qualified Translator	.3 All year	.3 Copies of translations
<b>Performance Objective #5C: Seek participation of parents, community members, business representatives and Central Office Representatives in the decision-making process.</b>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<b>5C.1</b> 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
<b>5C.2</b> 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
<b>5C.3</b> 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.***

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

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**Performance Objective #6B: Ensure that all teachers demonstrate proficiency in technology competencies.**

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<b>6B.1</b> 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
<b>6B.2</b> 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
<b>6B.3</b> 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*	Time Line	Evaluation/Document
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<p><b>6C.1</b> Implement consistent technology platforms.</p> <p><b>6C.2</b> Ensure that each classroom has an instructional presentation platform where computer is connected to projector and whiteboard; be able to watch video streaming online.</p> <p><b>6C.3</b> Investigate the effectiveness and practicality of new instructional technologies through classroom demonstrations, talks, and studies.</p> <p><b>6C.4 Provide Enchanted Learning</b> access to allow students to interact with real life experiences through hands on technology.</p> <p><b>6C.5</b> Provide access to software programs for all grade levels</p>	<p>.1 Technology hardware</p> <p>.2 Technology hardware</p> <p>.3 Technology hardware</p> <p>.4 AISD</p> <p>.5 AISD Funds</p>	<p>.1 \$</p> <p>.2</p> <p>.3 \$</p> <p>.4 \$ renewal of subscription</p> <p>.5 \$renewal of subscriptions</p>	<p>.1 Technology Director Assistant</p> <p>.2 Technology Director Assistant</p> <p>.3 Technology Director Technology Facilitator/Assistant</p> <p>.4 Technology Facilitator</p> <p>.5 Technology Director/Assistant</p>	<p>.1 Aug</p> <p>.2 Aug</p> <p>.3 Aug</p> <p>.4 Summer</p> <p>.5 Aug-May</p>	<p>.1 Financial and inventory records</p> <p>.2 Financial and inventory records</p> <p>.3 Effectiveness assessment results</p> <p>.4 Training records</p> <p>.5 Effective assessment results</p>
<b>Performance Objective #6D: Ensure that all students demonstrate proficiency in technology competencies.</b>					
<b>Strategies/Activities</b>	<b>Resources [fund]</b>	<b>Amount</b>	<b>Staff Responsible*</b>	<b>Time Line</b>	<b>Evaluation/Document</b>
<p><b>6D.1</b> Align technology standards and expectations.</p> <p><b>6D.2</b> Teach the aligned technology TEKS and local objectives across the curriculum.</p> <p><b>6D.3</b> Assess student mastery of the technology TEKS.</p> <p><b>6D.4</b> K- fifth grade technology portfolio</p>	<p>.1 Curriculum Document</p> <p>.2 Lesson and unit plans</p> <p>.3 Student Assessments</p> <p>.4 Campus technology</p>		<p>.1 Principals</p> <p>.2 Teachers*</p> <p>.3 Principals*, Teachers</p> <p>.4 Technology Personnel, Technology Director, Classroom teachers</p> <p>Principals</p>	<p>.1 Aug to May</p> <p>.2 Fall to Spring</p> <p>.3 Fall to Spring</p> <p>.4 Implementation by Spring of 2020</p>	<p>.1 Aligned curriculum document</p> <p>.2 Walkthrough</p> <p>.3 Grade reports, Lesson unit, and campus planning documents and STAAR Practice Workbook esp. in math and writing</p> <p>.4 Portfolio presentations</p>