

**Alvarado Independent School District**  
**Alvarado Elementary South**  
**2023-2024 Goals/Performance Objectives/Strategies**



# Mission Statement

The mission of Alvarado Elementary South is to ensure high levels of learning and student success.

## Vision

Our vision is that we expect excellence in all things.

## Value Statement

In order to achieve excellence, we are committed to:

- Using academic language and complete sentences
  - Striving for continuous improvements
- Creating a learning environment that promotes respect and positive interactions
  - Incorporating technology as a tool for new learning
  - Engaging students to learn at high levels
  - Differentiating instruction with high quality curriculum
- Empowering students to take ownership of their learning
  - Encouraging accountable talk and rigorous thinking
- Encouraging collaboration to ensure deeper understanding
- Connecting lessons to students' prior experiences and future learning
- Providing a classroom environment that promotes mutual respect and high expectations

## Planning Timeline: Year 3 of 5

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

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# Goals

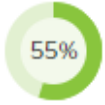




**Goal 1:** The percent of 3rd grade scholars that score meets grade level or above on STAAR Math will increase from 60% to 74% by June 2025.

**Performance Objective 1:** By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR Math will increase from 39% to 70% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** District CTBA data  
State STAAR Math data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educators will utilize iXL Diagnostic as a universal screener for all scholars in grade K-2.  <b>Strategy's Expected Result/Impact:</b> Scholars will increase level of mastery of math concepts.  <b>Staff Responsible for Monitoring:</b> Classroom educators K - 2, Campus Administration</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Educators will implement iXL and small group instruction as a math intervention support for Tier II and Tier III scholars.  <b>Strategy's Expected Result/Impact:</b> Scholars will increase level of mastery of math concepts.  <b>Staff Responsible for Monitoring:</b> Classroom educators K-2, Campus Administration</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			





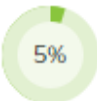

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Educators will implement Go Math as our core math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will increase mastery in math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom educators K - 2, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

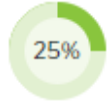






**Goal 2:** The percent of 3rd grade scholars that score meets grade level or above on STAAR Reading will increase from 45% to 65% by June 2025.

**Performance Objective 1:** By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting grade level performance on STAAR Reading will increase from 46% to 52% by 2024.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educators will utilize mClass as a universal screener for scholars in grades K-2.  <b>Strategy's Expected Result/Impact:</b> Scholars will increase level of mastery of reading concepts.  <b>Staff Responsible for Monitoring:</b> Classroom educators K-2, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Educators will implement Istation, Lexia Core 5, Freckle and small group instruction as reading intervention supports for Tier II and Tier III scholars.  <b>Strategy's Expected Result/Impact:</b> Scholars will increase level of mastery of reading concepts.  <b>Staff Responsible for Monitoring:</b> Classroom educators PK-2, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Educators will implement Gomez and Gomez best practices during RLA instruction.  <b>Strategy's Expected Result/Impact:</b> Scholars will increase level of mastery of reading and writing concepts.  <b>Staff Responsible for Monitoring:</b> Classroom educators PK-2, Campus Administration, Instructional Services</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			









Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Educators will utilize Star Renaissance Reading/Early Literacy assessment as a monthly screener for K-2 scholars.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will increase mastery of reading concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom educators K-2, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Educators will utilize SAAVAS and Reading Horizons during whole group RLA instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will increase mastery of phonics and reading concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom educators K-2, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** By implementing scholars Military exposure or opportunities to participate in AP, CTE, Dual Credit courses/certifications or other rigorous courses, CCMR will increase from 77% to 80% by 2024.

**HB3 Goal**

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

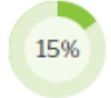

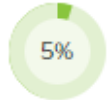





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educators will utilize SAAVAS and Scholastic social studies curricula to expose scholars to various careers and post-secondary options.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will have increased exposure to post-secondary options.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Educators Pre-K - 2, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Scholars will participate in a career dress-up day to explore future post-secondary options.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will have increased exposure to post-secondary options.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Educators Pre-K-2, Campus Administration, Auxiliary Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

**Performance Objective 1:** By implementing the district curriculum and using a variety of instructional strategies to strengthen core, scholars will participate in one STEAM project by 2024.









**Evaluation Data Sources:** Lesson Plans  
 STEAM Database  
 STEAM Projects

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educators will utilize the Stemscoptes science curriculum with fidelity.  <b>Strategy's Expected Result/Impact:</b> Scholars will participate in a STEAM project.  <b>Staff Responsible for Monitoring:</b> Classroom Educators</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Scholars will participate in a STEAM Day where they participate in STEAM activities based on the Science curriculum.  <b>Strategy's Expected Result/Impact:</b> Scholars will participate in a STEAM project.  <b>Staff Responsible for Monitoring:</b> Classroom Educators PK-2, Campus Administrators, Auxiliary Staff</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** By implementing social emotional learning opportunities, educators and scholars, will build on three of the five competency skills (Self-awareness, Self-management, Social-awareness) by 2024.







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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educators and scholars will participate in events, such as Growth Mindset Week, throughout the year to increase Social Emotional Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators and scholars will increase in three of the five competency skills.</p> <p><b>Staff Responsible for Monitoring:</b> Social Workers, Classroom Educators, Campus Administration, Auxiliary Staff</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Educators and scholars will participate in Character Counts lessons to increase Social Emotional Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators and scholars will increase in their ability to identify feelings, self-regulate, and create a positive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Social Workers, Classroom Educators, Campus Administration, Auxiliary Staff</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** By providing a "Parent and Family Engagement Liaison" representative at each campus, educators and parents, will increase parent involvement and communication to better meet the needs of all scholars.




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







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educators will increase parental communication in the scholars' home languages.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental communication and involvement to meet the needs of all scholars.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Educators, Campus Administration, Auxiliary Staff, Parent and Family Engagement Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative		
	Nov	Feb	May
	 40%	 70%	
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 6:** English as a Second Language scholars, in 4th - 8th grades, will improve academic performance on STAAR Reading from 48% to 70% by June 2025.

**Performance Objective 1:** By implementing supplemental curricula, instructional materials, educational software, and/or assessment resources for teachers of bilingual and ESL students, the percentage of students meeting grade level performance on STAAR Reading will increase from 50% to 65% by 2024.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Bilingual educators will utilize Bee Readers during SLA instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Bilingual scholars will increase level of mastery of reading concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Classroom Educators, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Educators will implement Istation, tutoring, and small group instruction as reading intervention supports for Tier II and Tier III bilingual scholars.</p> <p><b>Strategy's Expected Result/Impact:</b> Bilingual and ESL scholars will increase level of mastery of reading concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Classroom Educators, Campus Administration, Tutor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Spanish literature will be added to the campus library.</p> <p><b>Strategy's Expected Result/Impact:</b> Bilingual scholars and educators will have the opportunity to check out books in Spanish from a larger variety.</p> <p><b>Staff Responsible for Monitoring:</b> Library Aide, District Librarian, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
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