

## ALVARADO I.S.D. IMPROVEMENT PLAN

The Alvarado Independent School District receives federal monies from Title I Part A, Title II Part A, Title III, and Title IV in relationship to the NCLB Amendment to the Elementary and Secondary School Act of 1965. All district monies related to these Titles whether spent directly by the district or allocated to an appropriate campus for expenditure will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

### **Title I, Part A:**

**Intended Purpose** – to enable all children to meet the state student performance standards

**Intended Beneficiaries** – students who experience difficulties mastering the state academic achievement standards

### **Title II, Part A:**

**Intended Purpose** – increase student academic achievement through improving teacher and principal quality

**Intended Beneficiaries** – teachers, principals, assistant principals, and others as appropriate to program intent

### **Title III, Part A:**

**Intended Purpose** – provide supplemental resources to help LEP children attain English proficiency in core academic subjects

**Intended Beneficiaries** – Limited English Proficient Students.

### **Title IV, Part A**

**Intended Purpose** – support comprehensive (EE-12) drug use and violence prevention programs to foster safe and drug-free schools and communities

**Intended Beneficiaries** – all students, staff, parents, and relevant community groups

## ALVARADO I.S.D. IMPROVEMENT PLAN

**Indicator:** TAKS Reading- English/Language Arts

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91%	2009	≥ 90%	2013-2014	≥ 93%	2011
African American	91%	2009	≥ 90%	2013-2014	≥ 90%	2011
Hispanic	86%	2009	≥ 90%	2013-2014	≥ 90%	2011
White	92%	2009	≥ 90%	2013-2014	≥ 94%	2011
Special Education	78%	2009	≥ 90%	2013-2014	≥ 80%	2011
Economically Disadvantaged	88%	2009	≥ 90%	2013-2014	≥ 90%	2011
LEP	70%	2009	≥ 90%	2013-2014	≥ 72%	2011
At Risk	84%	2009	≥ 90%	2013-2014	≥ 87%	2011

**Indicator:** TAKS Mathematics

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2009	≥ 90%	2013-2014	≥ 81%	2011
African American	54%	2009	≥ 90%	2013-2014	≥ 70%	2011
Hispanic	65%	2009	≥ 90%	2013-2014	≥ 78%	2011
White	76%	2009	≥ 90%	2013-2014	≥ 83%	2011
Special Education	85%	2009	≥ 90%	2013-2014	≥ 70%	2011
Economically Disadvantaged	68%	2009	≥ 90%	2013-2014	≥ 70%	2011
LEP	50%	2009	≥ 90%	2013-2014	≥ 70%	2011
At Risk	55%	2009	≥ 90%	2013-2014	≥ 70%	2011

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**Indicator:** Writing

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95%	2009	≥ 90%	2013-2014	≥ 96%	2011
African American	99%	2009	≥ 90%	2013-2014	≥ 85%	2011
Hispanic	95%	2009	≥ 90%	2013-2014	≥ 90%	2011
White	95%	2009	≥ 90%	2013-2014	≥ 96%	2011
Special Education	67%	2009	≥ 90%	2013-2014	≥ 70%	2011
Economically Disadvantaged	95%	2009	≥ 90%	2013-2014	≥ 90%	2011
LEP	83%	2009	≥ 90%	2013-2014	≥ 70%	2011
At Risk	92%	2009	≥ 90%	2013-2014	≥ 70%	2011

**Indicator:** Science

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70%	2009	≥ 90%	2013-2014	≥ 83%	2011
African American	58%	2009	≥ 90%	2013-2014	≥ 70%	2011
Hispanic	59%	2009	≥ 90%	2013-2014	≥ 70%	2011
White	74%	2009	≥ 90%	2013-2014	≥ 88%	2011
Special Education	28%	2009	≥ 90%	2013-2014	≥ 70%	2011
Economically Disadvantaged	64%	2009	≥ 90%	2013-2014	≥ 76%	2011
LEP	21%	2009	≥ 90%	2013-2014	≥ 70%	2011
At Risk	54%	2009	≥ 90%	2013-2014	≥ 70%	2011

## ALVARADO I.S.D. IMPROVEMENT PLAN

**Indicator:** Social Studies

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91%	2009	≥ 90%	2013-2014	≥ 98%	2011
African American	83%	2009	≥ 90%	2013-2014	≥ 98%	2011
Hispanic	86%	2009	≥ 90%	2013-2014	≥ 98%	2011
White	93%	2009	≥ 90%	2013-2014	≥ 98%	2011
Special Education	56%	2009	≥ 90%	2013-2014	≥ 70%	2011
Economically Disadvantaged	88%	2009	≥ 90%	2013-2014	≥ 97%	2011
LEP	53%	2009	≥ 90%	2013-2014	≥ 70%	2011
At Risk	83%	2009	≥ 90%	2013-2014	≥ 70%	2011

**Indicator:** All Tests

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	66%	2009	≥ 90%	2013-2014	≥ 70%	2011
African American	51%	2009	≥ 90%	2013-2014	≥ 70%	2011
Hispanic	55%	2009	≥ 90%	2013-2014	≥ 70%	2011
White	70%	2009	≥ 90%	2013-2014	≥ 75%	2011
Special Education	47%	2009	≥ 90%	2013-2014	≥ 70%	2011
Economically Disadvantaged	60%	2009	≥ 90%	2013-2014	≥ 70%	2011
LEP	38%	2009	≥ 90%	2013-2014	≥ 70%	2011
At Risk	47%	2009	≥ 90%	2013-2014	≥ 70%	2011

## ALVARADO I.S.D. IMPROVEMENT PLAN

**Indicator:** TAKS Reading- English/Language Arts (Commended Performance\*)

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2009	≥ 90%	2013-2014	≥ 35%	2011
African American	20%	2009	≥ 90%	2013-2014	≥ 25%	2011
Hispanic	20%	2009	≥ 90%	2013-2014	≥ 25%	2011
White	34%	2009	≥ 90%	2013-2014	≥ 38%	2011
Special Education	35%	2009	≥ 90%	2013-2014	≥ 37%	2011
Economically Disadvantaged	26%	2009	≥ 90%	2013-2014	≥ 30%	2011
LEP	7%	2009	≥ 90%	2013-2014	≥ 25%	2011
At Risk	17%	2009	≥ 90%	2013-2014	≥ 25%	2011

**Indicator:** TAKS Mathematics (Commended Performance\*)

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	19%	2009	≥ 90%	2013-2014	≥ 25%	2011
African American	9%	2009	≥ 90%	2013-2014	≥ 25%	2011
Hispanic	12%	2009	≥ 90%	2013-2014	≥ 25%	2011
White	22%	2009	≥ 90%	2013-2014	≥ 25%	2011
Special Education	35%	2009	≥ 90%	2013-2014	≥ 37%	2011
Economically Disadvantaged	16%	2009	≥ 90%	2013-2014	≥ 25%	2011
LEP	10%	2009	≥ 90%	2013-2014	≥ 25%	2011
At Risk	8%	2009	≥ 90%	2013-2014	≥ 25%	2011

\* **TAKS Commended:** This measure refers to the highest performance level on the TAKS, a scale score of 2400, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level.

## ALVARADO I.S.D. IMPROVEMENT PLAN

**Indicator:** Writing (Commended Performance\*)

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	34%	2009	≥ 90%	2013-2014	≥ 40%	2011
African American	29%	2009	≥ 90%	2013-2014	≥ 32%	2011
Hispanic	30%	2009	≥ 90%	2013-2014	≥ 35%	2011
White	35%	2009	≥ 90%	2013-2014	≥ 38%	2011
Special Education	11%	2009	≥ 90%	2013-2014	≥ 25%	2011
Economically Disadvantaged	33%	2009	≥ 90%	2013-2014	≥ 35%	2011
LEP	17%	2009	≥ 90%	2013-2014	≥ 25%	2011
At Risk	22%	2009	≥ 90%	2013-2014	≥ 25%	2011

**Indicator:** Science (Commended Performance\*)

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	16%	2009	≥ 90%	2013-2014	≥ 25%	2011
African American	13%	2009	≥ 90%	2013-2014	≥ 25%	2011
Hispanic	7%	2009	≥ 90%	2013-2014	≥ 25%	2011
White	19%	2009	≥ 90%	2013-2014	≥ 25%	2011
Special Education	4%	2009	≥ 90%	2013-2014	≥ 25%	2011
Economically Disadvantaged	12%	2009	≥ 90%	2013-2014	≥ 25%	2011
LEP	3%	2009	≥ 90%	2013-2014	≥ 25%	2011
At Risk	5%	2009	≥ 90%	2013-2014	≥ 25%	2011

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## ALVARADO I.S.D. IMPROVEMENT PLAN

**Indicator:** Social Studies (Commended Performance\*)

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2009	≥ 90%	2013-2014	≥ 40%	2011
African American	21%	2009	≥ 90%	2013-2014	≥ 25%	2011
Hispanic	30%	2009	≥ 90%	2013-2014	≥ 35%	2011
White	40%	2009	≥ 90%	2013-2014	≥ 42%	2011
Special Education	6%	2009	≥ 90%	2013-2014	≥ 25%	2011
Economically Disadvantaged	32%	2009	≥ 90%	2013-2014	≥ 35%	2011
LEP	1%	2009	≥ 90%	2013-2014	≥ 25%	2011
At Risk	21%	2009	≥ 90%	2013-2014	≥ 25%	2011

**Indicator:** All Tests (Commended Performance\*)

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM DISTRICT OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	10%	2009	≥ 90%	2013-2014	≥ 25%	2011
African American	1%	2009	≥ 90%	2013-2014	≥ 25%	2011
Hispanic	5%	2009	≥ 90%	2013-2014	≥ 25%	2011
White	12%	2009	≥ 90%	2013-2014	≥ 25%	2011
Special Education	9%	2009	≥ 90%	2013-2014	≥ 25%	2011
Economically Disadvantaged	7%	2009	≥ 90%	2013-2014	≥ 25%	2011
LEP	3%	2009	≥ 90%	2013-2014	≥ 25%	2011
At Risk	4%	2009	≥ 90%	2013-2014	≥ 25%	2011

\* **TAKS Commended:** This measure refers to the highest performance level on the TAKS, a scale score of 2400, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level.

## ALVARADO I.S.D. IMPROVEMENT PLAN

Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
<b>DISTRICT DOMAIN I: Guaranteed and Viable Curriculum</b> <b>DISTRICT GOAL: Every student, regardless of ethnicity and status as Special Ed., LEP, GT, At-Risk , Dyslexic, CTE or Economically Disadvantaged will exceed state and national standards.</b> <b>OBJECTIVE: Develop systems that will strengthen the PreK-12 curriculum.</b>				
Targeted research based district instructional methods for addressing the needs of student groups not achieving their full potential such as but limited to: <ul style="list-style-type: none"> <li>◦ Vertical Teaming</li> <li>◦ Remediation (RTI)</li> <li>◦ Common Assessments</li> <li>◦ Assessment for Learning</li> <li>◦ Sheltered Instruction</li> <li>▫ PAES</li> <li>▫ Smart Tables</li> <li>▫ Autism Kits</li> <li>▫ STAR Math</li> <li>▫ Grand Central Station</li> <li>▫ Accelerated Math</li> <li>▫ Practice Planet</li> <li>▫ HOTS</li> <li>◦ Reading First</li> <li>◦ TRIBES</li> <li>◦ AVID</li> <li>◦ Differentiation</li> <li>▫ My Reading Coach</li> <li>▫ Tutors</li> <li>▫ Pre-teaching</li> <li>▫ Rosetta Stone</li> <li>▫ Smart Boards</li> <li>▫ FLRT</li> <li>▫ Summer STARS Math</li> <li>▫ Acellus</li> </ul>	All Staff Curriculum Department Special Programs Special Education	2010-2011	Local Funds; ARI/AMI Title I; SCE; Reading First; Title III; SFSF; ARRA  199.11.6218.C1.803.111296	CNA- AEIS, TAKS, E, FS F- CA, B, CO S- AEIS, TAKS, E, FS, TSR
Integration of technology in instructional and administrative programs such as but not limited to: <ul style="list-style-type: none"> <li>◦ Technology Initiatives</li> <li>◦ Technology – Based Remediation Programs</li> <li>◦ Instructional Focus Team</li> <li>◦ Engaged learning</li> <li>◦ Graphing Calculators</li> <li>▫ Windows Upgrade</li> <li>▫ Video Conferencing</li> <li>▫ District Server to support programs</li> <li>▫ Wi-Fi Hotspots</li> <li>◦ Vision Team</li> </ul>	All Staff Technology Department Curriculum Department	2010-2011  December, '10 May, '11	Local Funds E-Rate SFSF  199.11.6219.C1.---.111096	CNA- PS, SS, FS F- CO S- PS, SS, FS, TSR
Team approved, coordinated/integrated, high quality and ongoing staff development for staff of the district including, [ TEC §21.45] technology, G/T staff and administrators: <ul style="list-style-type: none"> <li>◦ District Training</li> <li>◦ Capturing Kids Hearts</li> <li>◦ Quality Instruction</li> <li>▫ AIMSWEB</li> <li>▫ Pre-Teaching</li> <li>▫ RTI</li> <li>▫ SST</li> <li>◦ Differentiation</li> <li>◦ Short-term goal setting for students</li> <li>◦ Career and College Readiness standards</li> <li>▫ C-Scope and common assessments</li> <li>◦ TRIBES</li> <li>◦ PLC</li> <li>◦ Technology Integration</li> <li>▫ AWARE</li> <li>▫ Bullying</li> <li>▫ SSI</li> <li>▫ Progress Monitoring</li> <li>▫ Communicating with Parents</li> </ul>	All Staff Curriculum Department	2010-2011  August, '10 January, '11 May, '11	Local Funds Title I SFSF  199.11.6495.C1.803.111296	CNA- SD F- Planning Minutes, CO S- SD



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Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities such as but not limited to: <ul style="list-style-type: none"> <li>◦ Higher Education Partnerships (Hill College)</li> <li>◦ Poverty Awareness</li> <li>◦ AVID</li> <li>◦ College Readiness Standards and initiatives</li> </ul>	All Staff Curriculum Department Special Programs Special Education	2010-2011  January, '11 May, '11	Local Funds   199.11.6329.C1.803.111296	CNA- TSR F- CO S- TSR
Enriched and accelerated education such as: <ul style="list-style-type: none"> <li>◦ Technology Initiatives</li> <li>◦ AP Courses</li> <li>◦ Dual Language</li> <li>◦ AVID</li> <li>◦ Dual Credit Courses</li> <li>◦ Differentiation</li> </ul>	All Staff Curriculum Department GT Team Technology	2010-2011	Local Funds  199.11.6219.C1.- -.111096	CNA - TSR F- CO S- TSR
Coordination and integration among federal, state, and local services & programs such as but not limited to: <ul style="list-style-type: none"> <li>◦ PEIMS</li> <li>◦ Poverty Awareness</li> <li>◦ All Title Programs – Salary – Support Instr.</li> <li>◦ Remediation</li> <li>◦ NCLB Comm.</li> <li>◦ Compensatory Ed</li> </ul>	All Staff Special Programs Special Education Technology	2010-2011	Local Funds, Title I, Title II A, Title III, Title IV, SCE	CNA- NCLB Compliance Report F- NCLB Documentation S- NCLB Compliance Report
Title Programs: the district expends Title II, Part A funds to reduce class size in early grades; Title III programs, strategies and activities implemented for LEP students are reviewed and evaluated and Title IV programs, strategies, and activities implemented for youth are evaluated periodically to assess progress toward reducing violence and illegal drug use: <ul style="list-style-type: none"> <li>◦ Drug Testing</li> <li>◦ Crisis Intervention/Emergency Preparedness</li> <li>◦ All Title Programs – Salary – Support Instr.</li> <li>◦ Drug Counselor</li> </ul>	All Staff Special Programs Team	2010-2011	Local Funds Title II A Title III Title IV SFSF	CNA- NCLB Compliance Report F- NCLB Documentation S- NCLB Compliance Report
An evaluation of the effectiveness of the GT program annually and using the data to modify and update the program. Parents are included in the process: <ul style="list-style-type: none"> <li>◦ G/T Recommendations: Parents – Teachers</li> <li>◦ Surveys – Parents, Students, Faculty</li> </ul>	All Staff GT Team	2010-2011	Local Funds	CNA- SS, PS, AEIS, FS F- CO S- SS, PS, AEIS, FS
Dropout reduction (middle, junior and high school): <ul style="list-style-type: none"> <li>◦ Progress Report/Report Cards</li> <li>◦ Assessments</li> <li>◦ Truancy Officer</li> <li>◦ Remediation</li> <li>◦ Counseling</li> </ul>	All Staff Special Programs	2010-2011	Local Funds SCE  193 Funds	CNA- AEIS F- AR, DR S- AEIS
Research based, practices for vocabulary development to increase language understanding: <ul style="list-style-type: none"> <li>◦ Articulation Lab</li> <li>◦ Articulation Lab supplies</li> <li>◦ ELL Forum</li> <li>◦ Dual Language Observations</li> <li>◦ Dual Language Institute</li> <li>◦ Latino Literacy Project</li> <li>◦ Estrellita</li> </ul>	Special Education Instructional Services	2010-2011	Local Funds Title III Title II A	Lesson Plans, CO
Full implementation of C-Scope <ul style="list-style-type: none"> <li>◦ C-Scope Renewal</li> </ul>	All Staff	2010-2011	Local Funds, Title, SFSF 193 Funds	CO, Walk-through's, Lesson Plans

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Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
C-Scope Resources provided for full implementation <ul style="list-style-type: none"> <li>▫ Library Books                      ◦ Math supplies</li> <li>▫ Science Supplies                      ◦ Consumable supplies</li> <li>▫ Science equipment</li> </ul>	Instructional Services	2010-2011	Title I SFSF	CO, Walk-through's, Lesson Plans
Support the needs of students to achieve their full potential: <ul style="list-style-type: none"> <li>▫ School Psychologist</li> <li>▫ Physical Therapist</li> <li>▫ Autism Specialist</li> <li>▫ Autism Assessment Specialist</li> <li>▫ Tutors for Instructional Support</li> <li>▫ CARE Program Teacher</li> <li>▫ Bilingual Teachers (AES and LES)</li> <li>▫ Library Aide (AHS)</li> <li>▫ Science Supervisor</li> </ul>	Special Education Director Bilingual/ESL Supervisor AHS Principal Assistant Superintendent of Instruction	2010-2011	ARRA	CNA – TAKS, AEIS, DR, AR
A credit recovery program at grades 9 – 12 to help support the efforts of completion rates and drop-out recovery:	ESL/Bilingual Staff AHS Staff	2010-2011	Title III, Local Funds, 193 Funds	CO, Walk-through's, Lesson Plans AEIS
Supplement C-Scope curriculum with Zaner-Bloser Spelling materials	K – 5 Staff	2010-2011	Local Funds	CO, Walk-through's, Lesson Plans

## ALVARADO I.S.D. IMPROVEMENT PLAN

Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
<b>DISTRICT DOMAIN II: Safe and Orderly Environment</b> <b>DISTRICT GOAL: Every student, regardless of ethnicity and status as Special Ed., LEP, GT, At-Risk, CTE or Economically Disadvantaged will achieve success.</b> <b>OBJECTIVE: Develop systems that include:</b>				
Methods for addressing the needs of students for special programs such as suicide prevention, conflict resolution, violence prevention/intervention (including bullying, physical or verbal aggression) such as: <ul style="list-style-type: none"> <li>◦ Red Ribbon Week</li> <li>◦ Poverty awareness</li> <li>◦ Drug Testing Program</li> <li>◦ Class size</li> <li>◦ Anti-Bullying Activities (laptop and projector)</li> <li>◦ Overall student/teacher relationships</li> </ul>	All Staff Special Programs	2010-2011	Local Funds  199.11.6218.C1.- -.124196  ARRA	CNA- Counseling/Activity Log F- Referral Paperwork S- Counseling/Activity Log
Attendance such as: <ul style="list-style-type: none"> <li>◦ Capturing Kids Hearts</li> <li>◦ Poverty Awareness</li> <li>◦ Truancy Officer – Documentation /Contact</li> </ul>	All Staff	2010-2011	Local Funds SCE  199.11.6218.C1.- -.124196	CNA- AR, Truancy Reports F- AR S- AR, Truancy Reports
Discipline management (Chapter 37) such as: <ul style="list-style-type: none"> <li>◦ TRIBES</li> <li>◦ Spencer Henry strategies</li> </ul>	All Staff	2010-2011	Local Funds  199.11.6218.C1.- -.124196	CNA- DR F- DR, CO S- DR
EOP and safety audits (SB 11): <ul style="list-style-type: none"> <li>◦ Emergency Preparedness</li> <li>◦ Drug dogs as appropriate</li> </ul>	All Staff	2010-2011	Local Funds Grant Funds 199.11.6399.C1.803.111096	CNA- Safety Audits F- Drills & Documentation S- Safety Audits
Team approved, coordinated/integrated, high quality and ongoing staff development for staff of the district including, [TEC §21.45]: classroom management, district discipline policies, student code of conduct, conflict resolution such as: <ul style="list-style-type: none"> <li>◦ What Works in Schools</li> <li>◦ TRIBES</li> <li>◦ Staff Development Days</li> <li>◦ Classroom Management</li> </ul>	All Staff SBM Team	2010-2011	Local Funds Title I  199.11.6329.C1.803.111296	CNA- SD F- Planning Minutes, CO S- SD
Dropout reduction (middle, junior and high school) such as: <ul style="list-style-type: none"> <li>◦ AVID</li> <li>◦ Capturing Kids Hearts</li> <li>◦ Progress Reports/Report Cards</li> <li>◦ Counseling</li> </ul>	All Staff Special Programs	2010-2011	Local Funds SCE  199.11.6218.C1.- -.124196	CNA- AEIS F- AR, DR S- AEIS
Transitioning Programs: <ul style="list-style-type: none"> <li>◦ To early childhood</li> <li>◦ From Early childhood</li> <li>◦ From campus to campus</li> <li>◦ To post secondary arenas</li> </ul>	All Staff	2010-2011	Local Funds	CNA - AEIS

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Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
A comprehensive program of dating violence in grades 9 - 12 that includes: <ul style="list-style-type: none"> <li>◦ definition of dating violence</li> <li>◦ training for students, staff, parents</li> <li>◦ safety planning</li> <li>◦ counseling supports</li> <li>◦ awareness training</li> </ul>	AHS All Staff	2010-2011	Campus Funds Instructional Services Funds	Campus Needs Assessment

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<b>DISTRICT DOMAIN III: Collegiality and Professionalism</b> <b>DISTRICT GOAL: To deepen an understanding and participation in an effective and sustainable Professional Learning Community for all AISD stakeholders.</b> <b>OBJECTIVE: All stakeholders will collaborate to create a school culture of collective inquiry, emotional support and professional growth that will result in a _____ % increase in student achievement.</b>				
Demonstrate shared Mission/Vision/Value and Commitment statements, governance structures for teacher involvement, meaningful staff development activities: <ul style="list-style-type: none"> <li>◦ What Works in Schools</li> <li>◦ Technology Initiatives</li> <li>◦ Goal Setting</li> <li>◦ Staff Development (Dist. Wide)</li> <li>◦ Teacher Involvement in Site Based Teams</li> <li>◦ Sustained, effective Professional Learning Communities with an emphasis on the role of each participant</li> </ul>	All Staff	2010-2011	Local Funds  199.11.6219.C1.803.111196	CNA- FS, SD F- CO S- FS, SD
Instruction by highly qualified teachers and staff: <ul style="list-style-type: none"> <li>◦ strategies that assist teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>◦ strategies to ensure the most highly qualified teachers/paraprofessionals instruct low achieving students</li> <li>◦ equitable distribution of highly qualified and inexperienced teacher assignments for all campuses</li> <li>◦ supplemental FTEs are provided with SCE funds</li> <li>◦ strategies to attract and retain highly qualified teachers to high need schools</li> <li>◦ Longevity</li> <li>◦ Horizontal Teaming</li> <li>◦ SIOP</li> <li>◦ High Quality Staff Development</li> <li>◦ Technology – Remediation Programs</li> <li>◦ Professional Learning Communities</li> <li>◦ Recruiting at Colleges</li> <li>◦ Pay Raises</li> <li>◦ C-Scope Conferences</li> </ul>	All Staff	2010-2011	Local Funds Title I SCE  199.11.6219.C1.803.124196  ARRA	CNA- PA, HQ Report F- PA S- PA, HQ Report
The framework for the seamless flow of data collection and decision making for student success:	All Staff	2010-2011	Local Funds State Funds Federal Funds	FS, Implementation and Documentation of SST Meetings and Tier Implementation
Demonstrate full commitment to implementation of research-based, results oriented C-Scope curriculum	All Staff	2010-2011	ARRA	CNA – AEIS, TAKS, F-B
Stakeholders’ reflections on programs/instructional practices <ul style="list-style-type: none"> <li>◦ Survey Monkey</li> </ul>	All Staff	2010-2011	Local Funds	CAN – CS, PS, SS, FS

## ALVARADO I.S.D. IMPROVEMENT PLAN

Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
<b>DISTRICT DOMAIN IV: Challenging Goals and Effective Feedback</b> <b>DISTRICT GOAL: Every student, regardless of ethnicity and status as Special Ed., LEP, GT, At-Risk, Dyslexic, CTE or Economically Disadvantaged will achieve success.</b> <b>OBJECTIVE: Develop systems that include:</b>				
Established assessment system with timely feedback for ALL students such as: <ul style="list-style-type: none"> <li>◦ Progress monitoring with AIMSWEB</li> <li>◦ STAR Reading                      ◦ STAR Math</li> <li>◦ Waterford                            ◦ Accelerated Math</li> <li>◦ Orchard                                ◦ WebCATT</li> <li>◦ Lexia                                    ◦ Eduphoria</li> <li>◦ Practice Planet</li> <li>◦ C-Scope Assessments</li> <li>◦ TPRI</li> <li>◦ Skyward Family Access</li> </ul>	All Staff	2010-2011	Local Funds  199.11.6219.C1.803.124196  ARRA	CNA- AEIS F- Goal Sheets, B S- AEIS, SS, FS
Establish challenging achievement goals for the student as a whole. <ul style="list-style-type: none"> <li>◦ Skills-based report card</li> <li>◦ SST</li> <li>◦ AWARE</li> <li>◦ Assessment FOR Learning – chapters 1-4</li> <li>◦ Charting Progress</li> <li>◦ RTI</li> <li>◦ AIMSWeb</li> <li>◦ Including student developed goals</li> </ul>	All Staff	2010-2011	Technology Funds  199.11.6219.C1.803.111096	CNA- AEIS F- Progress Reports S- Report Cards
Strategies for providing information to students, parents, teachers and counselors of students in grades 7 – 12 information about higher education admissions and financial aid opportunities, Texas grant program and Teach for Texas grant program, informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. <ul style="list-style-type: none"> <li>◦ Technology Integration            ◦ Counseling</li> <li>◦ AVID                                      ◦ Gear-up</li> <li>◦ College Readiness                  ◦ College nights</li> <li>◦ FASFA night                            ◦ College tours</li> <li>◦ ACT/SAT for all students</li> </ul>	All staff	2010-2011	Local Funds  193 Funds	CNA- Counseling/Activity Log F- Referral Paperwork S- Counseling/Activity Log
Establish specific goals for individual students: <ul style="list-style-type: none"> <li>◦ IEPs for Special Education Students</li> <li>◦ SSTs</li> <li>◦ Charting Progress</li> <li>◦ ELL Strategy Sheets</li> <li>◦ AIMSWEB Progress Monitoring</li> </ul>	All Campus Staff	2010-2011	\$.00	CNA – AEIS, TAKS F- B, CA, DR, AR S – B, CA, DR, AR

# ALVARADO I.S.D. IMPROVEMENT PLAN

Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
Instructional Services as a visible resource on campuses: AHS- Alice AJHS – Ellen AIS – Ellen AEN – Arlene LES – Laura AES - Maribel	Laura Estes, Arlene Gallagher, Maribel Diaz, Alice Ritchers, Ellen Cooper	2010-2011	Assessment FOR Learning Study Groups, SST Meeting Membership, Technology Supports	Schedules
Becoming “label-less” in our approach with students: AHS- Maribel AJHS – Alice AIS – Julie AES – Ellen AEN – Laura LES - Arlene	Laura Estes, Arlene Gallagher, Julie Holland, Maribel Diaz, Alice Ritchers, Ellen Cooper	2010-2011	SST Meeting Membership, AIMSweb, AEIS-IT, Review report cards and progress reports	Lessen referrals and pull outs from regular instruction

## ALVARADO I.S.D. IMPROVEMENT PLAN

Strategies/Activities	Person(s) Responsible	Timeline	Resources	CNA/Evaluations (F&S)
<b>DISTRICT DOMAIN V: Parental and Community Involvement</b> <b>DISTRICT GOAL: Every student, regardless of ethnicity and status as Special Ed., LEP, GT, At-Risk, Dyslexic, CTE or Economically Disadvantaged will achieve success.</b> <b>OBJECTIVE: Develop systems that include:</b>				
Strategies to increase parent and community involvement including parent training opportunities: <ul style="list-style-type: none"> <li>◦ Math/Reading Night</li> <li>◦ Book Fairs</li> <li>◦ P.I.E. Nights</li> <li>◦ Professional Learning Communities</li> <li>◦ Hispanic Parent Night</li> <li>◦ Parent Institute – School Success Web Content</li> <li>◦ Encourage parents to visit classrooms</li> <li>◦ Pow Wow Parent Contract (AHS)</li> </ul>	All Staff Special Programs	2010-2011	Local Funds Title I  199.13.6399.C1.803.111496	CNA- FS, PS, Attendance Logs F- Attendance Logs S- FS, PS, Attendance Logs
Consultation with parents and community to plan activities and host events: <ul style="list-style-type: none"> <li>◦ Skyward – Parent Access</li> <li>◦ EOP</li> <li>◦ Campus Site Based Communities</li> <li>◦ Involvement in Governance Teams</li> </ul>	All Staff Special Programs	2010-2011	Local Funds Title I  199.13.6399.C1.803.111496	CNA- FS, PS, Attendance Logs F- Attendance Logs S- FS, PS, Attendance Logs
A school parent compact developed with input from parents & signed annually: <ul style="list-style-type: none"> <li>◦ Parent Conferences</li> <li>◦ Goal Setting-Commitments</li> </ul>	All Staff Special Programs	2010-2011	Local Funds Title I  199.13.6399.C1.803.111496	CNA- FS, PS F- Retuned Compact S- FS, PS
Monitoring parent participation and evaluating the program: <ul style="list-style-type: none"> <li>◦ C.N.A.</li> <li>◦ Minutes</li> </ul>	All Staff Special Programs	2010-2011	Local Funds Title I 199.13.6399.C1.803.111496	CNA- FS, PS, Attendance Logs F- Attendance Logs S- FS, PS, Attendance Logs
Implementing the parent notification requirements: <ul style="list-style-type: none"> <li>◦ the right to request information regarding their child’s teacher’s qualifications &amp; individual assessment results</li> <li>◦ notification if the child has been taught four weeks or longer by a non-HQ teacher</li> <li>◦ Campus Communication Highly Qualified</li> <li>◦ Parental Involvement Policy</li> </ul>	Principal	2010-2011	Local Funds Title I  199.13.6399.C1.803.111496	CNA- PA, HQ Report F- PA S- PA, HQ Report
School – Teacher – Parent – Community <ul style="list-style-type: none"> <li>◦ Nutrition Nuggets (K-6)</li> <li>◦ Home &amp; School Connections (K-6)</li> <li>◦ Teen Food &amp; Fitness (7-12)</li> <li>◦ Newspaper articles</li> <li>◦ Twitter</li> <li>◦ Frequent communication</li> <li>◦ Teachers give specific suggestions on how to help child</li> </ul>	All Staff	2010-2011	Local Funds Title I	CNA – CS, PS, SS, FS



# ALVARADO I.S.D. IMPROVEMENT PLAN

## 2010-2011 Comprehensive Needs Assessment

- Number of Students in Class, K-4
- Analysis of Student Academic Assessments
- Evaluation of Parental Involvement Activities to Determine Whether Level of Participation Has Increased and if Activities Meet the Needs of Parents
- Involvement from Teachers, Especially Those on Title I, Part A, Campuses, in Determining LEA and Campus Needs for Staff Development and Hiring
- Prevalence of Risk and Protective Factors
- Attendance Rates Disaggregated by Student Groups and Gender
- Dropout Rates Disaggregated by Student Groups and Gender
- Evaluation of Policies and Procedures to Ensure a Positive Impact on Student Performance
- Evaluations of Professional Development Activities to Ensure a Positive Impact on Student Performance
- School Violence Incident Data
- Student Performance Data Disaggregated by Student Groups and Gender
- Tobacco, Alcohol, and Other Drug-Use Incident Data
- Multi-hazard Emergency Operations Plan; Security Audit
- Administrator Survey/Interviews
- Analysis of Screening, Diagnostic, and Classroom-Based Instructional Reading Assessments
- Community Surveys/Interviews
- Diagnostic Pre-Tests
- Discipline Referrals
- Language Proficiency Tests
- Mastery Tests
- Parent Surveys/Interviews
- PEIMS 425 Record Incident Data
- Health Risk of Drug Use
- Staff Surveys/Interviews
- Student Retention Records
- Student Surveys/Interviews
- Teacher Retention
- Truancy

# ALVARADO I.S.D. IMPROVEMENT PLAN

## COMPREHENSIVE NEEDS ASSESSMENT FINDINGS – AISD Students

### Remediation Programs /RTI/Data Analysis

- Staff Development:
  - Progress Monitoring
- Resources:
  - Remediation
  - Student progress monitoring (AIMSWeb)
- Initiatives:
  - RTI Remediation structure
  - Instructional support
  - Student Feedback
- Personnel:
  - Tutorial support

### Parental Involvement & Community Involvement

- Initiatives:
  - Parental involvement program

### Transitioning Resources/Activities Including Goal Setting

- Staff Development:
  - Short-term goal setting for students
  - Career/College readiness
- Initiatives:
  - College tours for all
  - More College nights
  - Transition between campuses

### Drug Awareness/Anti-bullying/Safe Schools

- Resources:
  - Side-effects of drugs
  - Anti-bullying program

## ALVARADO I.S.D. IMPROVEMENT PLAN

- Initiatives:
  - Safe school
  - Campus culture
  - Drug awareness/testing program
  - Anti-bullying program

### Gifted and Talented

- Staff Development:
  - Differentiation

### Technology

- Staff Development:
  - Technology use in classroom by student
- Resources:
  - Students will use wireless Wi-Fi
  - Home internet access
- Initiatives:
  - Students use technology
  - Internet at home

### Relationships with Students

- Staff Development:
  - Building relationships
  - Emotional support
- Initiatives:
  - Student/teacher relationships
  - Capturing Kids Hearts

### Other

- Student organizations:
  - see survey

# ALVARADO I.S.D. IMPROVEMENT PLAN

## COMPREHENSIVE NEEDS ASSESSMENT FINDINGS – AISD Faculty

### Remediation Programs/RTI/Data Analysis

- Staff Development:
  - Pre-teaching
  - SST Process
  - SSI training
  - RTI model
- Initiatives:
  - RTI Remediation Structure
  - Instructional support impact on student achievement

### Parental Involvement & Community Involvement

- Initiatives:
  - Use PowWow consistently
  - Parent training opportunities
  - Parents involved in decisions
  - Parental Involvement program

### Transitioning Resources/Activities Including Goal Setting

- Staff Development:
  - Goal setting
- Resources:
  - SAT/ACT for average student
- Initiatives:
  - Transition between schools
  - Student goal setting

### Drug Awareness/Anti-bullying/Safe Schools

- Staff Development:
  - Bullying
- Resources:
  - Drug dogs
  - Drug awareness curriculum
  - Anti-bullying program

## ALVARADO I.S.D. IMPROVEMENT PLAN

- Initiatives:
  - Drug testing program
  - Violence prevention (anti-bully) program

### Gifted and Talented

- Staff Development:
  - Differentiation
- Resources:
  - Higher thinking skills

### General Curriculum/ Course Offerings

- Staff Development:
  - C-Scope
  - C-Scope common assessment
  - College Readiness Standard in C-Scope
- Resources:
  - C-Scope kits
  - College readiness standards
- Initiatives:
  - Instructional support
  - C-Scope and common assessments
  - College Readiness Standards
  - Class size
- Personnel:
  - Smaller class sizes

### Technology

- Staff Development:
  - Prefer electronic staff development

### Site-Based Decision Making

- Initiatives:
  - Teachers don't feel they are involved in district decision making
  - Teacher input in campus decisions

# ALVARADO I.S.D. IMPROVEMENT PLAN

Other

- Staff Development:
  - PLC

## COMPREHENSIVE NEEDS ASSESSMENT FINDINGS – AISD Parents

### Remediation Programs/RTI/Data Analysis

- Initiatives:
  - Teachers ensure student learning
  - Student support
  - Teacher feedback

### Parental Involvement & Community Involvement

- Initiatives:
  - Teachers keep parents up-to-date
  - Teachers give specific suggestions on how to help child
  - E-mail preferred communication tool
  - Parental involvement program
  - Parent training
  - Parents involved in decisions
  - Parents are encouraged to visit classroom
  - Parental involvement policy distribution

### Transitioning Resources/Activities Including Goal Setting

- Staff Development:
  - Goal setting
- Initiatives:
  - Transition between campuses

### Drug Awareness/Anti-bullying/Safe Schools

- Resources:
  - Anti-bullying program
  - Drug awareness curriculum

## ALVARADO I.S.D. IMPROVEMENT PLAN

- Initiatives:
  - Safe school
  - Drug awareness program
  - Violence prevention (Anti-bully) program

### Gifted and Talented

- Staff Development:
  - Differentiated instruction
- Initiatives:
  - Students are challenged

### General Curriculum/ Course Offerings

- Initiatives:
  - Programs increase achievement

### Technology

- Resources:
  - Updated campus web-site
  - Parents have wireless capabilities
  - Parents use web-site & email

### Site-Based Decision Making

- Initiatives:
  - Parents involved in decisions

### Relationships with Students

- Initiatives:
  - Student support
  - Capturing Kids Hearts
  - Teacher/student relationships

### Communication

- Staff Development:
  - Communication with parents
- Initiatives:
  - Teacher communication
  - Campus communication
  - Principal communication

# ALVARADO I.S.D. IMPROVEMENT PLAN

## Other

- Staff Development:
  - Classroom management
- Initiatives:
  - Fair discipline

## COMPREHENSIVE NEEDS ASSESSMENT FINDINGS – Community/District-Wide

### General Curriculum/Course Offerings

- Celebrations:
  - AISD meets needs of students
  - AISD supports the business needs of the community

### Technology

- Celebrations:
  - Have visited the AISD web-site
  - Have wireless device for hot-spots

### Site-Based Decision Making

- Initiatives:
  - Community is involved in decision making

### Communication

- Initiatives:
  - Keep parents and community informed

## Other

- Alvarado community has a good perception of AISD
- Businesses have not sponsored/hosted an event
- Businesses would be willing to sponsor/host an event



ALVARADO I.S.D. IMPROVEMENT PLAN  
**ALVARADO INDEPENDENT SCHOOL DISTRICT**  
**Recruitment and Retention Plan**

**Objective:**

To recruit and retain highly qualified teachers to instruct students in all core academic subjects, including special education on all campuses throughout the district.

**Requirements:**

The United States Department of Education requires that all teachers and paraprofessional employees who work in schools receiving Title I funds be highly qualified by the end of the 2005-06 school year.

**Statement of Status:**

Alvarado ISD has, as of the end of the 2005/06 school year, 99.995 highly qualified teachers as teachers of record in all core subject classrooms in all schools in our district. As of the first day of instruction of the 2006-2007 school year, AISD is 100% highly qualified and remains at 100% today.

From this point forward, Alvarado ISD will hire only those teachers who meet the highly qualified status for the positions for which they are hired.

Paraprofessionals (instructional aides for grades EC-12) who are hired from this point will either be already highly qualified, or pass the local assessment prior to assuming full time employee status.

**Plan for Future Recruitment:**

- Annually review teacher salary schedule and use of FTE's to ascertain fiscal responsibility of all campuses and maximizing the ability to adjust the salary schedule for competitiveness
- Yearly stipend for any level Bilingual and Special Ed teachers, plus all secondary level Math, Science, and Foreign Language teachers
- Host yearly in-district job fair
- Participate in university and college job fairs
- Establish contacts with alternative certification programs that provide training for participants who will emerge as teachers
- Provide on-line applications which increase the number of applicants applying to the district
- Provide student teaching opportunities within district
- Provide *Finder's Fee* stipend for current employees to recruit experienced teacher friends and acquaintances to AISD

## ALVARADO I.S.D. IMPROVEMENT PLAN

- Ensure equitable distribution of highly qualified and inexperienced teachers assigned for all campuses

### **Plan for Retention:**

- Strategies to retain highly qualified teachers at high need schools
- Provide new teachers' academy at the beginning of the year
- Increase level of competitiveness in salaries
- Pay longevity bonus when fiscally possible
- CHIEF (Creating Happy Independent Educators For life!) New Teacher Induction Program
  - Professional Development
  - Mentor observations with suggestions for protégé improvement
  - Collaboration
  - Protégé observations of peers
  - Group support sessions
- Provide opportunities for highly qualified staff development
- Provide End-of-the Year Celebration
  - Recognize Commitment to Excellence Recipients
  - Recognize Years of Service
- Conduct Exit Survey to obtain feedback from resigning employees.
  - Review and make recommendations based upon input and/or trends
- Maintain accessibility to supervisors and staff in central office
- Provide appreciation gifts in December and May each year for all employees from central office and Board
- Encourage and allow local merchants to offer discounts to employees
- Provide in-district daycare opportunities
- Pay "Masters" stipend to teachers

# ALVARADO I.S.D. IMPROVEMENT PLAN

## Alvarado ISD Wellness Policy

The School Health Advisory Council met throughout this year to develop the Wellness Policy. The Wellness Policy addresses the four goals Nutrition Education, Physical Activity, Nutrition Standards, and Other School-based Activities as required by the Child Nutrition and WIC Reauthorization Act of 2004, also known as Public Law 108-265.

### **Nutrition Education**

- Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
  - CATCH programs K-8
  - Provide information on the back on school menus
  - Posters on nutrition education in the lunch rooms
  - Child Nutrition website will link to Square Meals website from TEA
- Nutrition Education will be a District wide priority and will be integrated into other areas of the curriculum, as appropriate.
- Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities to effectively deliver the program as planned.
  - Staff training will include a segment on nutrition and wellness activities
- The food service staff, teachers, and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom and other appropriate settings.
- Educational nutrition information will be shared with families and the general public to positively influence the health of students and community members.
  - Nutrition Nuggets (K-6)
  - Teen Food & Fitness (7-12)

### **Physical Activity**

- The District will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating competitive sports.
- Physical education classes will regularly emphasize moderate to vigorous activity.
- The District will encourage teachers to integrate physical activity into the academic curriculum where appropriate.
- Before-school and after-school physical activity programs will be offered and students will be encouraged to participate.
- Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students.
- The District will encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.

### **Nutrition Standards**

- Establish age appropriate guidelines for food and beverages at classroom parties or school celebrations.
- Provide teachers with education and guidelines on the use of food as a reward in the classroom.
  - Staff Development training will address the use of healthy foods as a reward in the classroom
- Establish guidelines for school-sponsored fund-raising activities that involve serving or selling food.

## ALVARADO I.S.D. IMPROVEMENT PLAN

### Other School-based Activities

- Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe and comfortable.
  - Recess before lunch is suggested
- Wellness for students and their families will be promoted at suitable school activities.
- Employee wellness education and involvement will be promoted at suitable school activities.

## ALVARADO I.S.D. IMPROVEMENT PLAN

### Alvarado ISD Homeless Plan

- I. A child or youth who is homeless and is attending any school in Alvarado ISD is automatically eligible for Title I services, regardless of their current academic performance.
  - These children are coded in PEIMS as homeless and at risk.
  - This coding will remain until the end of the school year and reviewed.
  - IF students are in the same home over a calendar year, they will not be considered homeless.
- II. Alvarado ISD has no barriers to the enrollment and retention of children and youth in homeless situations. Students are enrolled in, and have full and equal opportunity to succeed in, the schools of Alvarado ISD.
  - Enrollment documentation is requested but not required of children whose parents report to be displaced.
- III. Homeless children and youth in Alvarado ISD are not segregated or stigmatized on the basis of their status as homeless. Schools will not provide services in settings within a school that segregate homeless children and youth from other children and youth, except as is necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services.
- IV. The Alvarado ISD liaison shall ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services under the Act.
  - All campuses have posters posted where parents can see them.
  - Posters are also placed around town.
- V. The Director of Special Programs will serve as the liaison for students in homeless situations. Each campus has a Special Programs Coordinator that ensures all homeless students have a support system in place to ensure student success.
- VI. The contact information for the homeless liaison will be supplied to the Texas liaison database.
- VII. An annual meeting will be held to inform school personnel, service providers, and advocates who work with families in homeless situations of the duties of the homeless liaison.
- VIII. The Alvarado ISD liaison will ensure that children and youth in homeless situations are identified by school personnel and through coordination with other entities and agencies.

## ALVARADO I.S.D. IMPROVEMENT PLAN

- IX. Alvarado ISD will immediately enroll students in homeless situations, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents. The term “enroll” is defined as attending classes and participating fully in school activities.
- X. Alvarado ISD will enroll a homeless child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend, or in their school of origin.
- XI. Alvarado ISD will keep homeless students in their schools of origin, to the extent feasible, unless it is against the parent or guardian’s wishes. Students are permitted to remain in their schools of origin for the duration of their homelessness or until the end of any academic year in which they move into permanent housing. “School of Origin” is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- XII. Alvarado ISD will provide transportation to the school of origin, at the request of the parent or guardian, or, in the case of an unaccompanied youth, at the request of the district’s homeless liaison. *(Title I funds may **NOT** be used for this purpose.) The AISD liaison shall ensure that parents and guardians and unaccompanied youth are fully informed of all transportation services, including to the school of origin, and are assisted in accessing transportation services.*
- XIII. The liaisons will help unaccompanied youth enroll in school, after considering the youths’ wishes, and provide youth with notice of their right to appeal an enrollment decision that is not their choice. The liaison will ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- XIV. If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth, parent, or guardian shall be referred to the AISD liaison, who shall carry out the dispute resolution process as expeditiously as possible in accordance with the Enrollment Disputes section of the McKinney-Vento Act after receiving notice of the dispute.

## ALVARADO I.S.D. IMPROVEMENT PLAN

- XV. A school must provide a written explanation of its decision and the right to appeal if a student is sent to a school other than that requested by a parent or guardian, or, in the case of an unaccompanied youth, at the request of the district's homeless liaison. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.
- XVI. Alvarado ISD will obtain school records from the previous school. Students will be enrolled in school while records are obtained.
- XVII. An record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C 1232g).
- XVIII. If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the AISD liaison, who shall assist in obtaining immunizations or medical records. Students must be enrolled in school in the interim.
- XIX. The Alvarado ISD will coordinate the provision of services with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless. This coordination shall be designed to ensure that homeless children and youths have access and reasonable proximity to available education and related support services (such as referrals to health, mental health, dental, and other appropriate services), and to raise awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.
- XX. If applicable, AISD will coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

## ALVARADO I.S.D. IMPROVEMENT PLAN

- XXI. The AISD liaison will collaborate and coordinate with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.
- XXII. Special Programs Coordinators on each campus will ensure that each homeless child or youth to be assisted shall be provided services comparable to services offered to other students in the school selected, including transportation services, educational services for which the child or youth meet the eligibility criteria (Title I, Head Start, Even Start, pre-school, educational programs for children with disabilities or for students with limited English proficiency, programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs).
- XXIII. The AISD liaison, along with the Special Programs Coordinator, will inform parents or guardians of educational and related opportunities available to their children and provide them with meaningful opportunities to participate in the education of their children.



# ALVARADO I.S.D. IMPROVEMENT PLAN

## Alvarado Independent School District (AISD)

### Parental Involvement Policy

- The Alvarado ISD will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –*

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The Alvarado ISD will put into operation programs, activities and procedures for the involvement of parents in all of its schools. Those programs, activities and procedures, including the process of school review and improvement, will be planned and operated with meaningful consultation with parents of participating children.
- The Alvarado ISD will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact.
- The Alvarado ISD will incorporate this district-wide parental involvement policy into its District Improvement Plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the Alvarado ISD and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand.

## ALVARADO I.S.D. IMPROVEMENT PLAN

- If the AISD Improvement Plan developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The Alvarado ISD will involve the parents of children served in Title I, Part A schools in decisions about how the designated age percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the reserved funds go directly to the schools.
- The Alvarado ISD will provide such other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The Alvarado ISD will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

### ADOPTION

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the Alvarado ISD District Site-Base Management Meeting Minutes.

This policy was adopted by the Alvarado Independent School District on March 19, 2007. The school district will distribute this policy to all parents of participating Title I, Part A campuses annually.

LEA Name:	Alvarado ISD		CDN:	126901	Date:			1
Performance Area Targeted	Indicator Description	Major Systems Targeted	Components	Strategies, Initiatives, and Activities	Start Date	Projected Completion Date	Resou	
Assessment_ Performance	TAKS Passing Rate	Instruction	Differentiation to Meet Needs	Implementation of Sheltered Instruction and the Differentiation Methods of Dr. Robyn Jackson	8/1/2010	5/1/2011	Presente Sheltered who will target ca Teachers	
Assessment_ Performance	TAKS Passing Rate	Instruction	Modeling / Mentoring	District-wide tutors to assist with LEP students in areas of need beginning at 4th grade upto High School.	8/1/2010	5/1/2011	Federal S monitor 1	
Assessment_ Performance	TAKS Passing Rate	Parents_ Community	Parent Involvement	Conduct mandatory parent meetings to discuss the results of the campus benchmarks and provide resources for their use at home.	Nov 6-Nov 10 / March 7-Mar 11, 2011 / May 2011	November 10, 2010 March 11, 2011 May 30, 2011	Teachers parents, students	
Assessment_ Performance	TAKS Passing Rate	Parents_ Community	Parent Education / Adult Education	Implement the Latino Literacy program in order to make parents aware of the importance of literacy.	10/1/2010	1/1/2011	Bilingual \$3,500	
Assessment_ Performance	TELPAS- Composite Rating for Students in US Schools Mult. Yrs	Student_ Support	Data Driven / Timely / Targeted Support	Data driven tutorial support from Bilingual tutors who are familiar with the English Language Proficiencies of each student.	8/24/2010	6/2/2011	Bilingual the Gene	
Assessment_ Performance	TELPAS- Composite Rating for Students in US Schools Mult. Yrs	Parents_ Community	Parent Involvement	Communicate with parents with a visual report card that demonstrates the current level of their child in regards to their English Language Proficiency in Writing and Oral along with Grades and TAKS.	1/4/2011	6/2/2011	Administ Teachers	
Completion	Annual Dropout Rate	Academic_ Support	TAKS Remediation	Bilingual Tutors at the Secondary levels 7-12 and a	8/1/2010	5/1/2011	Federal S Curricula	

	Rate	Environment		and tutoring in credit recovery lab			principal
Assessment_ Performance	TAKS Passing Rate	Parents_ Community	Social Services	All District parents will be invited to attend 5 sessions of Social Issues dealing with Discipline at home, Homework, Budget part 1, Drug use among teenagers, Budget part 2 provided by Dr. Colindres.	1/20/2011	5/1/2011	Title III fu Director

LEA Name: Aivarado ISD		CDN: 126-901		Date: 10/19/2010			
Performance Area Targeted	Indicator Description	Major Systems Targeted	Components	Strategies, Initiatives, and Activities	Start Date	Projected Completion Date	Re
Assessment Performance	TAKS/TAKS-A Participation Rate	Instruction	Differentiation to Meet Needs	Differentiation: Book Study, Inservice, Coaching	November, 2010	5/1/2011	De In: co
Assessment Performance	TAKS/TAKS-A Participation Rate	Curriculum Assessment	Monitoring / Evaluation of Curriculum Implementation	Staff development of TIER III math curriculum: Number World Math Curriculum (Pre-k - 8) and Acellus staff development (secondary	November, 2010	11/1/2010	Di of Cu so TII
Assessment Performance	TAKS/TAKS-A Participation Rate	Instruction	Data Driven Instructional Decisions	Teacher data planning meeting to analyze disaggregated data to drive student instruction	November, 2010	on-going	Al ot by
Assessment Performance	TAKS/TAKS-A Participation Rate	Instruction	Differentiation to Meet Needs	Pre-Teaching Math C-Scope vocabulary--collaboration between regular, special ed teacher and speech pathologists	10/21/2010	on-going	sp ar Sc
Assessment Performance	TAKS/TAKS-A Participation Rate	Academic Support	TAKS Remediation	Instructional Service Team meet with campus regular ed teachers : review data, instructional strategies, interventions, progress monitor results, state assessment decisions	10/21/2010	on-going	Te , S Di lev
Assessment Performance	TAKS/TAKS-A Participation Rate	Instruction	Differentiation to Meet Needs	Individualized tutorials	10/21/2010	on-going	Tu
Assessment Performance	TAKS/TAKS-A Participation Rate	Curriculum Assessment	Monitoring / Evaluation of Curriculum Implementation	Staff development on the use of the AIMS Web monitoring tool for high school teachers	Jan. 3 2011	1/3/2011	Al ca Ac
Assessment Performance	TAKS/TAKS-A Participation Rate	Curriculum Assessment	Monitoring / Evaluation of Curriculum Implementation	Consistent, daily use of Visual Journal in classrooms for effective and efficient use on the State Assessment	10/21/2010	on-going	Ca ec
Assessment Performance	TAKS/TAKS-A Participation Rate	Parents Community	Parent Involvement	Increase in parent activities for math information	1/1/2011	ongoing	Ac te
Assessment Performance	TAKS/TAKS-A Participation Rate	Instruction	Data Driven Instructional Decisions	Teacher access/ analysis of software math lab reports by regular and special ed teachers	November, 2010	on-going	Or so re te

Assessment_ Performance	TAKS/TAKS-A Participation Rate	Instruction	Instructional Processes / Pedagogy	ASCD Staff Development for members of secondary math teams	11/3-4/10, 4/13-14, 5/12/2011	11/3/10 thru 5/12/11	se M
Assessment_ Performance	TAKS-Alt. Participation	Curriculum_ Assessment	Monitoring / Evaluation of Curriculum Implementation	Staff development on student access to general ed curriculum through pre-requisite skills, participation requirement on TAKS ALT and TAKS M thru ESC presenter, Sharon Rutherford and Special Ed Director	November, 2010	11/1/2010	AF -Sj re ac as
Assessment_ Performance	TAKS-Alt. Participation	Instruction	Differentiation to Meet Needs	Clarification of terms: accomodation and modification for teachers and administrators	10/19/2010	on-going	Sp ,C; sp ev ac
Assessment_ Performance	TAKS-Alt. Participation	Instruction	Instructional Processes / Pedagogy	Staff development by Michael Pogue on Standard based IEP Goals to support student instruction and appropriate state assessment determinations.	10/19/2010	on going	M fu
Assessment_ Performance	TAKS-M Participation	Instruction	Instructional Processes / Pedagogy	Review participation criteria and updated language for TAKS-ALT and TAKS-M, PLAAFS Sharon Rutherford, ESC, AISD TAKS Coordinator	11 /2010 ESC and 10/19/10	on-going	ES or Di
Assessment_ Performance	TAKS-Alt. Participation	Instruction	Data Driven Instructional Decisions	Increase in monitor and disaggregation of TAKS ALT performance to determine progress from one complexity level to another	10/1/2010	on-going	sp be
Assessment_ Performance	TAKS-Alt. Participation	Curriculum_ Assessment	Monitoring / Evaluation of Curriculum Implementation	Laminated guidelines to of TAKS-ALT and TAKS-M to parents and ARD committee members to dialogue appropriate selection of the state assessment test	10/1/2010	on-going	Gu Cc Pa
Assessment_ Performance	TAKS-Alt. Participation	Instruction	Instructional Processes / Pedagogy	PIAAFS, Standard based Goals and TAKS-ALT/M guidelines sent with ARD Notice for informed parent decision making	11/1/2011	on-going	AF Gu

					District	
Performance Area Targeted	Indicator Description	Major Systems Targeted	Components	Strategies, Initiatives, and Activities	Start Dtae	Projected Completion Date
Completion	Graduation Rate	Other	Strategic Planning	Alvarado High School will be providing the KUDER aptitude test to all interested students. Certification opportunities will be expanded based on these needs. Communication regarding certifications as well as other CTE information will be added to the course guide and district website.	August 23, 2010	on-going
Completion	Nontraditional Course Completion Rate	Other	Strategic Planning	Alvarado High School will be developing a pamphlet for non-traditional student participation and more aggressively recruit students at the junior high.	November 1, 2010	February 21, 2011
Completion	RHSP/DAP Diploma Rate	Instruction	Active Learning	Alvarado High School hopes to add a new 4th year CTE math and science course as funding allows.	August 23, 2010	on-going
Assessment_Performance	TAKS Passing Rate	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	Alvarado High School plans to include CTE teachers in core curriculum C-Scope access. CTE teachers will continue to attend professional conventions for program updates including CTE TEKS alignment updates.	August 23, 2010	on-going
Assessment_Performance	TAKS Passing Rate	Academic_Support	Individualized Instruction	Alvarado High School will ensure individualized instruction for students by implementing the following strategies: Ensure ARD developed schedules delivered directly to counseling center; Add AIMSWeb for progress monitoring; Modify SST campus-based procedures for simplification; Provide additional SIOP training for new teachers and anyone interested; Add more tutors; Evaluate the SST process and our coordination of services and Pyramid of Interventions; Special Education Case Manager will attend weekly core teacher team meetings and conduct a meeting with all teachers as needed to discuss an individual student's need; Provide Accelus training (new 7-12 Math remediation program) to math teachers.	November 1, 2010	May 4, 2011

# ALVARADO I.S.D. IMPROVEMENT PLAN

## Continuous Improvement Plan Coordinated School Health (CSH)

**“Curriculum must be sequential, developmentally appropriate and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.”**

<b>DESIRED RESULT</b>	<b>ACTIVITIES</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>
<p>(Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)</p> <p><i>For noncompliance, note the indicator reference aligned to the desired result.</i></p>	<p>(Initiatives planned to achieve the desired result)</p>	<p>(Qualitative and/or Quantitative measures of student performance/ program improvement)</p>	<p>(Materials/supplies, fiscal, and personnel needed to implement activities)</p>	<p>Initial (Beginning) Interim (Formative) and Final (Summative) For evaluation purposes</p>
<p><b>Academic Performance:</b></p> <ul style="list-style-type: none"> <li>◦ Side-by-side chart of TAKS and FitnessGRAM (Tennis, Band, JROTC, Athletics, PE, and Dance)</li> <li>◦ Right brain/left brain functions</li> <li>◦ Positive attitudes with complexity of games tied to learning in classrooms</li> <li>◦ Self esteem and self image</li> </ul>	<p>Sit up, push ups, run stretching Increasing right brain/left brain activities Create situations where ALL kids can be successful and then encourage them Rewards (age appropriate) Fitness testing – set goals and chart progress</p>	<p>Increased academic performance</p> <p>Increased achievement on fitness testing</p>	<p>No monetary support needed</p>	<p>Daily</p> <p>Every six weeks</p>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>◦ Love of PE/Athletics (fun Activities)</li> <li>◦ Healthy kids come to school</li> </ul>	<p>Teacher participates and fun environment Promote healthy living in PE and Health</p>	<p>Increased attendance</p>	<p>No monetary support needed</p>	<p>Daily</p>
<p><b>Academic Disadvantaged (At Risk):</b></p> <ul style="list-style-type: none"> <li>◦ Usually excel in PE</li> <li>◦ Positive attitudes with complexity of games tied to learning in classrooms</li> </ul>	<p>Create situations where ALL kids can be successful and then encourage them Meeting individual student needs (mods/adaption etc...)</p>	<p>Increased achievement by academic disadvantaged</p>	<p>No monetary support needed</p>	<p>Daily</p>