

Alvarado Independent School District
Alvarado Intermediate School
2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated



Public Presentation Date: March 4, 2024

Mission Statement

We will motivate, inspire and empower **learners today.....leaders tomorrow!**

Vision

The Alvarado Intermediate community will consistently apply a growth mindset with character to accomplish EXCELLENCE for all.

Value Statement

We will engage learners through differentiated instruction.

We will collaborate vertically and horizontally.

We will provide positive feedback to parents and students.

We will use technology as a tool to increase student learning.

We will increase higher level questioning.

We will teach students to be respectful, responsible, problem solvers.

We will create meaningful and positive relationships with each student.

Planning Timeline: Year 4 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, 2023-2024, is year four 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 high leverage instructional strategies and high quality instructional materials in tier one instruction, the percentage of 3rd, 4th, and 5th grade scholars meeting grade level performance on STAAR Math will increase to 70% by May 2024.

HB3 Goal

Evaluation Data Sources: District CTBA data
Fall and Spring Interim Assessment data
State STAAR Math data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will provide initial training in all high quality curriculum provided to educators for core instruction. A curated list of high quality instructional materials will be shared for use in instruction through the 2023/2024 school year.</p> <p>Strategy's Expected Result/Impact: Educators will effectively utilize high quality instructional materials in daily tier one instruction. Scholars will be exposed to high quality instructional materials throughout the year, resulting in increased learning.</p> <p>Staff Responsible for Monitoring: Educators, Campus Administrators, District Instructional Services Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>

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 2: By implementing WIN time interventions and RTI educator support, the percentage of scholars in 3rd, 4th, and 5th grade meeting grade level performance on STAAR Math will increase to 70% by May 2024.

HB3 Goal

Evaluation Data Sources: Star Renaissance math monthly assessments
 District CTBA data
 Spring Interim Assessment data
 State STAAR Math data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educators will plan consistent WIN time interventions during content PLC meetings, using core curriculum, Star Ren or Measuring Up materials.</p> <p>Strategy's Expected Result/Impact: Educator use of high quality instructional materials will positively impact student academic growth.</p> <p>Staff Responsible for Monitoring: Educators, Campus Leadership Team, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>

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 high leverage instructional strategies and high quality instructional materials in tier one instruction, the percentage of 3rd, 4th, and 5th grade scholars meeting grade level performance on STAAR Reading will increase to 70% by May 2023.

HB3 Goal

Evaluation Data Sources: District CTBA data
 Fall and Spring Interim Assessment data
 State STAAR Reading data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gomez and Gomez training and Kagan cooperative learning structures training will be provided to all faculty, resulting in the use of high leverage instructional strategies during tier one instruction.</p> <p>Strategy's Expected Result/Impact: Faculty will implement Gomez and Gomez high value strategies, along with Kagan cooperative structures during tier one instruction.</p> <p>Staff Responsible for Monitoring: Instructional Services, Educators, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>

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 2: By implementing the district curriculum, WIN time interventions, and RTI educator support, the percentage of scholars in 3rd, 4th, and 5th grade performing at "on grade level", as measured by Star Renaissance monthly assessments, will increase to 90% by May 2023.

Evaluation Data Sources: Star Renaissance monthly assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement teacher led small group lessons during "What I Need" (WIN) time daily for at least thirty minutes.</p> <p>Strategy's Expected Result/Impact: Educators will provide a targeted interventions to remediate at-risk students using high quality resources, like core curriculum materials, Star Ren, or Measuring Up.</p> <p>Staff Responsible for Monitoring: Educators, Content Leads, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>

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 Gomez and Gomez instructional strategies, scholars will increase in necessary college readiness skills, critical thinking, collaboration, reading, writing, and relationship building, which will result in 70% of 3rd, 4th, and 5th graders meeting grade level expectations across all STAAR assessments by May 2023.

HB3 Goal

Evaluation Data Sources: District CTBA data
 Spring Interim Assessment data
 State STAAR Reading data
 Star Renaissance monthly reading assessment data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gomez and Gomez training and Kagan cooperative learning structures training will be provided to all faculty, resulting in the teaching of high leverage college readiness skills, critical thinking, collaboration, reading, writing, and relationship building.</p> <p>Strategy's Expected Result/Impact: Faculty will implement Gomez and Gomez high value strategies, along with Kagan cooperative structures during all instruction for all scholars.</p> <p>Staff Responsible for Monitoring: Instructional Services, Educators, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>

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

Performance Objective 1: By implementing district adopted STEMscopes science curriculum across 3rd, 4th, and 5th grade, scholars will participate in at least one STEAM project by May 2024.

Evaluation Data Sources: Educator Lesson Plans
STEMscopes Curriculum Outline

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use STEMscopes curriculum resources to plan STEAM projects as part of high quality tier one instruction. Strategy's Expected Result/Impact: Educators will have access to high quality STEAM projects to integrate in tier one instruction. Staff Responsible for Monitoring: Instructional Services Science Coordinator, Science Educators, Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: High quality instructional materials are not used consistently across the campus. Root Cause: Educators lacked training and direction for using district purchased high quality instructional materials.</p>

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 provided by the campus social worker, counselor, administrators, and educators, both educators and scholars, will build on at least three of the five competency skills (Self-awareness, Self-management, Social-awareness), as measured by survey data, by May 2024.

Evaluation Data Sources: Character Counts usage data
 Social Worker and Counselor Observations
 Student discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educators will lead Character Counts social and emotional lessons daily during a designated fifteen minute SEL time.</p> <p>Strategy's Expected Result/Impact: Scholars will build on at least 3 of the 5 competency skills as a result of daily SEL lessons/discussions.</p> <p>Staff Responsible for Monitoring: Educators, Social Worker, Counselor, Administrator.</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: High quality instructional materials are not used consistently across the campus. Root Cause: Educators lacked training and direction for using district purchased high quality instructional materials.</p>

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: Through active communication and education, the "Parent and Family Engagement Liaison" representative will increase parent involvement and communication by May 2024.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communication of school events will be shared via weekly Study Buddy newsletters and social media. Communication of academic information will be shared via newsletters and progress monitor reports sent home each grading period.</p> <p>Strategy's Expected Result/Impact: Clear expectations are communicated for staff and families. Both ongoing student academic progress and information on school events will be communicated by both print and digital sources.</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Liaison, Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Perceptions
<p>Problem Statement 1: Parent volunteer programs need to be rebuild after COVID. Root Cause: COVID required that in person interactions, like volunteering on campus, be shut down.</p>

Goal 6: Emergent bilingual scholars, in 4th - 8th grades, will improve academic performance on STAAR Reading from 48% to 70% by June 2025.

Performance Objective 1: By implementing high leverage instructional strategies and high quality instructional materials in tier one emergent bilingual instruction, the percentage of 3rd, 4th, and 5th grade emergent bilingual scholars meeting grade level performance on STAAR Reading will increase to 70% by May 2023.

HB3 Goal

Evaluation Data Sources: District CTBA data
 Fall and Spring Interim Assessment data
 State TELPAS
 State STAAR Reading data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educators in bilingual classrooms will plan ESL instruction daily during WIN time.</p> <p>Strategy's Expected Result/Impact: Quality ESL instruction for an hour daily will improve scholar academic outcomes.</p> <p>Staff Responsible for Monitoring: Bilingual educators, District bilingual education coordinator, Campus Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>

School Processes & Programs







Problem Statement 1: High quality instructional materials are not used consistently across the campus. **Root Cause:** Educators lacked training and direction for using district purchased high quality instructional materials.

Goal 6: Emergent bilingual scholars, in 4th - 8th grades, will improve academic performance on STAAR Reading from 48% to 70% by June 2025.

Performance Objective 2: By implementing Gomez and Gomez program in bilingual classrooms to fidelity, 70% of emergent bilingual 3rd, 4th, and 5th graders will meet grade level expectations across all STAAR assessments by May 2024.

HB3 Goal

Evaluation Data Sources: District CTBA data
 Fall and Spring Interim Assessment data
 State STAAR Reading data
 Star Renaissance monthly reading assessment data
 TELPAS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gomez and Gomez training will be provided to emergent bilingual educators, resulting in the teaching of high leverage college readiness skills, critical thinking, collaboration, reading, writing, and relationship building in the classroom.</p> <p>Strategy's Expected Result/Impact: Scholars will perform at high academic levels, leading to an increase in scores on state assessments like STAAR and TELPAS.</p> <p>Staff Responsible for Monitoring: Instructional Services, Bilingual educators, Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Scholars are not demonstrating mastery on year end assessments. Root Cause: Lack of consistent use of high quality instructional practices and materials.</p>