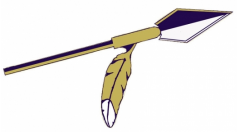
Alvarado Independent School District



Alvarado Junior High School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

Scanned from Alvarado ISD (8).pdf

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

LIFT

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 11

How many district staff members will be responsible for capacity building with this campus?

7

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Alvarado ISD has partnered with Lead4Ward to provide intense training for all tested subject area educators to guide analysis of actionable area to improve student performance and growth. The total cost of training is $51,450 and will be funded with Title I and Title II funds.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Grant funding will not be utilized to secure training and instructional materials.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Members of the Instructional Services Team (Math, ELA, Science and Social Studies) will attend PLCs at least once per week and greater frequency as deemed by the campus principal.

Wednesday Walks

Lesson Internalization

Model instructional practices during PLC
Additional Support for Teachers in Year 1 and Year 2
Protected time for PLCs
Add to agenda review of student data during Principal Meeting
Adjust level of support for campus based on student performance data

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

180

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	Monthly	Data from Common TEKS Based Assessments (CTBAs) will be utilized to determine academic achievement of scholars. Areas of deficiency will be identified and incorporated into WIN time for remediation.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Student growth will be monitored via Edugence. Starting with scholar goal-setting in all RLA and Math classes, teacher facilitates the tracking

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will implement a tiered system of academic supports to ensure students receive instruction and intervention aligned to their demonstrated needs. Students performing on grade level will continue to receive grade-level Tier 1 instruction, enrichment opportunities, and extension activities aligned to the district curriculum. Students performing below grade level will receive targeted support through WIN Time, tutorials, small-group instruction, and progress monitoring based on assessment data. Students requiring intensive support will receive individualized interventions through MTSS and SST processes with ongoing progress monitoring and review.

WIN Time will be used to provide targeted intervention and enrichment opportunities based on student performance data. Students will be grouped and regrouped using CBA results, formative assessment data, and progress-monitoring measures. PLC teams will review student data regularly to identify intervention needs, determine instructional responses, and monitor the effectiveness of supports.

Special populations, including students receiving special education services, emergent bilingual students, dyslexia services, and at-risk students, will receive supports aligned to identified needs through accommodations, specialized instruction, intervention services, and collaborative planning between support personnel and classroom teachers. Progress monitoring data will be used to evaluate student growth and inform instructional decisions.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content area.

How frequently will PLCs occur?

PLCs meet daily for 45 minutes

Who will facilitate PLCs?

Campus administrators facilitate PLCs

Who is required to attend PLCs?

6-8 Math Educators, 6-8 RLA Educators, 8 Science, 8 Social Studies and campus administrator

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

We use the PLC period to plan one unit of instruction at a time by focusing on one of the 4 PLC questions each day.

Upload PLC agenda (optional):

Adjusted PLC Cadence - Sheet1.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Lead4Ward	Brad Gibson	All teachers in tested subject areas and grade levels
Principal	Alvarado ISD and lead4ward are working together to provide high-quality professional development to teachers and leaders within the district. Training sessions include: How to Raise Your Campus Accountability Rating by a Letter Grade, Engaging Learners, Coaching and Modeling for Engaging Learners Strategies, Targeting Extended Response and Tier 1 Intervention. Training will also include a deep dive into data to provide analysis to bring clarity and identify actionable areas to improve student performance and growth to support a higher accountability rating.	Brad Gibson, Lead4Ward	Campus Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Alvarado ISD and lead4ward are working together to provide high-quality professional development to teachers and leaders within the district. Training sessions include: How to Raise Your Campus Accountability Rating by a Letter Grade, Engaging Learners, Coaching and Modeling for Engaging Learners Strategies, Targeting Extended Response and Tier 1 Intervention. Training will also include a deep dive into data to provide analysis to bring clarity and identify actionable areas to improve student performance and growth to support a higher accountability rating.	Brad Gibson, Lead4Ward	Assistant Principals and Instructional Services Team

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Novice and ineffective educators will receive more frequent coaching visits. District and campus leaders will participate in PLCs.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The Action Step tracker aligned with the Observation/Feedback coaching cadence will be used to evaluate implementation. The look fors are specific to the Observation/Feedback waterfall and prior coaching action steps.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Observations will vary depending on educator need.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The campus will provide supports to those supporting scholars in special populations by provided

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Establish & implement monitoring system of regularly scheduled coaching visits and observations focused on learning environment, instructional delivery, and monitoring and responding to students.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Dashboard will be shared and active within the team of administrators involved with the calibrated visits and monitored at weekly ILT meetings

Support Needed – What training, coaching, resources, or tools are required?

The tool required is the dashboard itself; will develop it based off of previous Obs/Feedback tracker and current practice to ensure it allows for alignment, accountability, and aggregation of data trends.

Milestone 2

Description – What specific action or deliverable will be completed?

Establish & implement a schedule in which Special Education educators will attend PLCs for RLA and math when not directly supporting scholars in the classroom to ensure opportunities to determine overarching concepts and priority standards.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

The master schedule and PLC invitations will be reflective of a schedule ensuring Special Education attend the scheduled PLCs. PLC agendas and minutes showing attendees.

Support Needed – What training, coaching, resources, or tools are required?

No training or coaching is needed; staffing currently vacant inclusion aide roles will assist in creating the space in schedule

Milestone 3

Description – What specific action or deliverable will be completed?

Establish and implement as part of existing PLC protocol opportunities for classroom educators to internalize and rehearse their lessons prior to execution.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

The PLC guide will serve as the artifact to outline how this protocol would be included. Meeting agendas with minutes will notate rehearsal, practice, and internalization opportunities.

Support Needed – What training, coaching, resources, or tools are required?

Utilizing instructional services as additional team members to model exemplar lessons will serve as a support to ensuring effective implementation.

Milestone 4

Description – What specific action or deliverable will be completed?

Establish and implement a data dashboard for each core educator to allow for timely data specific to scholar learning outcomes.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal & Assistant Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

The digital dashboards will be shared with educators and campus administrators. The dashboard maintenance will be notated in ILT meeting agendas and minutes as well as PLC meeting agendas and minutes.

Support Needed – What training, coaching, resources, or tools are required?

Access to Edugence to pull data

Milestone 5

Description – What specific action or deliverable will be completed?

Establish and implement a plan for all scholars to utilize the common tool for monitoring their own progress and goal setting and tracking their progress throughout the year, as facilitated by their math and RLA teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal & Assistant Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Maintained scholar goal setting sheets verified during classroom observations and in lesson plans.

Support Needed – What training, coaching, resources, or tools are required?

No additional resources or tools needed.

Milestone 6

Description – What specific action or deliverable will be completed?

Establish and implement a plan to review Observation/Feedback trackers monthly to determine trends and develop professional learning around the trend to be delivered at monthly staff meetings along with scheduled accountability walks.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and Assistant Principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

The tracker will be reviewed in the monthly ILT meeting and notated on the agenda and in the minutes.

Support Needed – What training, coaching, resources, or tools are required?

None.

Milestone 7

Description – What specific action or deliverable will be completed?

We will establish and implement a WIN time intervention period to support all scholars, including those below grade level and those served in our special populations. WIN time groupings will be adjusted at least every 6 weeks and as data and needs change.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal & Assistant Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

WIN time rosters will indicate adjustments to WIN groupings and schedules.

Support Needed – What training, coaching, resources, or tools are required?

Lead4Ward Think Along resources, IXL, and Freckle

Milestone 8

Description – What specific action or deliverable will be completed?

Complete 3 common TEKS based assessments per semester to adjust instruction and support. The data will be analyzed by item, student group, with established campus targets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and Assistant Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

CTBA data reviewed at weekly data PLC and monthly district data meetings, and included in meeting agendas and notes.

Support Needed – What training, coaching, resources, or tools are required?

Edugence will be used as testing platform and report generator.

Milestone 9

Description – What specific action or deliverable will be completed?

Establish and implement a weekly Data Driven Instruction cycle into the existing PLC framework to review scholar work, performance on learning targets, and to plan reteach and/or intervention accordingly.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Prinicpal

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC DDI Agenda and Notes from RLA, Math, Science, and Social Studies PLCs

Support Needed – What training, coaching, resources, or tools are required?

DDI retraining

Milestone 10

Description – What specific action or deliverable will be completed?

Instructional leadership team will meet monthly to review campus systems such as PLCs, accountability walks, observation feedback data, culture data

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal & Assistant Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Monthly meeting agendas and minutes

Support Needed – What training, coaching, resources, or tools are required?

Monthly calendar invites sent in advance.

Milestone 11

Description – What specific action or deliverable will be completed?

Support provided to 1st and 2nd year teachers through the TMT program. Mentors provide coaching over campus expectations and instructional best practices.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

TMT Mentor Logs

Support Needed – What training, coaching, resources, or tools are required?

Ongoing review of TMT logs

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus administrators will meet bi weekly to review data, trackers, and systems.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through Edugence, data dashaboard, and tracker reviews.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress will be reviewed weekly and monthly with district leadership in the form of data analysis, dashboard trends.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	77
Meets Grade Level	50
Masters Grade Level	25

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	79
Meets Grade Level	50
Masters Grade Level	22

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	54
Masters Grade Level	25

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

20

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

24

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

11

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—