Alvin Independent School District

District Improvement Plan

2025-2026

Mission Statement

Alvin ISD, a dynamic learning organization, is committed to excellence for each student and every program.

Vision

Each student, Every day.

Value Statement

- We believe students achieve their maximum potential when provided engaging learning opportunities.
- We believe parents expect excellence in educational experiences that will make each child's goals become achievable.
- We believe teachers create a safe and engaging learning environment that fosters the success of each student.
- We believe campus leaders establish a climate where everyone matters by creating a culture of pride and ownership in their schools.
- We believe the central office provides the foundation to equip staff with resources in a supportive environment so that each student has the opportunity to thrive.
- We believe the Board of Trustees engages the community to create an environment where excellence is prioritized to ensure each student reaches his or her maximum potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

OVERVIEW

Alvin Independent School District is comprised of thirty-six campuses, each dedicated to providing a comprehensive and enriching educational experience for our students. In addition to these campuses, we are proud to offer a College and Career Academy, which is designed to prepare students for post-secondary success by equipping them with the necessary skills and knowledge for both college and career pathways.

Our district serves a diverse student population from the cities of Alvin, Liverpool, Manvel, Iowa Colony, Pearland, and Rosharon. This geographical reach allows us to foster a rich community of learners who benefit from the varied cultural and socioeconomic backgrounds present within our district.

Established on May 28, 1925, Alvin I.S.D. has a long-standing tradition of serving predominantly middle-class families. This history is a testament to our commitment to providing quality education and supporting the growth and development of our students and their families.

Currently, Alvin I.S.D. serves over 30,000 students ranging from Pre-Kindergarten to 12th Grade. This extensive range allows us to cater to the educational needs of our students at every stage of their academic journey, ensuring that they receive the support and resources necessary to succeed.

STUDENT DEMOGRAPHICS

The student population for 2024-25 was 27% African-American, 19% White, 10% Asian, 40% Hispanic, 51% male, and 49% female with a low socioeconomic status of 51%.

The district had a 98.4% graduation rate for the Class of 2023, which was 1.4% higher than the Class of 2023. The average daily attendance rate for students in 2024-2025 was 95.1%, which was 0.2% higher than the previous year.

The district serves 4,941 Emergent Bilingual students, 3,181 students in the Gifted and Talented program, 4,621 students served through the special education program and 316 homeless or unaccompanied students.

STAFF DEMOGRAPHICS

The staff population for 2024-25 was 21% African-American, 46% White, 29% Hispanic, 21% male and 79% female with teacher's averaging 10.4 years of experience in education and 5.8 years of experience with the district. The instructional staff includes 100% Highly Qualified teachers and 100% Highly Qualified

paraprofessionals.

Demographics Strengths

STRENGTHS

The district is a fast growing district, enrolling more than 300 students than the previous year.
The district has a diverse student and staff population.
The district has 100% Highly Qualified teachers and paraprofessionals.

Student Learning

Student Learning Summary

The State of Texas Assessments of Academic Readiness (STAAR) are assessments given in the core subject areas–reading, mathematics, science, and social studies. The number of tests taken each year varies depending on the student's grade level. Starting in 2018-19, the state began assigning letter rating labels to all districts and campuses to replace the labels used from 2013-2018 (Met Standard, Improvement Required, Met Alternative Standard, and Not Rated). For 2020-21, STAAR assessments were given for the first time since 2019, but all campuses and districts were assigned a rating of ***Not Rated: Declared State of Disaster*** because of the COVID-19 pandemic. The state continued the assigned ratings in 2022. The district was rated a B (82).

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.

2025 STAAR EOC Approaches Grade Level Standard Performance

Subject	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	Econ Disadv	EB (current)	Special Education
All Subjects	80%	79%	75%	86%	95%	87%	73%	73%	73%	50%
RLA	82%	82%	77%	86%	94%	89%	74%	75%	73%	49%
Math	77%	74%	71%	83%	94%	83%	69%	68%	72%	48%
Science	85%	82%	81%	91%	97%	91%	79%	80%	79%	57%
Social Studies	80%	77%	75%	85%	95%	88%	72%	72%	67%	54%

<u>Strengths</u>

The data above depicts the following strengths for the assessments in 2025:

- The district 2025 STAAR scores increased in all subject areas compared to 2024.

- The district increased the Met GL or Above in all subject areas.
- The district Masters GL increased in all subject areas.

District Processes & Programs

District Processes & Programs Summary

The departments of Human Resources and Professional Learning are 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 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 work flow for efficiency.

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 coordinators 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. Curriculum Based Assessments 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.

Alvin ISD consists of 21 elementary schools, 9 junior high schools, 5 high schools and a College and Career Center. Twenty-three of the 35 campuses have at least 40% of students from low-income families run a Title I School-Wide Program. Campuses are ranked in order based on the number of students who qualify as economically disadvantaged. The poverty criteria used to select campuses that have at least 40% of students from low-income families is based on the free and reduced enrollment count from the October snapshot date. These campuses receive additional federal funds to help ensure that all students meet state academic standards. All campuses also receive State Compensatory Education funds. These funds are targeted at students identified as being at-risk of dropping out of school. All funds are supplemental and are intended to increase academic achievement and reduce the drop-out rate of identified students. Additionally, Alvin ISD receives federal funds under Title 3, ESSER, Perkins, and IDEA (Individuals with Disabilities Education Act). Title 3 funds support students served in the bilingual/ESL program and IDEA funds support students who receive special education services. Perkins funds support Career and Technical Education. ESSER funds are in response to the COVID pandemic and are intended to address learning loss, support social-emotional needs and ensure a safe return to the school environment for all students.

District Processes & Programs Strengths

- Alvin ISD attends many minority universities and a 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 a district job fair for all departments and campuses.
- We continue to use Applitrack as the applicant tracking system for job postings and hiring process. This system enables our job postings to be advertised nationwide.
- AISD offers a 401a 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 or go back to college by the Alvin ISD Education Foundation.
- High level of capacity at the district level for current initiatives.
- Clear direction to support the current year's professional learning plan.
- AISD recruits future teachers at our high schools by offering a letter of intent for interview and a Resolution letter for a teaching job to students through our IPPE classes.
- AISD offers many recruiting incentives such as self-funded insurance, district issued laptop and competitive salaries/stipends.
- The Alvin ISD curriculum is a living document that is revised as needed to best support instruction for the needs of our students.
- Curriculum Coordinators in all core content areas
- Instructional Coaches for core content areas at each campus
- Instructional Coaches for emergent bilingual students and students who receive special education services.
- 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 coordinators and teacher experts and are revised annually to reflect curriculum changes
- Overall district philosophy that our curriculum should support students being prepared for their future with an emphasis on 21st century skills
- Emphasis on building district culture of literacy by working closely with campus ELA instructional coaches and principals to increase structured reading and writing activities across all grade levels
- Curriculum preview sessions held prior to each grading period to give teachers an opportunity to preview upcoming standards and instructional techniques
- Instructional support meetings each semester to identify priority standards for each content area so that teachers can be supported in developing ongoing formative assessment tools to assess students' progress on mastering the priority standards
- Systems in place to meet student academic and behavioral needs.
- Continued development of campus and district processes.
- District and Campus Staff protect and support uninterrupted time of instruction.
- Ongoing review of at risk student achievement through common assessments.

Perceptions

Perceptions Summary

Alvin ISD's commitment to providing a safe, caring, and high-quality learning environment is supported by the coordinated work of multiple operational departments. Together, these teams ensure that students and staff benefit from secure campuses, reliable transportation, well-maintained facilities, and responsive services. These efforts are intentionally aligned with the district's Strategic Plan and the priorities funded through the 2024 Bond, ensuring that operational improvements directly support student success, community trust, and long-term growth.

From school safety initiatives to strategic facility planning, every department plays a role in building the strong foundation our students need to thrive. This includes proactive safety measures, advanced training for staff, mental health awareness, and investments in the infrastructure that keeps our district running efficiently in one of the fastest-growing regions in Texas.

AISD believes in offering a wide variety of student and parent activities for involvement. Several measures have been put into place for the district to track and respond to concerns in a timely manner. The district uses "Let's Chat" at the district and campus levels to encourage two way electronic communication, continued our annual survey of parents, students, and staff as well as have open communication with parents at the campus and district level.

Perceptions Strengths

District-Wide Operational Highlights:

- **Safety and Police Services** –
  - All campuses staffed with Alvin ISD Police Department officers or security personnel, ensuring a visible and trusted safety presence.
  - Comprehensive officer and emergency team training in **CRASE (Civilian Response to Active Shooter Event)**, **Stop the Bleed**, and **mental health awareness protocols**, strengthening the district's ability to respond to both safety threats and student wellness concerns.
  - Deployment of **weapons detection systems** at large events and random campus screenings, in line with the district's Strategic Plan priority on safe learning environments.
  - Bond-funded upgrades to secure vestibules, campus access control, and expanded camera coverage at all campuses.
- **Mental Health & Student Support** –
  - Operational staff trained to recognize early signs of mental health concerns and follow established referral processes to connect students with campus support teams.
  - Safety and police personnel work closely with Student Services to coordinate responses to behavioral health needs.
- **Transportation Services** –
  - Implementation of advanced routing tools (Infofinder, Zonar) to improve efficiency, reduce ride times, and enhance parent communication.
  - Introduction of **student RFID bus rider ID cards** to improve ridership tracking and student safety.
  - Addition of air-conditioned buses to ensure comfort during high-heat conditions.
  - Driver training expanded to include student behavior management, emergency response, and customer service.

- **Maintenance & Operations** –
  - Commitment to **APPA Level 2** maintenance standards for facilities and grounds, ensuring clean, safe, and functional environments for learning.
  - Preventive maintenance programs in place to reduce unplanned outages and extend the lifespan of district assets.
  - Bond-funded facility upgrades, including safety improvements, modernization projects, and capacity expansions to meet enrollment growth.
- **Construction Services** –
  - 2024 Bond projects strategically located to serve high-growth areas such as Manvel and Iowa Colony, based on demographic projections.
  - All new facilities incorporate secure vestibules, traffic flow improvements, and enhanced learning spaces.
  - Close coordination with architects, contractors, and campus leaders to minimize disruption during active construction.
- **Demographics & Strategic Planning** –
  - Continuous monitoring of enrollment trends, housing developments, and city/county planning data to anticipate growth and guide future bond planning.
  - Use of demographic data to align new facility locations, capacity expansions, and transportation adjustments with student needs.
- **Community Engagement & Responsiveness** –
  - “Let’s Chat” system used at the district and campus levels to ensure timely responses to parent and community concerns.
  - Regular updates to the Board of Trustees and the public on safety measures, operational improvements, and bond project progress.

Goals

Goal 1: Teaching and Learning

Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: District will increase the Average Daily Attendance by 0.2% from previous year.

High Priority

Evaluation Data Sources: 6 weeks ADA reports and EOY TSDS ADA report

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Collaborate with Communities in Schools to provide personnel for supportive guidance, health, emotional and human services. **Strategy's Expected Result/Impact:** Increase attendance by 0.2% from the previous year. **Staff Responsible for Monitoring:** Executive Director of Federal Programs **Funding Sources:** - 211 - Title I, - 199 - SCE, - 289 - Title IV				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Facilitate effective transitions for students from elementary to middle grades and middle grades to high school by providing a transition day for Kinder, 6th, and 9th grade students at the beginning of the school year prior to the first school day for all other grade levels. **Strategy's Expected Result/Impact:** Increase campus attendance by 0.2%. **Staff Responsible for Monitoring:** Executive Directors of Elementary and Secondary Education, Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Continue with the District Attendance Committee meetings to facilitate campus attendance best practices. **Strategy's Expected Result/Impact:** Increase district attendance by 0.2% **Staff Responsible for Monitoring:** Chief of Accountability and Assessment				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Celebrate the campuses with Attendance Awards each 6 Weeks reporting period. **Strategy's Expected Result/Impact:** Friendly campus competition will create more awareness to improving student attendance. **Staff Responsible for Monitoring:** Chief of Accountability, Chief of Communications				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 2: District will meet or exceed the Board approved HB 3 Early Literacy, Math and CCMR goals for All Students.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR RLA and Math and CCMR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: District will provide the Alvin ISD READy Program to support early literacy and math goals. **Strategy's Expected Result/Impact:** Preschoolers with show academic progress from pre-test to post-test. **Staff Responsible for Monitoring:** Director of Family and Community Engagement **Funding Sources:** - 211 - Title I - 461 Activity Funds, - 199 - Local Budget, - 461 - Activity Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Continue to provide STEM enrichment through the Alvin ISD STEM Bus to elementary age students in order to promote greater interest in STEM Subjects **Strategy's Expected Result/Impact:** Visit all at least 10 Title 1 Elementary Schools during the school year and all the Elementary Summer Schools to provide hands on STEM Learning experiences aligned with classroom instruction. **Staff Responsible for Monitoring:** Director of Family and Community Engagement **Funding Sources:** - 461 - Activity Funds, - 199 - Local Budget, - 211 - Title I, - 289 - Title IV				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Special education data will be monitored every 4-6 weeks. Based on the data, district special education coordinators and specialists with meet with campus administration to provide direct support for campus improvement. **Strategy's Expected Result/Impact:** Increased academic achievement for special education students. **Staff Responsible for Monitoring:** Director of Special Education Coordinators of Special Education **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: District will provide special education instructional specialists to support teacher implementation of specially designed instruction for students EE-12 through professional learning, modeling, coaching, and feedback through classroom visits. **Strategy's Expected Result/Impact:** Improved special education instructional practices Improved student achievement **Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Support computerized learning and intervention programs for core subjects for all students, including emergent bilingual, special education, and at-risk students. **Strategy's Expected Result/Impact:** Progress Data from Imagine Learning (math and JH reading). Progress data from I-Ready Reading (K-5th grade). Progress Data from I-Ready Math (JH Math). Progress data from IXL (HS Math); Usage data from Discovery Education. Progress data from Lexia (3-8 grade). Progress Data Unique Learning Systems (SPED Alternative Curriculum K-12). **Staff Responsible for Monitoring:** Executive Directors of Curriculum, Director of Special Education, Executive Director of Federal Programs **Funding Sources:** - 199 - Local Budget, - 199 - SCE, - 289 - Title IV				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: District will ensure the availability of CTE Programs of Study to all students, with a focus on boosting CCMR outcomes, developing employable skills, and promoting industry-specific literacy and math skills. Industry Based Certification tests will be provided to all students in designated courses. A CTE Program Specialist position has been added to assist with technical dual enrollment and work-based learning coordination. **Strategy's Expected Result/Impact:** Increased CCMR outcomes. **Staff Responsible for Monitoring:** Executive Director of CTE				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: All Kindergarten through 3rd grade teachers will successfully complete face to face training of the Texas Reading Academy (formerly HB3 TRA) to support early literacy development for all students. Progress will be monitored and classroom visits and feedback cycles will be provided to support the ongoing implementation of new learning. **Strategy's Expected Result/Impact:** Increased performance to achieve HB3 Literacy Goals. **Staff Responsible for Monitoring:** Executive Director of Curriculum (RLA) & TRA Curriculum Coordinator				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8: Professional development and resources will be disseminated to all campuses to optimize our Multi-Tiered System of Support (MTSS), to support more responsive and effective interventions and remediation tailored to the individual learning deficits of all Tier 2 and Tier 3 students **Strategy's Expected Result/Impact:** Increased student achievement in Reading and Math **Staff Responsible for Monitoring:** Executive Director of Curriculum				

Strategy 9 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9: Reading data (local) will be monitored every 4 to 6 weeks and state assessment data every quarter (iReady/TX KEA). Based on data, district administrators will meet with literacy coordinators/campus administrators to provide direct support for teachers and the campus. Responsive adjustments will be made within the curriculum based on district data and student need. **Strategy's Expected Result/Impact:** Increased reading achievement by 2% over last year. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators				

Strategy 10 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10: Provide opportunities for all students, including emergent bilingual, special education, gifted and talented, economically disadvantaged students to participate in STEM programs/activities-Title IV well-rounded educational opportunities. **Strategy's Expected Result/Impact:** Increase Science and Math STAAR by 5% from the previous year. **Staff Responsible for Monitoring:** Executive Director of Curriculum Math and Science **Funding Sources:** - 289 - Title IV, - 199 - Local Budget				

Strategy 11 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11: Participate in the College Board Early Participation Program to test all 8-11 graders with the PSAT 8/9 or PSAT/NMSQT tests and continue College Board Advanced Placement testing for students enrolled in AP classes. **Strategy's Expected Result/Impact:** Participation in the PSAT 8/9 and PSAT/NMSQT supports future college readiness coursework and assessments. **Staff Responsible for Monitoring:** Director of Advanced Academics				

Strategy 12 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12: Continue with SAT School Day to offer juniors the opportunity to take the college entrance exam in a school setting. Testing provides each student, including free/reduced lunch students, college access, fee waivers, and 4 free score reports to universities/colleges. **Strategy's Expected Result/Impact:** Four free score reports per student; Increase the number of students taking the test from the previous year; Provides data for college readiness, such as CCMR indicator for college admissions test. **Staff Responsible for Monitoring:** Advanced Academics Department, Campus Advanced Academics Specialists, Lead High School Specialist				

Strategy 13 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13: Facilitate effective transitions for students from middle grades and high school to postsecondary education through coordination with institutions of higher education by providing Fall visits to middle schools from Alvin Community College personnel to discuss Dual Enrollment options to 8th grade students in preparation for 9th grade course selection and participating in ACC Discovery Day, where senior students visit the ACC campus to learn more about program options. **Strategy's Expected Result/Impact:** Increased student access to dual enrollment and post secondary opportunities **Staff Responsible for Monitoring:** Executive Director of Secondary Education, Executive Director of CTE, Campus Administrators, Dual Enrollment Advisors, Secondary Counselors				

Strategy 14 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 14: Provide training on discipline, behavior management, and appropriate coding in Skyward for Principals, Campus Behavior Coordinators, Assistant Principals and Administrative Interns. **Strategy's Expected Result/Impact:** Equitable practices across campuses in behavior management. **Staff Responsible for Monitoring:** Student and Administrative Services Department, PEIMS Department, Executive Director of Secondary Education, Executive Director of Elementary Education				

Strategy 15 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 15: The district will review data to monitor the use of disciplinary techniques that remove students from the classroom setting. **Strategy's Expected Result/Impact:** Monitor the use of ISS, OSS, and DAEP across all campuses for all student groups. **Staff Responsible for Monitoring:** Student and Administrative Services Department, PEIMS Department, Assistant Superintendent of Secondary Education, Assistant Superintendent of Elementary Education.				

Strategy 16 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 16: Identify students who may be at risk for academic failure and provide extended opportunities at the campus and district level to meet students' needs that are at risk of failing core subjects, STAAR Test, STAAR EOC (Summer School/Extended Day/Saturday Tutorials). **Strategy's Expected Result/Impact:** Increase reading and math STAAR results by 3% **Staff Responsible for Monitoring:** Executive Director of Federal Programs **Funding Sources:** - 199 - SCE, - 211 - Title I, - 199 - Local Budget				

Strategy 17 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 17: Provide resources and supplies to support academic achievement for at risk students. **Strategy's Expected Result/Impact:** Increase Math and Reading STAAR results by 3%. **Staff Responsible for Monitoring:** Executive Director of Federal Programs **Funding Sources:** - 199 - SCE, - 211 - Title I, - 289 - Title IV				

Strategy 18 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 18: Provide computer program to support District and Title I campuses. **Strategy's Expected Result/Impact:** Compliance with District Improvement Plan, District Needs Assessment, Campus Improvement Plan, Campus Needs Assessment **Staff Responsible for Monitoring:** Executive Director of Federal Programs **Funding Sources:** - 199 - Local Budget, - 211 - Title I				

Strategy 19 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 19: Provide support services through direct interventions by School Social Worker and School Completions Coordinator to identify and assist homeless students at both Title I and Non-Title I campuses. **Strategy's Expected Result/Impact:** Increase attendance by 0.3% **Staff Responsible for Monitoring:** Executive Director of Administrative Services; Executive Director of Federal Programs **Funding Sources:** - 211 - Title I				

Strategy 20 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 20: District will provide summer school for PK/K Emergent Bilingual students to support early literacy and math goals and English language acquisition **Strategy's Expected Result/Impact:** Students' progress reports, PEIMS report, summer school schedules **Staff Responsible for Monitoring:** EB Program Director **Funding Sources:** - 199 - Bilingual Ed				

Strategy 21 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 21: District will provide 3 Bilingual Reading Interventionists to support early literacy intervention for Emergent Bilingual students **Strategy's Expected Result/Impact:** DRA reports **Staff Responsible for Monitoring:** EB Program Director **Funding Sources:** - 199 - Bilingual Ed				

Strategy 22 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 22: District will provide EB Instructional Specialists to support teachers and language programs with effective practices for language acquisition **Strategy's Expected Result/Impact:** implementation of 7 steps, student progress, TELPAS progress measure **Staff Responsible for Monitoring:** EB Program Director **Funding Sources:** - 199 - Bilingual Ed, - 263 - Title III - ELL				

Strategy 23 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 23: District will provide Imagine Learning Espanol to support Spanish literacy in our PK bilingual programs **Strategy's Expected Result/Impact:** letters/sounds data, student progress **Staff Responsible for Monitoring:** EB Program Director **Funding Sources:** - 263 - Title III - ELL				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 3: District will increase the percentage of students scoring at the Meets or Above performance level on the Math STAAR assessment compared to previous year.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd grade through Algebra I STAAR results for the Meets or Above performance level

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for Math Instructional coaches to prioritize hands on and numeracy focused resources in order to improve curriculum.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increase Math STAAR scores **Staff Responsible for Monitoring:** Executive Director of Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: All K-12th grade students receive digital resource for supplemental instruction (Ex. Imagine Learning Math, IReady and IXL)	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increase Math STAAR scores **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators **Funding Sources:** - 199 - Local Budget, - 199 - SCE				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional learning opportunities to Math Instructional Coaches related to identified, research based best practices for supporting teachers and within the content area they support.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increase Math STAAR scores. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide all content area teachers with professional development and support in the implementation of district priorities. Example small group instruction, Formative assessment and Seven Steps. Ongoing professional learning support and feedback will be provided to campuses throughout the year. **Strategy's Expected Result/Impact:** Increase Math STAAR scores **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 4: District will increase the percentage of students that show Growth on the Reading Language Arts STAAR assessment compared to previous year.

High Priority

HB3 Goal

Evaluation Data Sources: 2% increase in 4th grade through English II STAAR growth results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement with fidelity and monitor research based Dyslexia instruction providing teacher professional learning, coaching, and feedback through classroom visits. **Strategy's Expected Result/Impact:** Increased RLA student achievement. **Staff Responsible for Monitoring:** Director of Special Education, Coordinator of Special Education **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The District will provide all PK-12 teachers with quality professional learning experiences in the area of Reading/Language Arts and the implementation of district priorities. (Example: Literacy Framework, Seven Steps, Small Group Instruction, Formative Assessment, & Focused Instruction). Ongoing support and feedback will be provided throughout the year to monitor implementation priorities (example: curriculum previews, campus feedback cycles). **Strategy's Expected Result/Impact:** Increase the number of students reading on-level by 2% to insure preparedness for the next grade level. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide professional learning and support for the implementation of Reading and Writing in all core subjects. Students should have opportunities to respond to learning in authentic ways in all core subjects. District writing samples in core subjects will be collected, calibrated and monitored multiple times per year. **Strategy's Expected Result/Impact:** Decreased number SCRs and ECRs on the RLA STAAR assessments that received a score of zero. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning to all RLA Instructional Coaches related to identified, research based practices for supporting teachers in the implementation of a comprehensive literacy framework.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased RLA student outcomes by 2% in each grade level. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinators				

Strategy 5 Details	Reviews			
Strategy 5: Early Literacy Nights (ELN) will continue at AE and MT campuses to support literacy learning and growth of students between 3 and 4 years old. ELN will help prepare students for PK and Kindergarten.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Early literacy development **Staff Responsible for Monitoring:** Executive Director of Curriculum, Curriculum Coordinator, AE/MT Campus Personnel				

Strategy 6 Details	Reviews			
Strategy 6: District will implement Summit K12 at newcomer programs to support English acquisition and achieve proficiency on TELPAS State Assessment and show growth in Reading STAAR assessment.	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: TELPAS progress measure, STAAR results, Summit K12 usage reports **Staff Responsible for Monitoring:** EB Program Director, District Secondary EB Instructional Specialists **Funding Sources:** - 263 - Title III - ELL				

Strategy 7 Details	Reviews			
Strategy 7: District will provide materials and resources to support Dual Language and ESL classroom instruction and English language acquisition	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: facilitating classroom instruction and improving students' access to comprehensible input: dictionaries, headphones, technology, accessible texts **Staff Responsible for Monitoring:** EB Program Director, EB Instructional Specialists **Funding Sources:** - 263 - Title III - ELL				

Strategy 8 Details	Reviews			
Strategy 8: District will provide materials and resources to support immigrant students in attaining English proficiency	Formative			Summative
Strategy's Expected Result/Impact: student progress reports, access to comprehensible input	Dec	Feb	Apr	June
Funding Sources: - 263- Title III - Immigrant				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Our Team

Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Alvin ISD will maintain a staff retention rate of 90% or higher for certified instructional personnel, including teachers, counselors, librarians, and nurses not to include retirees or deceased.

Evaluation Data Sources: Retention documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: District will continue to have the 401A Attendance APPLE Plan available for all employees that contribute to a 457 or 403b retirement plan **Strategy's Expected Result/Impact:** Participation in the APPLE Matching Plan will continue to be a valuable recruiting and retention tool. **Staff Responsible for Monitoring:** Executive Director of Risk Management				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: District will provide incentives and district efforts intended to support improved retention rates and boost morale to all district employees. **Strategy's Expected Result/Impact:** The increased retention rates of employees and higher student outcomes based on a more positive culture and work environment. **Staff Responsible for Monitoring:** Chief of Communications **Funding Sources:** - 199 - Local Budget				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Alvin ISD will offer career-path options for instructional staff such as lead teacher roles, instructional coach tracks,and future administrator development to provide upward mobility and growth. **Strategy's Expected Result/Impact:** Staff will feel that the district invests in their growth, which in turn will increase job satisfaction and retention. **Staff Responsible for Monitoring:** Director of Professional Learning and Leadership				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 2: Alvin ISD will provide 100% of instructional staff with ongoing, high-quality professional development to promote the continuous growth, support effective implementation of instructional practices, and build staff capacity--ensuring all students engage in meaningful, rigorous, and grade-level appropriate learning experiences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Improve and increase student communication for special education students using their assistive technology though on-going teacher professional learning and collaborative coaching support. **Strategy's Expected Result/Impact:** Increased student communication with adults and peers **Staff Responsible for Monitoring:** Director of Special Education Speech Language Pathologist- Lead				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Librarians will attend an annual conference to support their growth and development to keep libraries engaging, relevant with current literacy practices. (TCEA or TLA) **Strategy's Expected Result/Impact:** Support professional growth and relevant library practices **Staff Responsible for Monitoring:** Executive Director of Curriculum (RLA) **Funding Sources:** - 255 - Title II				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide all campus instructional leaders with professional learning to support their growth and campus needs. Training will include PLCs, data analysis and current instructional practices. **Strategy's Expected Result/Impact:** Develop instructional leaders and impact student outcomes. **Staff Responsible for Monitoring:** Executive Director of Curriculum **Funding Sources:** - 255 - Title II				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide all Instructional Coaches with quality professional learning that increases their expertise in their content area and pedagogy. (Training will include all ICs and DTICs) **Strategy's Expected Result/Impact:** Increased student outcomes Increased teacher efficacy **Staff Responsible for Monitoring:** Executive Directors of Curriculum				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: The district will provide ongoing, differentiated professional development for all staff on core instructional practices, classroom management, and fostering meaningful relationships to increase student engagement and academic performance through key training initiatives, including: CKH, Process Champions AISD Summer Professional Development & Summer Academy AISD curriculum previews (August 6&7, September 29, January 5, February 13) Partnerships with organizations like TCEA, Region 4, and Lead4ward, with a focus on maximizing the effectiveness of programs like Imagine Learning Math and i-Ready. **Strategy's Expected Result/Impact:** improved student outcomes, enhanced teacher skills, and effective program implementation of Imagine Math and I-Ready **Staff Responsible for Monitoring:** Director of Professional Learning & Leadership, Executive Directors of Curriculum, and Curriculum Coordinators **Funding Sources:** - 255 - Title II				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Alvin ISD's professional development activities, funded by Title II, Part A, will be structured to support and reinforce the state's rigorous academic standards. **Strategy's Expected Result/Impact:** Higher student achievement, enhanced curriculum fidelity, and increased instructional rigor **Staff Responsible for Monitoring:** Executive Director of Federal Programs, Executive Directors of Curriculum, and Director of Professional Learning **Funding Sources:** - 255 - Title II				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Sustain and enhance the Teacher Leader Academy by nurturing and empowering a new cohort of educators, preparing them for both formal and informal leadership roles to mentor peers and improve instructional practices across the district. **Strategy's Expected Result/Impact:** Cultivate a pool of skilled teacher leaders, enhance collaboration, improve instructional practices, increase student achievement, strengthen professional learning **Staff Responsible for Monitoring:** Director of Professional Learning & Leadership, Executive Directors of Education				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8: Sustain and enhance the Future Administrator Academy by actively developing a new cohort of aspiring leaders and equipping them with the essential instructional, operational, and interpersonal skills needed to successfully lead a campus and drive student success. **Strategy's Expected Result/Impact:** Increased leadership capacity, improved instructional leadership, enhanced problem-solving skills, and smoother transition to leadership for new administrators **Staff Responsible for Monitoring:** Director of Professional Learning & Leadership, Executive Directors of Education				

Strategy 9 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9: Provide Professional Development opportunities for District leaders to support core academic areas, parent and family engagement initiatives, and federal program requirements. **Strategy's Expected Result/Impact:** Increase STAAR achievement in core subject areas by 3% **Staff Responsible for Monitoring:** Executive Director of Federal Programs				

Strategy 10 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10: Provide Professional Development for Dual Language/ESL teachers to support core instructional practices and language acquisition pedagogy **Strategy's Expected Result/Impact:** Language programs implementation, sign in sheets, student progress reports **Staff Responsible for Monitoring:** EB Program Director, EB Specialists **Funding Sources:** - 199 - Bilingual Ed, - 263 - Title III - ELL				

Strategy 11 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11: Provide professional development for teachers pursuing their ESL certification in order to support content area instructional practices **Strategy's Expected Result/Impact:** Language programs implementation, sign in sheets **Funding Sources:** - 255 - Title II				

Strategy 12 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12: Provide opportunities for Math and Science at all grade levels to attend CAMT or CAST to support or enhance STEM instruction **Staff Responsible for Monitoring:** Executive Director of Curriculum **Funding Sources:** - 255 - Title II				

Strategy 13 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13: Provide effective Professional Development to principals, other leaders, administrators, and other school based organizational personnel to enhance the ability to understand and implement curricula/assessment practice and measures/ instructional strategies for English Learners (TABE, NABE **Strategy's Expected Result/Impact:** Support professional growth and relevant instructional/compliance practices **Staff Responsible for Monitoring:** Director of Language Programs **Funding Sources:** - 263 - Title III - ELL, - 199 - Bilingual Ed				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 3: Alvin ISD will hire 100% certified teachers.

Evaluation Data Sources: employment records

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Alvin ISD will attend 10 Job Fairs to recruit highly qualified teachers and expand partnerships with universities and alternative certification programs to create a consistent pipeline of certified candidates **Strategy's Expected Result/Impact:** Alvin ISD will hire certified teachers. **Staff Responsible for Monitoring:** Director of Humans Resources				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Assign mentor teachers to all first-year teachers and pair buddy teachers to all second-year teachers and provide training to these mentors/buddies to provide support and serve as a valuable resource. **Strategy's Expected Result/Impact:** Campus New Teacher/Mentor Coordinator Google Classroom, Documentation (meeting logs, meeting agendas) of first-year and second-year teachers with mentors and buddies **Staff Responsible for Monitoring:** Director of Professional Learning and Leadership, District Mentor Trainers, Campus New Teacher/Mentor Coordinators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Continue to enhance the new teacher induction program to ensure all new and new-to-the-district teachers are prepared for the school year by equipping them with critical instructional strategies, technology skills, and practical resources that foster a strong sense of community and support from day one. **Strategy's Expected Result/Impact:** Increased teacher preparedness and confidence, improved teacher retention, faster time to productivity, stronger professional development **Staff Responsible for Monitoring:** Director of Professional Learning & Leadership				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Ensure all new teachers are assigned mentors and all new-to-district teachers are paired with buddy teachers to build a supportive network of resources and guidance. **Strategy's Expected Result/Impact:** improved teacher retention, increased instructional effectiveness, improved student outcomes, stronger professional relationships and collaboration. **Staff Responsible for Monitoring:** Director of Professional Learning & Leadership				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Equip mentor teachers with training and establish a campus-level coordinator on each campus to guide and monitor the induction/mentoring program. **Strategy's Expected Result/Impact:** increased teacher-retention and growth, clear accountability and oversight at the campus level, strengthened support for new teachers **Staff Responsible for Monitoring:** Director of Professional Learning and Leadership				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 4: Alvin ISD will improve the employee experience by increasing employee satisfaction with Human Resources processes and procedures by 10%, as measured by annual staff surveys from the 2024-2025 baseline.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The district will administer surveys to gather feedback on employee satisfaction and needs, enabling responsive actions and targeted support. **Strategy's Expected Result/Impact:** Employee satisfaction and retention will increase. **Staff Responsible for Monitoring:** Director of Human Resources				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Establish relationships with colleges of education and certification programs for early field placements, student teaching, and clinical internships **Strategy's Expected Result/Impact:** Secure certified teachers early in the hiring season. **Staff Responsible for Monitoring:** Director of Human Resources				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Safety and Care/Wellness

Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Ensure 100% of Alvin ISD students who utilize district transportation services are issued and actively using RFID Smart ID badges to improve bus rider accountability, safety, and parent communication.

Evaluation Data Sources: RFID badge distribution and activation for all bus riders grades PK-12 completed by December 2025, scanning compliance rate of 95% or higher on morning and afternoon routes by January 2026, and parent notification and usage guide dissemination through multiple communication channels.

Goal 3: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 2: Train at least 50% of all district employees who regularly interact with students in Youth Mental Health First Aid (YMHFA) or the District-Approved Local Mental Health Awareness Training Program by June 2026.

Evaluation Data Sources: Maintain updated training logs and certificates in Sentinel and internal PD systems, monitor quarterly progress by campus and department; report percentage completion by April 2026, and provide documentation for TEA compliance aligned to 19 TAC SS153.1015.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide ongoing professional development opportunities for all Alvin ISD school counselors. These opportunities will support the school counselor's role in developing, implementing, and evaluating components of the Texas Model for Comprehensive School Counseling Program. **Strategy's Expected Result/Impact:** The district will provide professional learning opportunities for all school counselors including legislative updates, district standards and expectations for school counseling, guidance lesson planning, and counseling skills training. **Staff Responsible for Monitoring:** Coordinator of Guidance and Counseling, SEL Counselors, Lead Elementary and Lead High School Counselors **Funding Sources:** - 255 - Title II				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide professional learning to staff to support the safety and emotional well-being of students. This includes warning signs, protective factors, prevention, and reporting guidelines of 1) maltreatment and child abuse, sex trafficking, 2) family and dating violence, 3) suicide, self harm and other mental health concerns, 4) responsible use of social media, including sexting and the law, 5) alcohol, tobacco, substance use, fentanyl, and vaping, 6) bullying and conflict resolution, 7) trauma or grief-informed care, and 9) positive classroom and behavior interventions and support. **Strategy's Expected Result/Impact:** Staff and appropriate employees are required to participate in compliance training covering the topics listed. Campus counselors and SEL counselors will coordinate opportunities for all staff to engage in awareness, prevention, and reporting education. **Staff Responsible for Monitoring:** Coordinator of Guidance & Counseling, SEL Counselors **Funding Sources:** - 255 - Title II				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: By May 2026, the district will create a personalized culture of engagement for each stakeholder by increasing the number of positive experiences from the previous year.

Evaluation Data Sources: District documentation (flyers, sign-ins, electronic communication)

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Continue to provide and expand district level activities that promote parent and community engagement (YET Mentoring Program, Legacy Trail, Community Partners, District Volunteers, etc...). **Strategy's Expected Result/Impact:** This will bring in more stakeholders and allow them to engage in the educational system. **Staff Responsible for Monitoring:** Director of Family and Community Engagement Chief Communications Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide school-wide campus support for all Title I campuses including parent and family engagement (ESSA). **Strategy's Expected Result/Impact:** Documentation of parent and family engagement activities **Staff Responsible for Monitoring:** Executive Director of Federal Programs; Director of Community and Family Engagement **Funding Sources:** - 211 - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: The Emergent Bilingual and Cultural Services Department will provide Adult ESL classes **Strategy's Expected Result/Impact:** Increasing and strengthening family engagement **Staff Responsible for Monitoring:** EB Program Director **Funding Sources:** - 263 - Title III - ELL				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 2: Increase the percentage of parents or guardians who actively participate in the end of year survey by 2% over the prior year.

Evaluation Data Sources: End of Year Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Promote the End of Year Survey through the district and campus social media platforms, eNews, and newsletters.. **Strategy's Expected Result/Impact:** Increase the number of parents/guardians filling out the survey. **Staff Responsible for Monitoring:** Communications Department, Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide a QR code linked to the survey for Principals to use at events during the duration of the survey. **Strategy's Expected Result/Impact:** Increase parent participation in the Parent Survey. **Staff Responsible for Monitoring:** Communications Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Create posters with reminders and a QR code leading to the survey that will be placed in the car rider lines at each school. **Strategy's Expected Result/Impact:** Increase the number of parents filling out the survey. **Staff Responsible for Monitoring:** Principals and the Communications Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 3: Increase the percentage of positive responses on the end of year survey by 1% over the prior year.

Evaluation Data Sources: End of Year Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: By May 2026, staff will participate in and apply ongoing professional development focused on customer service to enhance stakeholder engagement. **Strategy's Expected Result/Impact:** The expected result will be an increase of at least 2% in parent satisfaction ratings on the end-of-year Parent Survey compared to the previous year.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide a "Customer Service Tip of the Month" to campus administrators to include in their monthly staff meeting or in a staff communication platform. **Strategy's Expected Result/Impact:** With the tips provided, staff will apply them when working with parents, which will lead to a higher satisfaction rating on the end of the year survey. **Staff Responsible for Monitoring:** Communications Department and Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Create a Customer Service Booklet and train staff on the contents. **Strategy's Expected Result/Impact:** This will improve customer service across the district and it will show on the End of Year Survey. **Staff Responsible for Monitoring:** Communications Department, Campus Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Finance and Operations

Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: District will score a 90 or above on the FIRST, maintaining a Superior Rating.

Evaluation Data Sources: TEA FIRST rating

Strategy 1 Details	Reviews			
Strategy 1: The Financial Leadership Team will attend training or seek guidance related to any changes that have been made to the FIRST rating system and associated metrics.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: The Financial Leadership Team will review district processes aligned to meeting the FIRST rating expectations, and discuss any changes, strategies, or monitoring efforts needed for improvement or to address rating system changes.	Formative			Summative
	Dec	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 2: District will meet or exceed the 3-year average spending requirement percentages for all special programs and designated areas.

Evaluation Data Sources: TEA budget spending reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Monitor funding/budget amounts and allocations to maximize student achievement. **Strategy's Expected Result/Impact:** Quarterly expenditure reports **Staff Responsible for Monitoring:** Executive Director of Federal Programs; Executive Director of Special Programs; Director of Special Education; Director of Emergent Bilingual; Executive Director of CTE **Funding Sources:** - 199 - Local Budget, - 199 - SCE, - 211 - Title I, - 255 - Title II, - 263 - Title III - ELL, - 289 - Title IV, - 224 - IDEA B SpEd, - 225 - IDEA B Preschool, - 244 - Perkins				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The Financial Services Team will review any statutory changes, and FASRG updates, related to PIC code changes. A plan of action will be established to ensure all necessary changes are in place to ensure appropriate coding.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Each campus, with district guidance, will facilitate a comprehensive budget development process that involves identifying campus priorities and student outcome goals, elicits faculty feedback, and aligns allocation requests to measurable goals. **Strategy's Expected Result/Impact:** That 100% of campuses create a process that aligns with the priority identified by the campus staff. **Staff Responsible for Monitoring:** Chief Financial Officer				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Each year, at least one major district system or process will undergo a comprehensive review to ensure alignment with current district needs to maximize efficiencies. **Strategy's Expected Result/Impact:** If deemed an ongoing resource, the system will be evaluated for inefficiencies and opportunities to improve utilization. Relevant staff will then receive training and support to implement processes that maximize efficiency. **Staff Responsible for Monitoring:** Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	2	3	Special education data will be monitored every 4-6 weeks. Based on the data, district special education coordinators and specialists with meet with campus administration to provide direct support for campus improvement.
1	2	4	District will provide special education instructional specialists to support teacher implementation of specially designed instruction for students EE-12 through professional learning, modeling, coaching, and feedback through classroom visits.
1	4	1	Implement with fidelity and monitor research based Dyslexia instruction providing teacher professional learning, coaching, and feedback through classroom visits.

Site Based Decision Making Committee

Committee Role	Name	Position
Community Member	Salvador Baez	Community Member
Community Member	Kareem Boyce	Community Member
District Representative	Isela DeLeon	Federal Programs
District Representative	Ann Allen	Testing and Accountability
Student	Jaden Goodman	Student-RISE
Student	Zavier Presley	Student-SCHS
Student	Makayla Morales	Student-AHS
Student	Camren Renfro	Student-MHS
Student	Lorelei Marquez	Student-ICHS
Student	Jacob White	Student-RISE
Student	Rushil Makker	Student-SCHS
Student	Natalee Andrews	Student-AHS
Student	Emerson Chang	Student-MHS
Student	Carson White	Student-ICHS
District Representative	Victoria Kwan	Academics
District Representative	Craig Rhodes	Academics
District Representative	Syreeta Presley	Human Resources
District Representative	Trent Thrasher	Administrative Services
District Representative	Krystal Hawks	Academics
District Representative	Aeniqua Flowers	School Improvement
District Representative	Brandy Johanson	Career and Technical Education
District Representative	Diane Peltier	Academics
District Representative	Paula Camacho	Special Programs
District Representative	Ana Pasarella	Family and Community Engagement
District Representative	Elizabeth Sassin	Federal Programs
District Representative	Brent Shaw	Testing and Accountability
District Representative	Matt Deveau	Maintenance and Operations

Committee Role	Name	Position
District Representative	Daniel Combs	Financial Services
District Representative	Rachel Moore	Communications
District Representative	Renae Rives	Communications
District Representative	Davon Ruiz	Administrative Services
District Representative	Amber Dixon	Counseling
District Representative	Rory Gesch	Administrative Services
District Representative	Natalie Hoskins	Human Resources
District Representative	Johnny Briseno	Human Resources
District Representative	Shandar Hobbs	Academics
District Representative	Fulvia Shaw	Academics
Community Member	Jaclyn George	Community Member
Community Member	Bobby Wheeler	Community Member
Community Member	Scott Salter	Community Member
Community Member	Fernando Hinojosa	Community Member
Community Member	Markeith Tennison	Community Member
Community Member	Natasha Minix-Tennison	Community Member
Parent	Natalie Lara	Parent
Parent	Ivy Sias	Parent
Parent	Tia Arriaga	Parent
Parent	John Crockett	Parent
Parent	Erica Escobedo	Parent
Teacher	Gabriella Smith	Teacher
Teacher	McKenzie Burkham	Teacher
Teacher	Kendra Martinez	Teacher
Teacher	Yolanda Robinson	Teacher
Teacher	Aubrey Middleton	Teacher
Paraprofessional	Barabara Wright	Paraprofessional
Paraprofessional	Shelbie Raper	Secretary
Paraprofessional	Ashley Cross	Paraprofessional
Paraprofessional	Cynthia Saenz	Secretary
Paraprofessional	Samantha Williams	Secretary

Committee Role	Name	Position
Other School Leader	Kendria Poydras	Counselor
Other School Leader	Sheneidra Gray	Counselor
Other School Leader	Ryan Alder	Assistant Principal
Other School Leader	Lori Presas	Assistant Principal
Other School Leader	Donna Ruby	Counselor
Principal	Jesse Brown	Principal
Principal	Sandy Holdsclaw	Principal
Principal	Dale Tribble	Principal
Principal	Rick Scott	Principal
Principal	Ashley Marquez	Principal

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 - Local Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	2	5			$0.00
1	2	10			$0.00
1	2	16			$0.00
1	2	18			$0.00
1	3	2			$0.00
2	1	2			$0.00
5	2	1			$0.00
				Sub-Total	$0.00

199 - Bilingual Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	20			$0.00
1	2	21			$0.00
1	2	22			$0.00
2	2	10			$0.00
2	2	13			$0.00
				Sub-Total	$0.00

199 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	5			$0.00
1	2	16			$0.00
1	2	17			$0.00
1	3	2			$0.00
5	2	1			$0.00

199 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1		461 Activity Funds	$0.00
1	2	2			$0.00
1	2	16			$0.00
1	2	17			$0.00
1	2	18			$0.00
1	2	19			$0.00
4	1	2			$0.00
5	2	1			$0.00
				Sub-Total	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
2	2	3			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	11			$0.00
2	2	12			$0.00
3	2	1			$0.00
3	2	2			$0.00
5	2	1			$0.00
				Sub-Total	$0.00

263 - Title III - ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	22			$0.00
1	2	23			$0.00
1	4	6			$0.00

263 - Title III - ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	7			$0.00
2	2	10			$0.00
2	2	13			$0.00
4	1	3			$0.00
5	2	1			$0.00
				Sub-Total	$0.00

289 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	2			$0.00
1	2	5			$0.00
1	2	10			$0.00
1	2	17			$0.00
5	2	1			$0.00
				Sub-Total	$0.00

224 - IDEA B SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1			$0.00
				Sub-Total	$0.00

225 - IDEA B Preschool					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1			$0.00
				Sub-Total	$0.00

244 - Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1			$0.00
				Sub-Total	$0.00

461 - Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00

461 - Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
				Sub-Total	$0.00

263- Title III - Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	8			$0.00
				Sub-Total	$0.00