

Alvin Independent School District

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



Board Approval Date: November 14, 2014

Mission Statement

The mission of the Alvin Independent School District, the center for public education, is to offer exemplary programs enabling all students to possess the ability to learn for the rest of their lives and become productive citizens.

Vision

Alvin ISD is a dynamic learning organization committed to excellence for all students and every program.

Core Beliefs

- Trusting relationships in a safe and caring environment are vital to an innovative learning organization.
- A learning organization focused on excellence will continually transform to best suit the needs of our students and community.
- Through community support and engagement, quality public schools build and preserve a healthy democratic society.
- Every student is uniquely capable and deserves to be provided engaging, challenging and meaningful work.
- Each student should be empowered to realize the opportunities that they have as 21st century learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alvin I.S.D. contains twenty-three campuses and serves students from the cities of Alvin, Liverpool, Manvel, Iowa Colony, Pearland and Rosharon. Alvin I.S.D. was established on May 28, 1925 and serves predominantly middle class families. The district serves 19,700 students from Pre-Kindergarten to 12th Grade. Five years ago 16,069 students were served by the district, which is an increase of 23%.

The student population is 15% African-American, 30% White, 9% Asian, 44% Hispanic, 51% male, and 49% female with a low socioeconomic status of 50%. The staff population is 9% African-American, 63% Anglo, 24% Hispanic, 20% male and 80% female with an average of 9.6 years of experience. The instructional staff includes 99.8% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

The district had a 90.3% graduation rate for the Class of 2013 with a drop-out rate of 2.2%. The average daily attendance rate for students in 2013-2014 was 96.3%. There were a total of number discipline referrals for 2013-2014 was 4,687, which is a decrease of 5% from last year.

The district serves 3,141 English Language Learner students and 1,784 students in the Gifted and Talented program (49% males and 51% females), 1,873 students served through special education program and 414 homeless students.

Demographics Strengths

- The district is a fast growing district, approximately 800 students each year.
- The district has a diverse student population.

Demographics Needs

- Clearly defined process for opening elementary, junior high and high schools
- The district faces challenges meeting the academic, social and emotional needs of a fast growing LEP population.

Student Achievement

Student Achievement Summary

State of Texas Assessments of Academic Readiness (STAAR) are tested in the core subject areas—reading, writing, mathematics, science, and social studies. The number of tests taken each year varies depending on the student’s grade level. As with previous testing programs, the state is phasing in the passing standards. The Level II passing standards will be a multi-year process until the final standard is implemented. The phase in approach was adopted as a result of the significant increase in the rigor of the STAAR program. The phase-in will provide Alvin ISD with time to adjust instruction, provide additional staff training, and close knowledge gaps. In 2012-13, the state launched a new accountability system. For 2013-14, the district **Met Standard** on all four performance indices; Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Index 1: Student Achievement

Index 1 provides a snapshot of performance across subjects for districts and campuses. All STAAR tests taken in the district are combined to calculate an overall passing standard percentage. Alvin ISD's overall STAAR performance for each subject is shown in the chart below.

2014 STAAR Level II Performance

Subject	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ Disadv	ELL
Reading	76%	76%	69%	81%	92%	86%	63%	68%	61%
Math	80%	77%	76%	83%	95%	85%	65%	73%	74%
Writing	71%	78%	63%	73%	92%	80%	55%	61%	58%
Science	83%	82%	78%	90%	96%	89%	70%	77%	63%
Social Studies	74%	73%	66%	79%	91%	76%	55%	63%	34%

This was the third year that the STAAR program was administered at the elementary, junior high and high schools.

- Student achievement in STAAR Reading decreased when compared to last year.
- Student achievement in Math also decreased slightly over last year.
- Student achievement in Writing increased significantly over last year for all students across programs and ethnicities.
- Scores in Science declined compared to last year, most significantly in 8th grade.
- Overall student achievement in Social Studies is lower when compared to last year's data.

Index 2: Student Progress:

Student progress is measured from year to year in Index 2 of the State Accountability System. Alvin ISD scored 39 points in overall progress, which is 23 points higher than the State target of 16, but one point below the State average of 40.

Index 3: Closing Performance Gaps:

Index 3 emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity groups at the campus or district level. In 2014, the state evaluated the Hispanic and American Indian ethnicities because these two groups were the lowest performing groups in 2013. Alvin ISD scored a 40 points in this index, which is 12 points higher than the State target of 28, and 2 points higher than the State average of 38. This index evaluated the amount of students performing at the Satisfactory (Level II) and Advanced (Level III) Levels.

Index 4: Postsecondary Readiness:

Index 4 emphasized the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military. Areas that are evaluated in Index 4 include STAAR scores, Graduation Rates, Graduation Plans, and College-Ready Graduates. Alvin ISD scored 73 points in Index 4, which was 16 points above the State target and 4 points above the state average.

Student Achievement Strengths

- Extensive Professional Learning opportunities provided throughout the district
- literacy collaborative framework for instruction in the elementary and junior high grades
- District developed Curriculum, Scope and Sequence
- District development Curriculum Based Assessments

Student Achievement Needs

- Maintain District Met Standard accountability rating
- Decrease the number of System Safeguards not met
- Closing the achievement gaps between all ethnicities
- Increase the number of students meeting STAAR Progress measure

- Vertical alignment of training and strategies for continuity in expectations of teachers
- Increase the ACT/SAT scores

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Human Resource and Professional Learning Department is focused on recruiting and hiring qualified staff and providing training opportunities for all our staff. Alvin ISD has a formal induction program for all teaching staff new to the district as well as ongoing support during their first and second year. Professional learning is planned throughout the district to meet the needs of students and staff. District wide Professional Development on Alvin's Engaged Learning Model and other district initiatives is purposefully developed and planned. Alvin ISD strives to keep salaries and benefits above state averages and competitive to surrounding districts. The Human Resources Department is continuing to become as “paperless” as possible and reviewing workflow for efficiency.

Staff Quality, Recruitment, and Retention Strengths

- Alvin ISD attends many minority universities and high volume of job fairs for fall and spring.
- HR allows a variety of district personnel to attend job fairs such as aspiring administrators, A.P.s, Principals, Coordinators and Directors.
- AISD hosted three Support Personnel job fair for maintenance, transportation, police officers, child nutrition, and purchasing to recruit staff.
- AISD implemented a new applicant tracking system for job postings and hiring process. This system enables our job postings to be advertised nationwide.
- AISD offers a 403 B Plan/Matching Attendance Incentive to all employees.
- AISD offers several Health Insurance choices including a Health Savings Account plan and a physician telephone service.
- Offering of scholarships for paraprofessionals and teachers wanting to work on masters to go back to college by the Alvin ISD Education Foundation.
- Clear vision on the foundational elements of Alvin’s Engaged Learning Model
- High level of capacity at the district level for current initiatives.
- Clear direction to support the current year’s professional learning plan.

Staff Quality, Recruitment, and Retention Needs

- Increase hiring of bilingual/ESL teachers.
- Explore e-contracts as next steps for Resources paperless initiative.
- Develop an accountability system for professional develop.
- Ensuring quality professional learning for all trainings, district and campus.
- Long range professional learning plan.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Alvin ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. The curriculum is written by our curriculum specialists and teams of teachers to specifically address the needs of our students. We ensure that the curriculum is written from the state standards, or TEKS. We have common district assessments that are used across all campuses and aligned directly with the curriculum. Simulation tests are given periodically in each core subject area to assess the strengths and weaknesses of students' mastery of the standards. Data from all tests are used by teachers to reteach, tutor, and provide enrichment when necessary.

Curriculum, Instruction, and Assessment Strengths

- The Alvin ISD curriculum is a living document that is revised as needed to best support instruction for the needs of our students
- Curriculum specialists in all core content areas
- Curriculum councils led by curriculum specialists
- Campus administrative support of sending teachers to work on district curriculum teams
- Decision-making pertaining to curriculum revisions is a collaborative effort
- District assessments are written by curriculum specialists and teacher experts and are revised annually to reflect curriculum changes
- Strong district Academics department that works collaboratively to meet student and teacher needs
- Overall district philosophy that our curriculum should support students being prepared for their future with an emphasis on 21st century skills

Curriculum, Instruction, and Assessment Needs

- Revise the current curriculum to support the implementation of the Engaged Learning Model.
- Continue training in Engaged Learning Model with campus administrators and teachers to strengthen classroom instruction through student engagement.
- Continue to provide Forethought for all K-12 teachers.
- Continue to meet with principals, teachers, and curriculum specialists to disaggregate CBA and SIM results in Instructional Meetings.
- Develop a curriculum management plan.
- Continue Thinking Maps and Building Academic Vocabulary implementation in K-12 classrooms.
- Continue the implementation of Sheltered Instruction Plus in all K-12 classrooms.
- Continue to implement the 50/50 dual language model for K-5 bilingual classrooms.
- Provide staff development on research-based techniques to increase academic achievement of ELL students in all content areas.

- Continue AVID (Advanced via Individual Determination) at AHS and MHS for students in the academic middle and first in family to attend college.
- Continue to implement AVID at all junior high campuses.
- Implement AVID at Mark Twain Elementary and Don Jeter Elementary.
- Regularly monitor campus completion rate data and work collaboratively with high school campuses on effective drop-out strategies.
- Implement Dropout Prevention program for identified at-risk 9th graders.
- Review and update the GT scope and sequence for primary and elementary pull-out classes.
- Review AP data (AP test scores, individual teacher reports, instructional planning reports) and use AP instructional planning reports to revise Pre-AP/AP curriculum.
- Conduct campus AP data conferences with high school principals, lead teachers, department chairs and AP teachers.
- Continue the implementation of Performance Standards Projects.
- Continue the College Board PSAT/NMSQT Early Participation Program for all 10th and 11th grade students.

Family and Community Involvement

Family and Community Involvement Summary

The Alvin Independent School District is committed to parent involvement and will continue efforts to build trusting relationships with parents and families of Alvin ISD students. The district is committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. Alvin ISD will continue to explore preferred methods of communication for parents and increase parent participation in the school. The district will engage our parents through welcoming volunteer efforts, along with allowing increased opportunities for parents as decision-makers. Through research-based strategies, Alvin Independent School District will involve parents at all grade levels and assist with the successful transition for students and families from elementary through secondary education.

Family and Community Involvement Strengths

- A Parent and Community Involvement Coordinator that supports and implements effective, research-based parental involvement practices.
- Campuses throughout the district host a variety of events for our families to involve them in their children's education and develop a sense of community.
- Continue partnership with the National Network of Partnership Schools at John Hopkins University to organize and sustain excellent programs of family and community involvement.
- All the Elementary and Junior High Schools have an active PTO and/or have formed an Action Team for Partnerships to increase and/or improve practices of parental involvement.
- Campuses communicate information to parents through various means such as, telephone, e-mail, website, E-news, Parent Link, and social media (ex. Twitter & Facebook)
- Continue the implementation of Parenting Partners (national parent leadership and skill-building program) at ten of eleven Title I Elementary Campuses for the 2014-15 school year
- All the elementary bilingual campuses and two of four bilingual junior high campuses have attended, and will be implementing The Latino Family Literacy Program for the 2014-15 school year.
- Continue partnership with Alvin Family Community Center to offer ESL, and computer literacy classes.

Family and Community Involvement Needs

- Continue exploring and implementing innovative programs to increase the level of parental involvement in secondary education and to assist with students transitions from elementary to secondary schools.
- Find ways to increase participation rates for bilingual parents in PTOs and Action Teams.

- Make the ParentLink login information easier for parents to retrieve to maximize the use of the App.
- Offer training for staff on enhancing collaborative partnerships with culturally diverse families.

Technology

Technology Summary

Technology in Alvin ISD is considered an essential component of every student's education. As a learning organization committed to the success of every student, every day, Alvin ISD technology department is committed to maintaining the highest possible standards in hardware, software, and network capability for our staff and students. We currently provide hardware, software, and network resources to staff and students on every campus with multiple vectors for both hardware and software support. Our goal is to continue providing cutting edge resources to our staff and students to support the highest levels of student engagement and profound learning.

Technology Strengths

- Alvin ISD is particularly strong in networking infrastructure and hardware infrastructure present on every campus.
- Alvin ISD technology department has set a 21st century classroom standard that includes technology in every classroom including student computers, interactivity with projected media, document cameras, and campus wide wireless network support.
- Alvin ISD sets the highest possible hiring standards, securing excellent technicians for campus support, providing productivity training persons for both education and administrative staff, and in-class instructional technologist support for our teachers.

Technology Needs

- Provide professional learning on the SAMR to 10% of all teaching staff.
- Increase students Technology test scores that are enrolled in the Technology Application class by 5%.
- Continue to build an infrastructure that supports digital readiness in 100% of Alvin ISD classrooms as new campus are added.
- An increase in devices is needed to increase the student to device ratio for both instruction and online testing.
- Network infrastructure will need to continue to evolve and be replaced to ensure there are no information bottlenecks during the instructional process.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data





Parent/Community Data

- Community surveys and/or other feedback

Goals














Goal 1: Academic Performance: Student academic performance on state and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: District will meet or exceed the four indexes on the 2014-15 Accountability system; Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Review and monitor documentation from each campus to ensure that a comprehensive needs assessment was conducted;(a) using student performance data, and (b) evidence of measurable performance and that all 10 components of NCLB school-wide programs are implemented.	1	Deputy Superintendent of Academics, Executive Directors of Elementary and Secondary Education, Director of Accountability and Assessment, Director of Federal and Special Programs	Campus level needs assessments, PBMA documentation, Report findings returned to individual campuses				
2) Collaborate with Communities in Schools to provide personnel for supportive guidance, health, emotional and human services, for students and families (CIS: AHS, MHS, FVJH, MJH, HJH, AE, LFE, MTE, SLE, WDE) (ACE: JE, WDE- Year 4 of 5 // AJH, MTE, PM - Year 2 of 5)	2, 6, 9, 10	Director of Federal and Special Programs, Director of CIS, Campus Principals, CIS Staff	Campus CIP's, Staff Schedules, Schedule of activities, CIS annual evaluations				
Funding Sources: 211 - Title I-A - \$202500.00							
3) Ensure that the campus-level school personnel identify homeless students and youth by collecting Student Residency Questionnaires (SRQ) during the registration process or as identified by staff members and throughout the year as needed.	9, 10	School Completion Coordinator, Homeless Liaison, Coordinator of Counselors, Campus Counselors, CIS Personnel	PEIMS reports, Record of Homeless Students, SRQ's				
4) Monitor state assessment data for student achievement.		Executive Directors, Directors of Special Programs, Curriculum Specialists	District and Campus TPRS, District Benchmark Test Data				

System Safeguard Strategies 5) Conduct district instructional meetings after benchmarks - focused on instructional resources/strategies that will be used to improve student achievement		Executive Director of Elementary Education, Director of Elementary Curriculum, Curriculum Specialists	District and Campus Benchmark Test Data, surveys of teachers who attend, sign-in sheets				
6) Develop a 3-year Curriculum Plan to revise the curriculum to support ELM implementation		Executive Directors, Curriculum Directors	The plan that is created				
7) Implement Year One of the 3-year Curriculum Plan		All Academics Administrators, Curriculum Specialists	Completed 3 year Curriculum Scope				
8) Continue AVID at MT and implement the program at DJ.	9	Elementary Curriculum Director, Campus Administrators from MT and DJ	Summer Conferences Attendance, Campus Data submitted to AVID, Campus Meeting Agendas and Sign-In Sheets				
	Funding Sources: 211 - Title I-A - \$20000.00						
9) Increase drug and alcohol abuse awareness for all students (local funds)		Coordinator of Guidance & Counseling	District will meet or exceed state averages on the annual drug and alcohol survey; video and t-shirt participation				
10) Continue to implement Kelso's Choice program at all elementary campuses to teach students problem solving techniques and to prevent bullying (Local Funds)		Coordinator of Guidance & Counseling; campus counselors	Counselor lesson plans; evidence of posters in schools				
11) Implement the WHO program (We Help Ourselves) at some of the elementary campuses to provide child abuse prevention (Local Funds)		Coordinator of Guidance & Counseling; campus counselors	Counselor guidance lessons; dates of implementation				
12) Provide training for school counselors on the use of Naviance, College & Career planning tool, in order to help students plan their 4-6 year plans (Carl D Perkins (CTE) Funds)		Director of CTE; Coordinator Guidance & Counseling	Sign-in sheets, agendas				
	Funding Sources: 244 - CTE - \$5100.00						
13) Increase inclusive programs for children ages 3-5 by adding a PreK inclusion class and piloting two kindergarten inclusion classes. (Local Funds)	2, 7, 9	Coordinator of Special Education PBMS	indicator of 1 or 0				
14) Decrease annual dropout rate by extending the Options program to include overage/undercredit students		Coordinator of School Completion	Reduction in district annual dropout percentage				
	Funding Sources: 199 - HB 1						

15) Develop a plan to address the following areas: - Increase advanced academic opportunities such as dual credit, ATC, and locally articulated courses - Academically rigorous course work - CTE curriculum alignment with post-secondary curriculum (Education Fusion Consultant-\$10,000) (Textbook/Supplies-\$30,971.00)		CTE Director, Executive Director of Secondary Education, CTE Campus Administrators	CTE Curriculum Local Articulation Agreements Annual Evaluation of CTE Programs				
	Funding Sources: 244 - CTE - \$40971.00						
16) Implementing Project Lead The Way and Gateway to Technology curriculum to enhance Science, Technology, Engineering and Mathematics education. (PLTW and Gateway Agreements- \$9750.00) (PLTW/ Gateway Training- \$35,275.00)		CTE Director, PLTW, CTE Campus Administrators, STEM Teachers, PLTW Advisory Counsel	PLTW/GTT Contract, Advisory Roster, PLTW National Recognition				
	Funding Sources: 199 - HB 1 - \$0.00, 244 - CTE - \$45025.00						
17) Provide CTE Curriculum Specialist to ensure proper alignment of the CTE Curriculum to provide students with opportunities to participate in - CTSO Initiative - State Standards - Industry Standards"		CTE Director, CTE Curriculum Specialists, CTE Staff	Year at a Glance, Scope and Sequence, Curriculum Action Plan				
	Funding Sources: 244 - CTE - \$71852.00						
18) Develop a marketing plan to increase public awareness of CTE programs and to increase traditional and non-traditional student enrollment. - Career Pathway Cards - Career Extravaganza - Articles in local newspapers - Social Media		CTE Director, CTE Administrative Staff, District Public Information Officer, CTE Staff	Increased student participation agendas, Flyers				
	Funding Sources: 244 - CTE - \$71852.00						
19) Services (PRS) including Compensatory Education Home Instruction (CEHI) for pregnant students during prenatal and postpartum periods to help with academic, mental, and physical needs while staying in school.		PRS Directors, PRS Homebound Instructor, CTE Director, Counselors, Campus Administrators	PRS Data, Homebound Attendance, Child Care Enrollment				
	Funding Sources: 244 - CTE - \$71852.00						
20) Provide support to identified homeless students at non- title campuses	9	Homeless Liaison, Director of Federal and Special Programs	SRQ's				
	Funding Sources: 211 - Title I-A - \$2500.00						















21) Provide school-wide campus support for all Title I campuses including parent involvement (NCLB)	1, 2, 4, 6, 7, 8, 9	Director of Federal and Special Programs, Principals, Parent Involvement Coordinator	Campus Performance, Documentation of Training provided				
Funding Sources: 211 - Title I-A - \$2000000.00							
22) Provide extended opportunities to meet students needs in risk of failing core subjects, STAAR test, STAAR EOC. (Summer School // Extended Day // Saturday School)	9	Director of Federal and Special Programs, Summer School Principals, Campus Principals, Curriculum Specialists	STAAR Results, Promotion Rate				
Funding Sources: 199 - SCE-Comp Ed - \$350000.00							
System Safeguard Strategies 23) Systematic monitoring of academic progress and interventions for ELL graduating cohort.		ESL Liaisons / ELL Counselor/ Director Bilingual/ELL Department	Minutes from monthly meetings regarding attendance, grades, personal graduation plan and post-secondary plans				
System Safeguard Strategies 24) All elementary campuses will continue to implement the one-way 50/50 for elementary English Language Learners to increase academic classroom performance.		Consultants, Director of Bilingual Service, Bil/Instructional Coaches	Classroom observations, student data reports				
Funding Sources: 263 - Title III - LEP - \$23000.00							
25) Fund and facilitate Spanish Credit by Exam for Secondary ELL students		Director of ELL Services. Secondary ELL Instructional Coaches	Student results and earning Foreign Language credit.				
Funding Sources: 263 - Title III - LEP - \$2000.00							
26) Fund and facilitate student field trips to education and career fairs.		Director of Bilingual/ELL Services	Students' attendance rosters, participants evaluations				
Funding Sources: 263 - Title III - LEP - \$1500.00							
27) Provide resources to support students in residential facility.	9	Director of Federal and Special Programs	Resources purchased, purchase orders				
Funding Sources: 211 - Title I-A - \$500.00							
System Safeguard Strategies 28) Assign all Special Education students that are behind in credits a mentor for monitoring and intervention.		Special Education Coordinators, Campus Special Education Department Chairs	Monitoring and Intervention Documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Academic Performance: Student academic performance on state and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 2: District will meet or exceed state average on STAAR assessments in math, ELA, science and social studies.













Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide training and implementation resources for all new 5th grade Science teachers for STAAR interventions		Science Curriculum Specialist / Campus Administrator	Evidence of training through sign in sheets. Evidence of classroom implementation of intervention strategies through tutoring rosters/sign in sheets and tutorial lesson plans				
Funding Sources: 199 - SCE-Comp Ed - \$3000.00							
2) Provide training and implementation resources for all biology summer school teachers for students who did not receive Biology credit or passing scores on Biology EOC		Science Curriculum Specialist/Campus Administrators	Evidence of classroom implementation of strategies observed through summer school rosters and summer school lesson plans				
3) Provide Science curriculum training to all new to grade level K-5 teachers including implementation strategies for hands-on investigations, classroom management strategies, and supporting technology resources		Science Curriculum Specialist & District Trainers	Evidence of participation will be through grade level sign in sheets for each training. Evidence of classroom implementation of covered strategies will be through lesson plans and classroom walkthrough observations				
Funding Sources: 255 - Title II - \$5735.00							
4) Restructure STEPS resource program to increase effectiveness for both traditional and PBL classrooms. For 3rd - 5th grade, STEPS are also translated into Spanish		Science Curriculum Specialists	Electronic database of STEPS pages attached to Eduphoria that are TEKS specific				
System Safeguard Strategies 5) Provide training for reading/language arts teachers not previously trained at elementary in literacy collaborative strategies, including classroom organization, guided reading, interactive read alouds, and word study		ELA/Reading Curriculum Specialist, Design Coaches	Evidence of classroom implementation of literacy strategies observed through walk-throughs, training handouts/agendas				
System Safeguard Strategies 6) Continue to support computerized intervention programs to accelerate reading for students in at risk situations		Director of Federal & Special Programs	progress data from Imagine Learning				
Funding Sources: 199 - SCE-Comp Ed - \$219050.00							
System Safeguard Strategies 7) Provide professional development for all ELA and Bilingual / ESL teachers such as: Literacy Training, Abydos Literacy Learning, Sheltered Instruction Plus		Director of Professional Learning, Director of Bilingual, Directors of Curriculum & Instruction, and Curriculum Specialists	Classroom observations, attendance, data report				
8) Conduct training on the AISD Literacy Framework and instructional coaching for on-going and new design coaches		ELA Curriculum Specialist	Coaching observations and attendance sheets				

9) Provide after school and summer trainings on best literacy practices		Curriculum Specialist	Attendance Sheets				
10) Provide three-week Abydos Literacy Learning Institute to new teachers 6-12 while providing support for teachers becoming trainers or re-certifying		Abydos Site Director	Attendance Sheets				
	Funding Sources: 255 - Title II - \$30000.00						
11) Provide Primary/Elementary Literacy Institute for new teachers K-5		Curriculum Specialist	Attendance Sheets				
System Safeguard Strategies 12) Implement reading intervention classes at Junior High level to students who have not met or are at risk of not meeting state standards in reading/English		Secondary ELA Curriculum Specialist, Director of Secondary Curriculum	Student data reports and student enrollment				
System Safeguard Strategies 13) Continue use of and provide training as needed for elementary reading interventions (i.e. Leveled Literacy Intervention, fluency)		ELA/Reading Curriculum Specialist, Campus Reading Interventionist / RTI specialist	Data Reports				
	Funding Sources: 199 - SCE-Comp Ed - \$25000.00						
System Safeguard Strategies 14) Continue use of and provide training as needed for elementary reading interventions used for STAAR remediation.		ELA/Reading Curriculum Specialist, Campus Reading Interventionist/RTI specialist	Data Reports				
	Funding Sources: 199 - SCE-Comp Ed - \$10000.00						
15) Train High School Teachers on new literacy analysis and writing techniques		Secondary ELA Curriculum Specialist	Attendance Sheets and data reports				
16) Provide STAAR specific writing training for grades 4 and 7 including ESL teachers		ELA Curriculum Specialists, ESL/Bilingual Instructional Coach	Attendance Sheets, data reports, and PBMAS performance levels of 1 or below in Writing STAAR indicators				
System Safeguard Strategies 17) Provide training for Social Studies teachers in understanding the TEKS		Social Studies Curriculum Specialist	Evidence of classroom implementation of strategies observed through walk-throughs, training handouts/agendas, and PBMAS performance levels of 1 or below in Social Studies STAAR indicators				
System Safeguard Strategies 18) Provide training on incorporating effective strategies in the Social Studies classroom, including writing across the curriculum, integrating technology, and AVID strategies		Social Studies Curriculum Specialist	Evidence of classroom implementation of strategies observed through walk-throughs, training handouts/agendas, and PBMAS performance levels of 1 or below in Social Studies STAAR indicators				
System Safeguard Strategies 19) Continue to implement and monitor Social Studies Live! in elementary and intermediary Social Studies classrooms		Social Studies Curriculum Specialist	Evidence of classroom implementation of strategies observed through walk-throughs and campus trainings				

<p>System Safeguard Strategies</p> <p>20) Continue Do the Math and Do the Math Now programs to students who are at risk or have not met state standards in elementary and junior high schools</p>		<p>Math Curriculum Specialist</p>	<p>Increase in student scores from Pre to Post test within the programs Beginning and End Module Assessments</p>				
<p>Funding Sources: 199 - SCE-Comp Ed - \$30000.00</p>							
<p>System Safeguard Strategies</p> <p>21) Utilize Think Through Math, an online standards based resource that offers personalized tutoring in Spanish and English in 3rd through 9th grades</p>		<p>Math Curriculum Specialist</p>	<p>Students who successfully complete 30 or more lessons will score at a Level 2 or higher on STAAR</p>				
<p>System Safeguard Strategies</p> <p>22) Utilize Measuring Up "Insight" test bank to develop standards - aligned assignments including tests, homework, and problem solving activities in grades 1-8</p>		<p>Math Curriculum Specialist</p>	<p>Evidence of classroom implementations through standard aligned assessments</p>				
<p>System Safeguard Strategies</p> <p>23) Utilize the resource rich STAAR Mission in grade levels that had the greatest percentage of change in the Math TEKS</p>		<p>Math Curriculum Specialist</p>	<p>Evidence of classroom implementation of standard aligned activities and questioning through walk-throughs</p>				
<p>System Safeguard Strategies</p> <p>24) Provide content training to teachers prior to grading periods to aide in the implementation of the new Math TEKS</p>		<p>Math Curriculum Specialist</p>	<p>Evidence of classroom implementation of state standards observed through walk-throughs, training handouts, and agendas</p>				
<p>Funding Sources: 255 - Title II - \$6100.00</p>							
<p>25) Test Spanish-speaking students for qualification into Spanish IV AP program which allows students to achieve 4 Spanish credits in one academic year and possible college credit through success on AP Exam</p>		<p>AP Spanish Language teachers, Dept Chair & Lead Teacher</p>	<p>Ratio of students who test into the class vs. students who achieve multiple FL credits and score a 3 or higher on the AP Spanish Language Exam</p>				
<p>26) Provide QUIA resources and training for district FL teachers, which provides students with a platform to practice grammar and vocabulary for their selected Foreign Language and receive immediate, paperless feedback with multiple attempt and the opportunity to practice and troubleshoot for misunderstanding</p>		<p>FL teachers, Dept Chairs & Lead teacher</p>	<p>Student performance, QUIA use & student/teacher feedback</p>				
<p>27) Provide QUIZLET subscription for FL teachers, which gives all district FL students access to online technology to practice vocabulary, take assessments and reinforce material learned in class</p>		<p>FL teachers, Dept Chairs & Lead teacher</p>	<p>Student performance, Quizlet use & student/teacher feedback</p>				
<p>28) Provide programs and or services designed to improve and enhance the general education program for students . Including: Materials, Supplies, Services, Resources (Homeless / Title I Administrative / Parent Involvement Coordinator / Region IV)</p>	<p>1, 9, 10</p>	<p>Director of Federal and Special Programs, Director of Bilingual Programs, Principals, Curriculum Specialist, Homeless Liaison</p>	<p>Student files * District and state testing results * attendance records * discipline reports</p>				
<p>Funding Sources: 199 - SCE-Comp Ed - \$100000.00, 211 - Title I-A - \$73432.00</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: Academic Performance: Student academic performance on state and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 3: District will meet or exceed state averages in Hispanic and Economically Disadvantaged in the area of reading.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to keep campus principals and staff abreast of laws and guidelines governing the identification and tracking of and programming for at-risk students.	4	Lead Counselor, Director of Accountability and Assessment, Director of Federal and Special Programs	Presentations and Meetings, Agendas, Sign-in sheets				
2) Hire two Bilingual Reading Interventionists to support early literacy in grades K to 2nd		Director of Bilingual /ELL Services	Time and effort documentation, student progress, data.				
Funding Sources: 199 - SCE-Comp Ed - \$118512.00							
3) Rossetta Stone as language support for monolingual students in the Two Way Dual Language Program in Elementary and for non-English speaking students who are in their first year of US schools		Director of ELL Services	Students progress in learning the Basic Interpersonal Skills of the English language.				
Funding Sources: 263 - Title III - LEP - \$18000.00							
4) Provide Summer School Program for PK/K ELL students		Director of Bilingual/ELL Services, Bil/Instructional Coaches	Students' progress, PEIMS Report, Summer School Schedules				
5) Fund Instructional Coaches to support campuses and teachers who serve ELL students.		Director of Bilingual/ELL Services	Time and effort documentation, student progress, data.				
Funding Sources: 263 - Title III - LEP - \$125000.00							
6) Provide Students/Staff materials and resources to support instruction and second language acquisition		Director of Bilingual/ELL Services	Evidence that Demonstrates successful use of resources and materials in the classroom.				
Funding Sources: 263 - Title III - LEP - \$63417.00							
7) Provide students / staff materials and resources to support instruction for Spanish Reading Intervention (K-2nd)		Director of Bilingual / ELL Services	Student progress shown through DRA's and District Level Test				
Funding Sources: 263 - Title III - LEP - \$51556.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Academic Performance: Student academic performance on state and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 4: District will score at or above the state average on the ACT and SAT.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue AVID (Advancement Via Individual Determination) at AHS, MHS, all junior highs, and implement on an elementary level AVID/Rice University College Readiness Initiative Grant		Executive Director of Professional Learning and Student Engagement, Director of Advanced Academics, Secondary Advanced Academics Specialists	AVID Center/Rice University Grant evaluation of district data, event evaluations (conducted by University of Houston)				
2) AVID Summer Bridge Math Camps for incoming 7th and 8th graders		Junior High Math Curriculum Specialist	Mathematics test at the end of camp; number of participants that go into Pre-AP math classes in 7th, 8th				
3) Help all students plan for life beyond high school graduation: Provide information to students and parents regarding post-secondary options-Provide information to students and parents on financial aid and scholarships, - Guide students in accessing College Board resources		Advanced Academics Specialists, Secondary Counselors, College and Career Counselors, School Websites	Attendance at Parent PSAT meetings, 8th grade Parent Nights, College Night, classroom visits				
4) Continue to provide AVID tutoring for students in AVID classes		Director of Advanced Academics, Advanced Academics Specialists	Classroom observations, data on AP testing for AVID students				
5) Review AP data (AP test scores, individual teacher reports, AP Potential, Quick Start) and use AP Instructional Planning Reports to revise Pre-AP curriculum		Executive Director of Secondary Education, Director of Advanced Academics, Advanced Academics Specialists, counselors, AP teachers	College Board reports, AP Potential parent letters				
6) Provide an array of learning opportunities for K-12 students to include in-school and out-of-school student option choices, including: Science Fair, Junk Box Wars, Destination Imagination, Texas Future Problem Solvers, Invention Convention, Mars Rover Competition, SeaPearch, UIL Competition, Texas Performance Standards Projects, Hands-on Equations, Chess, Spelling Bee		Executive Directors of Secondary and Elementary Education, Director of Advanced Academics, Curriculum Specialists, GT/Advanced Academics Specialists, Campus Teachers	Science events, development of advanced products/performances, Product Fair, GT Students Performance record documentation, district competitions				

7) Require all Pre/AP teachers to attend approved summer institutes for College Board training (every 5 years), 30 hours of GT training plus annual 6 hour update for Pre-AP/AP, cluster teachers, and Dual Credit teachers (if teacher on record); administrators and counselors required Nature and Needs with Program Options		Director of Advanced Academics, GT/Advanced Academics Specialists, principals, counselors, and teachers	Teacher, administrators, and counselor certificates, attendance documentation				
8) College Board PSAT Early Participation Program for all 10th and 11th grades, plus AVID 9th grade		Executive Director of Secondary Education, Director of Advanced Academics, Advanced Academics Specialists, counselors, campus testing coordinators, classroom teachers	College Board reports				
9) Continue the College Board Advanced Placement Testing for students enrolled in AP classes		Executive Director of Secondary Education, Director of Advanced Academics, campus testing coordinators, counselors and principals	College Board reports				
10) Incorporate Humanities back into the MAP program (starting with 6th grade for '14-'15)		Director of Advanced Academics, MAP Coordinators, MAP teachers	6th grade Humanities curriculum				
11) Review and update scope and sequence for primary and elementary pull-out program/working with math elementary and junior high curriculum specialists to increase rigor, acceleration, and enrichment in cluster classes		Executive Director of Elementary Education, Director of Advanced Academics, GT Specialists, Math Elementary and Junior High Curriculum Specialists	Documents and lesson plans that show acceleration and enrichment				
12) Test all second graders with the Stanford 10/Arpanda 3 Achievement Test		Executive Director of Elementary Education, Director of Advanced Academics, Director of Bilingual and ELL, GT Specialists, and campus counselors and teachers	Testing Data				
13) Continue to provide advanced opportunities such as Academic UIL (2-5, 6-8, 9-12), Debate (9-12), Academic Decathlon (9-12), Quiz Bowl (9-12)		Directors of Advanced Academics, Bilingual and ELL, and Fine Arts	UIL Results				

14) Provide parent awareness of GT Program Design and Identification & Assessment Procedures	Director of Advanced Academics, GT/Advanced Academics Specialists	Attendance records at parent night presentations				
15) Provide the opportunity to participate in a parent association for the gifted and talented (SAGE-Supporting Alvin ISD Gifted Education)	Director of Advanced Academics, GT/Advanced Academics Specialists	Attendance records at officer meetings and quarterly parent meetings				
16) Provide support, training, materials, and services to identify underrepresented populations for the gifted/talented program.	Director of Advanced Academics, GT/Advanced Academics Specialists	Increase in identified underrepresented populations				
Funding Sources: 255 - Title II - \$1000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						












Goal 1: Academic Performance: Student academic performance on state and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 5: Increase ACT and SAT scores for students who are Economically Disadvantaged by 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct campus AP, PSAT/SAT/ACT data conferences with high school principals, curriculum specialists, department chairs, district administrators, and AP teachers		Director of Advanced Academics, Advanced Academics Specialists	Meeting attendance records, data reports, intervention plans				
2) Provide a SAT/ACT Pre-AP class at each comprehensive high school		Director of Advanced Academics, Advanced Academics Specialists, SAT/ACT classroom teachers	Comparison of SAT/ACT student scores before and after class				
3) Enhance college readiness of high school students for admission entrance assessments: ACT/SAT Prep Classes, National Merit Review Program for identified 10th grade students, Saturday AP Reviews, Rice U/Rocket AP Review, Duke TIP SAT/ACT Review, ACT/SAT Boot camps, Athletic Prep Classes		Director of Advanced Academics, Advanced Academics Specialists, AP teachers, Rice/U Grant, Learning Systems (NMRP)	Attendance records, College Board data reports, provide local media with scholar names				
4) Research the ACT Aspire testing for 8th grade students (Act/EXPLORE no longer available)		Executive Director of Secondary Education, Director of Advanced Academics, Advanced Academics Specialists, counselors, AP teachers	Results from possible pilot testing				
5) Expand opportunities for students to earn college credit while in high school through: Dual Credit, Advanced Placement classes, online classes, and advanced technical courses		Executive Director of Secondary Education, Directors of Advanced Academics and CTE, ACC and district counselors	Expansion of Dual Credit and CTE courses, enrollment of students in course options				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


Goal 2: Parental/Community Involvement: Alvin ISD will actively engage parents and the district communities in the education process of our students.

Performance Objective 1: A minimum of four parent nights will be held at each elementary to encourage parents to be exposed to the curriculum.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide information to parents and students (K-12) regarding: (1)benefits of Pre-AP/AP/Dual credit courses / advanced academics; (2) college and career planning tools (ie. Naviance); / college readiness and College Bard AP testing (3) Financial Aid/FAFSA	6, 10	Coordinator of Guidance & Counseling; campus counselors; ACC Academic Advisors, Executive Director of Secondary Education, Director of Advanced Academics, GT/Advanced Academics Specialists	Attendance at parent nights; presentations at campuses; enrollment numbers in Pre-AP/AP/Dual credit courses; sign-in sheets				
2) Increase parent usage of Naviance, college & career planning tool		College & Career Counselors; Lead Counselors; Coordinator of Guidance & Counseling; CTE staff Reports	will show increase in parent usage at all secondary campuses				
3) Encourage and provide parent workshops at individual campuses regarding reading with children, online resources, eBooks, homework strategies, and TEAMS.	6	Parent Involvement coordinator	Sign in sheet - Agendas				
4) Provide district wide opportunities for elementary, middle, and high school awareness sessions that cover topics such as ELM, attendance, graduation, STAAR testing, graduation plans, etc.	6	Parent Involvement Coordinator	Sign in forms and agendas for sessions.				
5) Support schools in providing educational resources for parents on their website.	6	Parent Involvement Coordinator	Updated Website with parent resources				
6) Assist schools on providing opportunities for parents to attend grade level/and or content specific meetings to share expectations and strategies.	6	Parent Involvement Coordinator	Agendas/ Invitations to parents showing specific topics and sessions offered at family nights				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							





Goal 2: Parental/Community Involvement: Alvin ISD will actively engage parents and the district communities in the education process of our students.

Performance Objective 2: An active Parent/Teacher Organization (PTO) and/or an Action Team for Partnerships (ATP) will be established at each elementary and junior high and will meet a minimum of four times during the school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide training to school's Action teams to help them understand the framework of the six types of involvement and how to apply the framework to reach specific school academic goals.	4, 6, 9	Parent Involvement Coordinator	Training sign in sheet, Training agenda, School's NNPS membership	✓			
	Funding Sources: 211 - Title I-A - \$8590.00						
2) Provide assistance and support to school's Action Teams by holding quarterly cluster meetings to share best practices and to discuss problems and solutions	4, 6	Parent Involvement Coordinator	Sign in forms and minutes for meetings.	✓			
3) Meet with or contact ATP leaders at least once a month	4	Parent Involvement Coordinator	Sign in sheet-Agenda	✓			
4) Conduct an end of the year celebration with all the schools' ATPs to share best practices, discuss and solve challenges, and continue planning. (Communications 500.00) (Local 500.00)		Parent Involvement Coordinator	Sign in Sheet - Agendas	●			
5) Conduct activities that assist ATPs with their work, such as presentations to teachers, families, school improvement teams, or others.	4, 6	Parent Involvement Coordinator	Sign in Sheet - Agendas	●			
6) Provide support for PTO presidents by holding bi-annual meetings to help them understand how to coordinate their efforts with school staff to help the school reach academic goals. (Communications 250.00)	4, 6	Parent Involvement Coordinator	Established PTOs as evidence by PTO membership	✓			
							

Goal 2: Parental/Community Involvement: Alvin ISD will actively engage parents and the district communities in the education process of our students.

Performance Objective 3: Increase the eNews subscriptions by 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Verify the current and increase the number of parent/guardians email addresses on file by helping parents obtain an email address and/or sign up for teams during school's open houses and family nights.	6	Parent Involvement Coordinator School Principals	Increased number of eNews subscriptions.				
2) Publish the Alvin Family Connection parent newsletter translated in English and Spanish and post it to the AISD website 4 times a year. Include a link in the newsletter for parents to sign up for eNews.	6	Parent Involvement Coordinator,	Newsletter posted to website. Keep track of # of visits to the newsletter's link. Feedback from parents and community.				
3) Add a "For Parents" tab to each elementary and high school website to provide web content with educational resources for parents. Include the link for e-News to this tab. (Communications 1,013.00)	6	Parent Involvement Coordinator, School's librarians	Keep track of # of visit to web content link, Feedback from parents				
4) Send the link for parents to sign up for e-News through the district 's Twitter and Facebook accounts twice a month. Encourage campuses to send the link from their Twitter and Facebook accounts twice a month.	6	Parent Involvement Coordinator.	Tweets Facebook Postings				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Parental/Community Involvement: Alvin ISD will actively engage parents and the district communities in the education process of our students.

Performance Objective 4: Increase parent involvement through adult education opportunities and parenting workshops by 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) CTE staff will engage parents and community members through activities: - CTE Elective Fair/Report Card Pick up - CTE Extravaganza - CTE Website/Twitter - Banquets/Awards Ceremonies - District Ag. Show		CTE Administrative Staff, CTE Staff, Campus Administrators, CTE College and Career Specialist	Agenda's, Flyers, Media Releases				
2) Increase CTE Business and Industry Partnerships: - Welding and Construction - Machining - Career Prep /Practicum Courses		CTE Administrative Staff, CTE Staff, Campus Administrators, CTE College and Career Specialist	Site Visit Documents, Job Placement Data, Advisory Committee Rosters				
3) Continue to provide and expand district-level activities that promote parent and community involvement (Great Clothes Swap, Health Fair, Volunteer Recognition, College Night) (Communications - 600.00) (Local - 1600.00) (Activities Fund - 500.00)	6, 10	Parent Involvement Coordinator, Director of Federal and Special Programs	Invitations, sign in sheets, parent and community feedback.				
4) Continue partnership with Alvin Family Community Center to offer ESL classes and Computer Classes for parents on the east side.	6, 10	Parent Involvement Coordinator, Director of Federal & Special Programs, Director of ESL/Bilingual Programs	Sign In sheets , Lesson plans, parent survey				
Funding Sources: 211 - Title I-A - \$30000.00, 263 - Title III - LEP - \$4000.00							
5) Continue partnership with Community in Schools and assist with provision of ESL and computer classes for parents at a new Community Center opening in Manvel in 2015	6, 10	Parent Involvement Coordinator, Director of Federal & Special Programs, Director of ESL/Bilingual Programs	Sign In sheets , Lesson plans, parent survey				
Funding Sources: 211 - Title I-A - \$700.00, 263 - Title III - LEP - \$7246.00							

6) Provide support to Title I Campuses to help them offer opportunities for parents to attend the Parenting Partners workshop at least once a year.	6	Parent Involvement Coordinator. Director of Federal & Special Programs	Sign In sheets , Lesson plans, parent survey				
	Funding Sources: 211 - Title I-A - \$2800.00						
7) Provide support to bilingual elementary and junior high campuses to offer opportunities for parents to attend the Latino Family Literacy project at least once a year.	6	Parent Involvement Coordinator. Director of ESL and Bilingual Programs	Sign In sheets , Lesson plans, parent survey				
	Funding Sources: 263 - Title III - LEP - \$1000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Teachers and Staff: Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.










Performance Objective 1: Maintain 100% Highly Qualified Staff by offering competitive salaries/benefits packages while using effective HR processes.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Recruit and Retain Highly Qualified Staff by providing materials and training to meet certification requirements.		Directors of HR and Program Specialist	HQ Report				
	Funding Sources: 255 - Title II - \$13000.00						
2) Recruit and retain diverse personnel & bilingual teachers through recruiting at colleges with a large diverse ethnic student population (NCLB 1,2,&3)		Directors of HR and ELL	Decreased number of Bilingual/ESL classroom personnel lacking Bilingual/ESL certification as noted through surveys and reports				
	Funding Sources: 255 - Title II - \$2000.00						
3) Update recruiting brochure to provide incentive information		HR Directors	Job fair sign-in sheets Recruiting brochure compiled and distributed to applicants				
4) Advertise salary and critical shortage stipends for ESL, Bilingual, Math, and Special Education		HR Directors	Conduct Surveys; all vacancies filled by highly qualified/certified teachers				
5) Continue recruiting Incentive - 401 Plan Apple Signing Bonus Critical Shortage areas: Junior High Math, Chemistry, Physics, Foreign Languages and non-stipend Special Education positions.		Assistant Superintendent of Human Resources	This hiring incentive will be advertised at all job fairs. A list of eligible new hires will be generated and sent to payroll for payment				
6) Continue yearly Stipends for Critical Shortage areas: High School math, ESL, Bilingual, and identified Special Education.		Assistant Superintendent of Human Resources	Stipends submitted				
7) Review and update staffing guidelines PK-12 (WASA)		HR Directors & Position Control	Equitable staffing among campuses				
8) Continue the implementation of New Salary structure		CFO of Finance; Executive Director of Human Resources; Position Control; Wage & Salary Coordinator	Updated Salary Structure and Salary Offer worksheet				
9) Continue the implementation of Applitrack System		HR Directors	Training sign-in sheets				
10) Explore "e-contracts" capabilities for future implementation		HR Directors & Certification Specialist	Attendance of information meetings regarding different options				

11) Host Auxiliary Job Fair		HR Directors	Hiring of transportation, maintenance, and Child Nutrition staff				
12) Gather, review, and analyze information from new hires and staff leaving the district		HR Directors	Tracking of Exit and hiring forms				
13) Bilingual/ELL support staff will attend conferences and receive trainings related to research and best practices for ELL students.		Director of ELL Services and Secondary ELL Instructional Coach	Session Registration, facilitate sessions that includes new learning.				
	Funding Sources: 263 - Title III - LEP - \$17000.00						
14) Increase the ability for multiple teaching assignments by paying the SBEC fee for the posting of new content areas added to teachers' certification in identified teaching areas.		Certification Specialist	New content areas added to teachers' certification				
15) Increase certifications in critical shortage areas by teachers attending test preparation sessions(s) for certification exams to meet/maintain highly qualified status.		Certification Specialist and Director of ELL Services	Session Registration, TeXes Results and Teachers Certification				
	Funding Sources: 211 - Title I-A - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 3: Teachers and Staff: Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

Performance Objective 2: Increase teacher attendance from previous year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District will continue to have the 401A Attendance APPLE Plan available for all employees that contribute to a 457 or 403b retirement plan		Director of Risk Management	Financial reports				
2) District will implement new TELADOC product for employees to utilize		Director of Risk Management	Employee participation list				
3) District will provide an annual Flu Program through partnership of pharmacy company		Director of Risk Management	Sign-in sheets				
4) District will explore Return to Work Program that includes a "transitional" duty when medical release includes restrictions.		Director of Risk Management	District reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Teachers and Staff: Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.








Performance Objective 3: 100% of district professional learning sessions will be documented in a centralized system.











Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Require all district trainings to be entered into Eduphoria Workshop		Department of Professional Learning and Student Engagement	Eduphoria Workshop				
2) Provide Eduphoria Workshop training for district employees.		Department of Professional Learning and Student Engagement	Eduphoria Workshop				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Teachers and Staff: Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

Performance Objective 4: 100% of teaching staff will receive professional development on Alvin's Engaged Learning Model.












Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide opportunities for all principals and staff to stay abreast of laws and guidelines governing the identification and tracking of and programming for at-risk students.	4	Coordinator of Counselors, Director of Federal and Special Programs	Presentations, Agendas, sign in sheets				
2) Provide ongoing professional development for all School Counselors (ie. Bullying, child sexual abuse, ASK Suicide training)		Coordinator of Guidance & Counseling	Session registration and attendance				
3) Provide support for assistant principals and school counselors through the AP/Counselor Academy		Coordinator of Guidance & Counseling; Professional Learning staff; Curriculum staff; Assistant Principals; Lead Counselors	Sign-in sheets; agendas				
4) Provide professional development for new school counselors (ie. TEAMS, SEAS)		Coordinator of Guidance & Counseling; Lead Counselors	Sign-in sheets; agendas				
5) CTE Junior High Teachers will receive training at state or local professional development conferences.		CTE Administrators, Campus Administrators, CTE Junior High Staff	Attendance Documentation				
6) Require that all CTE teachers attend professional development in their content area at least once every three years. (JH Training-\$2000.00)		CTE Administrative Staff, CTE Staff	Attendance Documentation				
Funding Sources: 244 - CTE - \$2000.00							

7) Provide ongoing professional development for campus and district personnel to support core instruction / ELM (Engage: Title I 78,509.00 Title II 76,968.00) (Coach for Design Title I 33,013.00 Title II 74,488.00) (*Title II TBD 42,066.00)Capturing Kids Hearts (Title I 206,589.00) (Title II 90,662.00)	2, 3, 4, 5, 9, 10	Ex Director of Professional Learning, Ex Director of HR, Director of Professional Learning, Director of Federal and Special Programs, Curriculum Specialist, Principals	In Service Schedules, Sign In Sheets, Agendas, Training Materials				
Funding Sources: 211 - Title I-A - \$318111.00, 255 - Title II - \$275184.00							
8) Provide ongoing professional development for campus and district personnel to meet all legal requirements.	4	Ex Director of Professional Learning, Director of Professional Learning, Director of Federal and Special Programs	Eduhero records				
Funding Sources: 255 - Title II - \$20000.00							
9) Provide opportunities for staff to attend CAMT Math conference. (2 per campus)	3, 4	Math Curriculum Specialist, Director of Federal and Special Programs	Certificate of Completion				
Funding Sources: 255 - Title II - \$6700.00							
10) Provide TEKS based curriculum training		Academic Department; Principals	Eduphoria Workshop				
11) Provide training that supports the development of Alvin ISD's Learner Profile.		Academic Department; Principals	Eduphoria Workshop				
12) Provide ESL TeXes training to support teachers needing ESL Supplemental Certification.		Director of ELL Services and Secondary ELL Instructional Coach	Session Registration, TeXes Results and Teachers obtaining ESL Certification				
13) Provide additional training to Sheltered Instruction Social Studies teachers in the area of Content Reading and Writing.		Elementary and Secondary Instructional Coaches, ELA Curriculum Specialists.	Evidence of classroom implementation of SI strategies and reading and writing in the SS classroom. Observations through walk-throughs, training handouts/agendas. PBMAS indicators of 1 or below				

14) Provide additional Writing training to Bilingual/ESL teachers.		Elementary ELL/Bilingual Instructional Coaches, Secondary ELL Instructional Coaches, ELA Curriculum Specialists	Training logs, data reports. PBMAS of 1 or below.				
15) Provide mentor-peer coaching support to new and inexperienced Bilingual/ESL and Sheltered teachers to assist them in accelerating the achievement of their students.		Elementary ELL/BIL Instructional Coach Secondary ELL Instructional Coach	Classroom observations, attendance, data report, observation logs, participant survey				
16) Provide training for prevention and awareness programs to support prevention education (ie. Drug and Social Media awareness)		Alvin ISD Police Chief and staff; Coordinator of Guidance Counseling; Community agencies (ie. BACODA, City of Alvin, NAMI Gulf Coast Center)	Session registration and attendance				
17) Provide training opportunities for CTE staff: - ESL teaching strategies - SPED Updates		CTE Director, CTE Curriculum Specialist, CTE Campus Administration, CTE Department Head, CTE Staff, SpEd Coordinators	PBMAS Scores, Agenda's and Sign In Sheets				
Funding Sources: 244 - CTE - \$1000.00							
18) Provide ELM design workshops for elementary, junior high, and high school. All pilot teacher and selected PBL teachers will collaborate in planning new projects and evaluating current implementation of PBL in the Science classroom		Science Curriculum Specialists	Evidence of success will include collaboration documents and implementation of created resources as seen in observational walk throughs and plans on Forethought or Estudio				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 3: Teachers and Staff: Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

Performance Objective 5: Provide a formal induction program to 100% of teaching staff new to Alvin ISD.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide year one and year two teachers a mentor.		Campus Coordinator; Mentor; Director of Professional Learning and Student Engagement	All year one and two teachers have an assigned mentor, as documented on the new teacher spreadsheet.				
2) Provide new to Alvin ISD experienced teachers (more than 2 years teaching) a buddy teacher.		Campus Coordinator; Mentor; Director of Professional Learning and Student Engagement	All experienced teachers new to Alvin ISD have an assigned buddy, as documented on the new teacher spreadsheet.				
3) Provide start of school new teacher induction program for all new teachers.		Executive Director of Professional Learning and Student Engagement	Eduphoria Workshop				
4) Provide access to Performance-based Academic Coaching Teams (PACT) to all teachers to assist in the facilitation of mentoring.		New Teacher Coordinator; Campus Coordinator; Director of Professional Learning	PACT Data				
5) Provide weekly teaching tips to all first year teachers.		New Teacher Coordinator	copies of communications through e-mail				
6) Ensure that all campuses have a trained campus coordinator to oversee the induction program at the campus level.		Campus Principal; Director of Professional Learning and Student Engagement	Campus coordinator identified on new teacher spreadsheet				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 4: Technology: Alvin ISD will invest in evolving technology and maintaining existing infrastructure in order to promote student engagement in the teaching and learning process.

Performance Objective 1: Provide professional learning on the Substitution Augmentation Modification Redefinition (SAMR) Model to 10% of all teaching staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide Professional Learning to every campus during staff or department meetings.		Technology Curriculum Specialists	Sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 4: Technology: Alvin ISD will invest in evolving technology and maintaining existing infrastructure in order to promote student engagement in the teaching and learning process.

Performance Objective 2: Increase the Technology test scores for students that are enrolled in the Technology Application class by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Use PBL curriculum in the Technology Application classroom.		Technology Curriculum Specialists	PBL Observation Inventory, Lesson Plans				
2) Provide a technology rich environment for classroom instruction.		Executive Director of Technology	Classroom Technology Inventory				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Technology: Alvin ISD will invest in evolving technology and maintaining existing infrastructure in order to promote student engagement in the teaching and learning process.








Performance Objective 3: Construct an infrastructure that supports digital readiness in 100% of Alvin ISD classrooms.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide professional learning for campus and district personnel to support up to date technology use / resources / services to support core instruction.		Ex Director of Technology, Director of Federal and Special Programs	Certificate of completion				
	Funding Sources: 255 - Title II - \$20000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Facilities: Facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.








Performance Objective 1: Increase facility maintenance work order efficiencies to:

- * Response within 24 hours for 80% of electronically filed work orders.
- * Completion within 72 hours for 85% of electronically filed work orders that do not include the ordering of parts from a vendor.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide staff with an electronic mobile handheld work order system.		Director of Maintenance, Maintenance Manager	Purchase Orders, Staff Responsible Use Policy Signatures				
2) Provide training to staff on electronic work order system.		Director of Maintenance, Maintenance Manager	Agendas, sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 5: Facilities: Facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.

Performance Objective 2: Reduce district work order volume per square foot by 5% compared to prior year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase preventive maintenance initiatives by performing routine system checks.		Director of Maintenance, Maintenance Manager, Manager of Mechanical Systems	PM checklist				
2) Provide campus staff with a Classroom Condition Checklist at the end of year. Staff will report back any repairs needed to be completed during the summer.		Director of Maintenance, Maintenance Manager, Manager of Mechanical Systems	Classroom Condition Checklist				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Facilities: Facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.

Performance Objective 3: Achieve Energy Star rating for 3 additional Alvin ISD campuses with 12 months.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Daily monitoring of campus electricity, water and gas consumption.		Energy Manager	Daily Consumption Data Reports				
2) Complete data entry, verification procedures, and submit through Portfolio Manager all campuses that qualify for Energy Star Certification.		Energy Manager	Energy Star Rating Awards				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 6: Fiscal Responsibility: Alvin ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

Performance Objective 1: The District's Financial Reports demonstrate increased transparency through expanding financial reports beyond reporting compliance requirements. Transform budget manual to include the 1 page required approved page and more than 400 pages of data by campus and student expenditures/budgets. Increase audit to include additional 10 tables of 10-year data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Submit enhanced CAFR reports which incorporate 1st year comments from rating agencies		Director of Finance	Meet compliance of increased reporting requirements				
2) Communicate to all stakeholders about financial impacts for potential bond transactions and tax rate implications		Chief Finance Officer	CAC committee reports, Budgeting Workshops				
3) Communicate about financial impacts of revenue and expenditures		Director of Finance	AISD Monthly Financial Reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








Goal 6: Fiscal Responsibility: Alvin ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

Performance Objective 2: Alvin ISD will manage the staffing process to balance the need for additional educational resources with the financial resources available by implementing Weighted Alvin ISD Staffing Allocations (WASA) to keep payroll budgets below 83% of overall budget.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Expand WASA to include ADAPT, ASSETS, and new departmental structures		Human Resource Directors, Position Control & Budgeting	2015-16 Budgeting Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Fiscal Responsibility: Alvin ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

Performance Objective 3: The district will meet the following spending requirements: Special Education - 52%, Career and Technology - 58%, Gifted and Talented - 55%, Compensatory - 52%, Bilingual Education - 52%

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Review revenue projections and expenditure targets every quarter.		Budget Coordinator	Expenditure Reports				
2) Audit payroll coding for district staff to determine compliance with actual job responsibilities.		Human Resource Directors, Position Control Analyst	Audit Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	5	Conduct district instructional meetings after benchmarks - focused on instructional resources/strategies that will be used to improve student achievement
1	1	23	Systematic monitoring of academic progress and interventions for ELL graduating cohort.
1	1	24	All elementary campuses will continue to implement the one-way 50/50 for elementary English Language Learners to increase academic classroom performance.
1	1	28	Assign all Special Education students that are behind in credits a mentor for monitoring and intervention.
1	2	5	Provide training for reading/language arts teachers not previously trained at elementary in literacy collaborative strategies, including classroom organization, guided reading, interactive read alouds, and word study
1	2	6	Continue to support computerized intervention programs to accelerate reading for students in at risk situations
1	2	7	Provide professional development for all ELA and Bilingual / ESL teachers such as: Literacy Training, Abydos Literacy Learning, Sheltered Instruction Plus
1	2	12	Implement reading intervention classes at Junior High level to students who have not met or are at risk of not meeting state standards in reading/English
1	2	13	Continue use of and provide training as needed for elementary reading interventions (i.e. Leveled Literacy Intervention, fluency)
1	2	14	Continue use of and provide training as needed for elementary reading interventions used for STAAR remediation.
1	2	17	Provide training for Social Studies teachers in understanding the TEKS
1	2	18	Provide training on incorporating effective strategies in the Social Studies classroom, including writing across the curriculum, integrating technology, and AVID strategies
1	2	19	Continue to implement and monitor Social Studies Live! in elementary and intermediary Social Studies classrooms
1	2	20	Continue Do the Math and Do the Math Now programs to students who are at risk or have not met state standards in elementary and junior high schools
1	2	21	Utilize Think Through Math, an online standards based resource that offers personalized tutoring in Spanish and English in 3rd through 9th grades
1	2	22	Utilize Measuring Up "Insight" test bank to develop standards - aligned assignments including tests, homework, and problem solving activities in grades 1-8
1	2	23	Utilize the resource rich STAAR Mission in grade levels that had the greatest percentage of change in the Math TEKS

Goal	Performance Objective	Strategy	Description
1	2	24	Provide content training to teachers prior to grading periods to aide in the implementation of the new Math TEKS

Title I

Schoolwide Program Plan

A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I campus; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the STAAR Test.

This school-wide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school-wide program and revise the plan as necessary.

The emphasis in school-wide program campuses is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I.

The school-wide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented school-wide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

Campus allocations for title I Part A in Alvin ISD funds are determined by the number of students identified as low income from the AISD data on free and reduced lunch eligibility. Per Pupil amounts are provided at each campus with a minimum of 40% identified low social economic. Title I legislation also requires that a minimum of one percent of the funds be allocated specifically for parental involvement efforts.

AISD currently has 16 campuses that qualify at a Title I School-wide campus; 4 Jr. Highs, 11 Elementary campuses and 1 alternative campus.

Campus Administrators budget Title I, Part A allocations to support identified student needs for academic achievement. Common campus allocations include payroll for certified tutors, instructional materials, and research based instructional programs. Identified needs that are common for Title I, Part A campuses are budgeted and managed centrally for more fiscally responsible contracts for services and purchases and to provide specific services to campuses that would be difficult fiscally and programmatically for each campus to design and implement. Some of the centrally managed services currently in place for AISD Title I, Part A campuses are: Clothing Exchange, Title I Campus Representative Trainings, Parenting Partners Training, Partners for Communities in Schools, etc.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is conducted annually to aid in the planning process and is the driving force behind the district improvement plan. The activities we have conducted are as follows:

* Establishing a planning team composed of stakeholders in program planning and development of the No Child Left Behind (NCLB) Consolidated Application for Grant Funding. Stakeholders are included in the review of the needs assessment data, planning of the supplemental Federal and State programs that will be conducted by Alvin ISD in the upcoming school year, and in the development of the application for federal funding.

2: Schoolwide Reform Strategies

School-wide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students.

- Determine the skill level of K-12 students through the use of diagnostic assessments in all core curriculum areas.
- Examine the existing tiered intervention process and make recommendations for improvement based on research-based strategies.
- RTI committees in place on each campus to desegregate data and make recommendation for student placement and for strategies to be implemented school-wide.
- Identify scientifically-based research programs that increase the amount and quality of learning time.
- Desegregate the data by student populations to determine our programs effectiveness in meeting the needs of all our students.
- Principals will work in conjunction with Lead Counselor and Graduation Completion Specialist to identify, monitor and develop intervention strategies for student groups at risk of dropping out of school.

3: Instruction by highly qualified professional teachers

The annual highly qualified report will be submitted in November of 2014 to TEA to confirm these indicators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

A high qualified staff and professional development program is offered both through campus and district staff development initiatives. High quality, research-based professional development opportunities will be implemented in the comprehensive professional development plan. It will include Curriculum Development and Implementation, Best Practices, Technology and Legal Compliance. There will be emphasis on our Engaged Learning Model, Schletchy Design Qualities and Engage Strategies.

5: Strategies to attract highly qualified teachers

Addressing the needs of students requires a highly qualified staff that has experience and knowledge to address the unique issues inherent to our schools. AISD recruits highly qualified teachers and support personnel during the year on an as-needed basis. This is done through websites postings, and participation in job fairs. AISD offers in depth staff development, a 457b matching funds, and stipends for high need areas as well as we provide a mentoring program.

6: Strategies to increase parental involvement

Parental Involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. AISD utilizes a variety of practices, strategies, activities and programs that are designed to increase parental involvement.

- Interpreters are utilized to translate meetings and printed materials for our Spanish speaking parents.
- The district will actively recruit a diverse population of parents. Parents and community members will feel welcomed, valued appreciated and respected through opportunities to participate in meetings, committees, in surveys and in district and campus events.
- Campus and District meetings will make every effort to be scheduled at convenient times and locations. Public Notices will be posted and parents will be invited to attend.
- Example of programs: Watch DOGS, Open House, Theater Arts Programs, Meet the Teacher, Parent Involvement Conferences, Literacy Programs, Parenting Partners Classes, Volunteer Program, PTO, Booster Clubs, etc.
- We will strive to actively seek continuous feedback from parents about their students and parental needs.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Early childhood programs, including Pre-K, PPCD and Head Start, provide a foundation for later academic success, and effective school-wide programs. There is a concentrated effort to coordinate the professional development activities of kindergarten teachers and the Prekindergarten teachers in order to align the Pre-K and Kindergarten curriculum.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and our overall instructional program. These measures include gathering and analyzing data at both the District and Campus level. Further we utilize RTi Teams and Grade Level Teams to desegregate assessments and make recommendations specific to student needs.

Strategies include :

- Disaggregation of data with administrators, and specialists
- Staff development focused on the use of data
- Faculty and Staff participating in planning days to utilize the information gathered from the data
- Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work / responses to assessments.

- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Provide opportunities for teacher to receive professional development and collaboration on preparing ELM lessons.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Our School-Wide campuses plans activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels are provided with effective, timely additional assistance which includes measures to ensure that students difficulties are identified in a timely manner and to provide sufficient information on which to base effective assistance.

- * Analyze individual student data and / or student work to determine appropriate activities.
- * Provide for extended learning opportunities such as tutoring and summer school
- * Provide individual / Small group learning sessions
- * Incorporate computer assisted learning
- * Provide school counseling services
- * Link parents to appropriate resources such as : counseling services, out-reach programs, community agencies, etc.
- * Provide professional development in effective teaching strategies or best practices and implement strategies for appropriate activities * Provide a rich curriculum that includes real world connections and enrichment activities.

10: Coordination and integration of federal, state and local services and programs

Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human resources, organizational and facilities. Research shows the importance of monitoring the impact of this component to ensure that all students receive quality education, becoming academically proficient and reaching advanced levels of achievement.

Document Federal, State and Local services and programs such as

- Title Programs
- Comp Ed Programs
- Homeless Programs
- Violence Prevention Programs
- Adult Education
- Professional Development

- Recruitment and Retention of HQ Staff
- Document coordinated programs and services on the DIP to show the district has met the intent and purpose of each program

2014-2015 District Education Improvement Committee

Committee Role	Name	Position
Business Representative	David Bogan	Casa Ole
Business Representative	Jamie Headley	Realtor
Business Representative	Faisal Zackaria	Einstein Bros.
Classroom Teacher	Gwen Bray	Walt Disney Elementary
Classroom Teacher	Crystal Bryant	Red Duke Elementary
Classroom Teacher	Ashley Burns	Mary Marek Elementary
Classroom Teacher	Anita Chen	Laura Wilder Elementary
Classroom Teacher	Mark Crain	Nolan Ryan Junior High
Classroom Teacher	Laura Dantzman	RL Stevenson Primary
Classroom Teacher	Mandy Donnelly	Harby Junior High
Classroom Teacher	Retta Donoho	Hood-Case Elementary
Classroom Teacher	Amanda Garcia	Passmore Elementary
Classroom Teacher	Steve Glimore	Alvin Junior High
Classroom Teacher	Sandra Gonzalez	Don Jeter Elementary
Classroom Teacher	Randy Guikema	ASSETS
Classroom Teacher	Amy Hasse-Davidson	Alvin Elementary
Classroom Teacher	Jennifer Hiett	Mark Twain Elementary
Classroom Teacher	Amanda Jaramillo	Savannah Lakes Elementary
Classroom Teacher	Joanne Light	Rodeo Palms Junior High
Classroom Teacher	Stacey May Polasek	Fairview Junior High
Classroom Teacher	Myra Sanders	Glenn York Elementary
Classroom Teacher	Marliese Stokmans	Longfellow Elementary
Classroom Teacher	LouAnn Vasquez	Alvin Primary
Classroom Teacher	Leah Webb	EC Mason Elementary
Classroom Teacher	Barbara Wells	Manvel High School

Community Representative	Krishna Buford	Community Member
Community Representative	Lety Valle	Community Member
District-level Professional	Tommy King	Interim Superintendent
District-level Professional	Carol Nelson	Director of Human Resources
District-level Professional	Ana Pasarella	Parent Involvement Coordinator
District-level Professional	Brent Shaw	Director of Accountability and Assessment
District-level Professional	Jennifer Valdez	Executive Director of Elementary Education
District-level Professional	Dr. Elizabeth Veloz-Powell	Deputy Superintendent of Schools
District-level Professional	Christy Weddington	Special Education Coordinator
Parent	Jennifer Burris	Alvin High School Parent
Parent	Herman Fluitt	Manvel High School Parent
Parent	Elizabeth Powell	Duke Elementary Parent
Parent	Irma Rubio	Alvin Elementary Parent
Parent	Margarita Singh	Nolan Ryan Junior High Parent