

Scouting & Schools

ARE PARTNERS IN EDUCATION



How we recruit matters!

Improving promotions will increase Scouting in your School



**Classroom
to Classroom***

20+
Scouts



Gym visits*

16
Scouts



Lunch visits*

12
Scouts



**General
Assembly***

10
Scouts



**Meet the
Teacher***

5
Scouts



**Paper Flyer
Only***

3
Scouts



**Digital
Flyer/Peachjar**

1
Scout

*Including paper flyer

Texas Senate Bill 1556

Patriotic Society Access to Students

Requires districts to adopt a policy, at the beginning of each school year, that allows principals to provide representatives of a "patriotic society" with the opportunity to speak to students during regular school hours about membership in the society.

Defines "patriotic society" as a youth membership organization listed in Title 36 of the U.S. Code with educational purpose that promotes patriotism and civic involvement (example: Boy Scouts of America).

Requires that the board policy give the principal complete discretion over the specific date and time of the opportunity and allows the principal to limit the opportunity to a single day and any presentation to 10 minutes in length. Applies beginning with the 2017-2018 school year. At the beginning of each school year, the board of trustees of an independent school district shall adopt a policy to allow the principal of a public school campus to provide representatives of a patriotic society with the opportunity to speak to students during regular school hours about membership in the society and the ways in which membership may promote a student's educational interest and level of civic involvement, leading to the student's increased potential for self-improvement and ability to contribute to improving the student's school and community. The board policy shall give a principal complete discretion over the specific date and time of the opportunity required to be provided under this section

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- Scouts are 72.8% more likely than non-Scouts to embrace other-oriented values, including “helping others” and “doing the right thing” (Tufts, 2015)
- Eagle Scouts are 39% more likely to read and 38% more likely to play a musical instrument than non-scouts (Jang, Baylor University 2012)
- Youth involved in Scouting are identified as demonstrating higher affective and cognitive regards for learning science content (Jarman, 2005)
- The time that children spent in structured activities such as Scouting has been correlated with higher academic and conduct grades, constructive peer relations, and positive emotional adjustment (Posner and Lowe, 2008)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Scouting advancement supports over 100 elementary TEKS

Lions	Kindergarten
	<p>K.112.11.5. Matter and energy. Knows that objects have properties and patterns.</p> <p>K.112.11.6. Force, motion, and energy. Knows that energy, force, and motion are related and are a part of their everyday life.</p> <p>plus 26 other TEKS covered</p>
Tigers	1st Grade
	<p>1.112.12.2A. Scientific investigation and reasoning. Ask questions about organisms, objects, and events observed in the natural world.</p> <p>1.112.12.10A. Organisms and environments. Identify and compare the parts of plants.</p> <p>K.112.11. Organisms and environments. Knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.</p> <p>plus 17 other TEKS covered</p>
Wolves	2nd Grade
	<p>2.111.4.1A. Mathematical process standards. Use mathematical processes to acquire and demonstrate mathematical understanding. Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>2.111.4.1D. Mathematical process standards. Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language.</p> <p>2.111.4.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p>plus 28 other TEKS covered</p>
Bears	3rd Grade
	<p>3.112.14.5A. Matter and energy. Knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to: measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float.</p> <p>plus 10 other TEKS covered</p>
Webelos	4th & 5th Grade
	<p>112.15.8C. Earth and space. Know that Earth consists of useful resources and its surface is constantly changing. The student is expected to: identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation.</p> <p>plus 12 other TEKS covered</p>

Galveston ISD Strategic Plan 2024-2027

<p>VISION</p> <p>Destination District for Students, Staff, & Families</p> <p>Instructional Framework</p> <div>  <p>Bell To Bell</p> </div> <div>  <p>Listen to Students</p> </div> <div>  <p>Positive Structure & Support</p> </div> <div>  <p>High Expectations</p> </div> <div>  <p>It takes a Village</p> </div> <div>  <p>Every Student Grows</p> </div> <p>MISSION</p> <p>“Raise the Grade”</p> <p>Elevate Learning.</p> <p>Value Culture.</p> <p>Grow Together.</p>	<p>Strategic Objectives</p>	<p>Goals</p>	<p>Action Plans</p>
	<p>↑ Academic Performance</p> <p>GISD will grow every student by maximizing instructional time in a positive environment with high expectations.</p>	<ul style="list-style-type: none"> ○ Increase % of students growing “one year plus” according to MAP Growth. ○ Increase % of students scoring Meets grade level or above on STAAR. ○ Increase % of graduates meeting CCMR requirements. 	<p>1.1 Math: Incorporate project-based learning, maximize learning time, and grow community partnerships in supporting high-impact tutoring.</p> <p>1.2 Reading: Utilize district literacy committee to vertically align HQIM instruction K-12.</p> <p>1.3 SPED: Harness district SPED/504 team to deliver behavioral and academic focused PD to all staff.</p> <p>1.4 Bilingual: Improve elementary newcomer program, increase certified staffing, and acknowledge biliteracy success.</p> <p>1.5 Advanced Academics: Design PD pathways for teachers of advanced academics and better inform families of options and expectations.</p> <p>1.6 CCMR: Promote increased opportunities for students to earn CCMR and comprehensively track progress.</p>
	<p>Foster Student Culture</p> <p>“Listen to students” will be a core academic and social value in our schools.</p>	<ul style="list-style-type: none"> ○ Develop a systemic method to access and track wrap-around services for students. ○ Utilize student feedback to improve classroom/campus culture and climate. ○ Decrease % of students placed off campus for behavioral infractions. ○ Increase student involvement and improve student experiences. 	<p>2.1 Student Support: Create collaborative infrastructure for student and family supports through campus and district teams.</p> <p>2.2 Student Input: Formalize student feedback surveys and provide avenues for open, convenient communication.</p> <p>2.3 PBIS: Coordinate professional development through district PBIS team and formulate positive reinforcement on every GISD campus.</p> <p>2.4 CoCurricular: Maximize opportunities for student participation and coordinate efforts through district-level systems.</p>
	<p>Advance Staff Culture</p> <p>GISD will recruit, develop and retain exceptional staff.</p>	<ul style="list-style-type: none"> ○ Maximize collective efficacy through professional learning communities. ○ Support professional development and teacher leadership in growing others. ○ Utilize staff feedback to improve campus/district culture and climate. 	<p>3.1 PLCs: Monitor, evaluate, and promote efficacy of Professional Learning Communities across teams and campuses.</p> <p>3.2 Professional Development: Establish district criteria for PD and systematically gather feedback from participants to improve efficacy.</p> <p>3.3 Staff Input: Formalize staff feedback surveys and provide avenues for open, convenient communication.</p>
	<p>Maximize Resources</p> <p>Our budget and community partnerships will optimize resources for student success.</p>	<ul style="list-style-type: none"> ○ Earn an “A” rating in Financial Integrity. ○ Improve quality and maintain a 1:1 student and staff technology ratio. ○ Grow community partnerships in support of students and staff. 	<p>4.1 Fund Balance / Accounting: Maximize ADA, retire unused properties, and reduce travel costs.</p> <p>4.2 Technology Refresh Strategy: Establish student and staff training models leveraging best practices based on updated needs assessments.</p> <p>4.3 GEF: Maximize return on investments by decreasing costs, strengthening community partnerships, and promoting transparency.</p> <p>4.4 Supplemental Resources / Grants: Monitor and maximize grant impacts on accountability outcomes and streamline supplemental resource offerings.</p>
	<p>Build a Better GISD</p> <p>GISD will execute Bond 2022 to deliver high quality facilities on time and on budget.</p>	<ul style="list-style-type: none"> ○ Complete Courville Stadium. ○ Remodel and consolidate campuses. ○ Open the new Ball High School. ○ Improve safety and security at all campuses. 	<p>5.1 Courville Stadium: Finalize construction, create operating system, and expand usage of Courville Stadium.</p> <p>5.2 Austin and Weis Consolidation: Increase capacity and maintain community partnerships in newly renovated campuses.</p> <p>5.3 Ball HS: Open Ball North by Spring 2026 and maximize community spaces.</p> <p>5.4 Safety and Security: Coordinate and drill safety routines with other city and county emergency service providers.</p>

TCISD WILL PROVIDE DIVERSE ACADEMIC PROGRAMS TO ALL STUDENTS THAT FOSTERS PREPAREDNESS TO MEET THE NEEDS OF A GLOBAL WORKFORCE.

STRATEGIES AND ACTION STEPS

Develop partnerships with workforce to ascertain and monitor current and developing needs

- Create roundtable of business, industry, Economic Development Council (EDC), and academic partners that serve as an advisory resource
- Reorganize current Career and Technical Education (CTE) Advisory Council to include multiple partners that represent each program in subcommittees
- Explore partnership with EDC including adding a workforce development liaison with possible funding through EDC
- Partner with Chamber of Commerce to identify contacts that align with our current programs in career and technical education
- Identify student career goals by end of 8th grade including exposing students through course selection and industry presentations
- Offer career days at all campuses that include community partners

Develop job seeking skills

- Offer and expand AVID program for 7th – 12th graders across the district
- Host job fairs that will include mock interviews, dress for success, social media presence, etc.
- Partner with neighboring banks/credit unions to provide financial literacy fair including credit, living expenses, legal aspects (wills, power of attorney) etc.

Develop communication avenues to expose all students and families to academic and career programs through K-12 education

- Build awareness of programs through countdown vignettes highlighting selected programs at parent/family events (concerts, stadium games, open house, etc.)
- Create spotlight videos through social media venues (TikTok, Instagram, etc.)
- Host student showcases of programs being offered at the secondary level for both middle schools and elementary schools
- Host realtor open house events to highlight the state-of-the-art facilities, program offerings, and student success
- Ensure timely communication of events and programs across campuses and district
- Develop the website with a special programs tab to facilitate parent ability to obtain communication regarding all special programs

Ensure all students belong to a program, club, or organization to build a connection to the campus

- Implement UIL programs at elementary level
- Provide elementary athletic opportunities (i.e. Little Olympics) across all elementary campuses
- Create and send survey to determine student interests to develop campus clubs
- Develop budget to support activities through sponsor stipends and resources
- Establish benchmark data to determine student involvement and establish yearly measures to reach 100% in five years
- Host weekly Club Days (during the day) so students are engaged and will not want to miss that day of school

Ensure TCISD provides programs that meet the needs of the district's diverse student population

- Utilize trauma informed teaching to remove barriers for student learning
- Establish expectations for relationship building to support our students
- Expand gifted and talented program to be inclusive of student demographics across the district as well as program opportunities
- Develop a robust English Learner (EL) program that addresses the needs of all Second Language Learners

TCISD WILL ACTIVELY ENGAGE PARENTS IN THEIR CHILD'S LEARNING PROCESS, THROUGH SUPPORT, TRAINING, AND NECESSARY TOOLS.

STRATEGIES AND ACTION STEPS

Create a district framework for effectively communicating with parents in multiple ways

- Utilize the district-created branding documents when communicating
- Establish procedures for campus and district communication (crisis, internal, community, parent)
- Determine the accessibility of information shared with parents and community members (languages, method of communications, folders, etc.)
- Develop a parent communication committee to determine how to send out communication and best ways to reach our families
- Create and disseminate a flow chart for identifying the best person to contact to resolve concerns, issues, or questions

Establish a district parent support center that provides training opportunities and information to parents

- Research other districts that provide a parent support center
- Identify a facility that could serve as a district parent support center
- Establish goals and objectives for a parent support center; design a menu of offerings, resources, and materials to share with parents
- Investigate funding options for a parent support center
- Provide information that is valuable to parents new to the district in multiple languages

Offer meaningful parent engagement opportunities throughout the school year at all campuses

- Identify and schedule district required campus events before the school year starts (Open House, Academic Nights)
- Create a district parent events master calendar
- Provide campuses with district and city event dates that may impact planning
- Develop a plan on each campus to enhance and increase family engagement opportunities
- Promote and highlight events at the beginning of each month (grade level newsletter, Facebook, shout-outs, and save the dates)
- Schedule student events and parent engagement opportunities together

Promote community/school partnerships within and outside of the school

- Conduct parent learning nights including outside organizations
- Utilize city resources to create community/school connections (library, youth in government)
- Schedule district wide focus days (literacy awareness, kindness month, community service day)
- Partner with businesses to obtain incentives for faithful attendance (95% for students and staff)
- Establish "Alumni Give Back" days at the campuses
- Host Community Pláticas

Actively recruit and engage parents in volunteer opportunities based on interest/skill sets

- Create a skill survey for parents to share specific skills, knowledge, and interests that they would be willing to share with other parents or campuses
- Share information with campus administrators so they can collaborate with parents to provide training sessions and/or informational meetings
- Utilize the list at the district level to allow parents the opportunity to serve on district committees that would benefit from parent input and participation
- Notify parents of district wide events and opportunities for volunteering and participation

GOAL 1: STRATEGY

DISD will provide effective teaching and learning experiences for all students that will result in continuous success

- Develop and implement effective Professional Learning Communities on all campuses in all grade levels
- Provide curriculum that is strategically aligned and focused on essential standards
- Develop a comprehensive assessment plan
- Implement best practices to ensure quality instruction

GOAL 2: STRATEGY

DISD will provide a physically and emotionally safe, healthy, and equitable environment

- Expand the safety program to incorporate best practices and move beyond compliance
- Foster students' emotional safety through the development of positive relationships and school culture/climate
- Enhance students' physical health through instruction and district health services
- Support the emotional health of students and staff through coordinated/streamlined services
- Establish an advisory council to advocate for an equitable environment for all

GOAL 3: STRATEGY

DISD will make family and community partnerships a priority

- Provide parents access to various community resources
- Expand the partnerships with local businesses and churches to support schools with various campus needs
- Expand partnerships with area community colleges
- Equip families with tools to enhance and extend learning at home

GOAL 4: STRATEGY


DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

- Develop and maintain a recruitment pipeline with multiple sources to provide the district with diverse and qualified candidates to meet the staffing needs of the district
- Provide high quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction
- Provide all staff with a package of benefits and services that addresses personal and professional needs

GOAL 5: STRATEGY

DISD will provide operational services to support the success of student learning

- Build and maintain infrastructure connectivity for the district
- Utilize district funds and resources in a fiscally responsible manner
- Provide a safe, clean, and comfortable environment
- Provide a foundation for the instructional day through food and nutrition services and transportation
- Create safe educational spaces that promote effective teaching and learning



VISION

Alvin ISD . . .
Each student – Every day

MISSION

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

BELIEFS

- 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.

ALVIN INDEPENDENT SCHOOL DISTRICT

Strategic Plan – 2023–2026

BOARD GOALS	OBJECTIVES	STRATEGIES	ACTION PLAN	23-24	24-25	25-26
 <p>TEACHING AND LEARNING</p> <p>Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.</p>	Create meaningful instructional leaders who lead learning, value student experiences and prioritize student engagement.	1.1 Provide differentiated professional development to maximize instructional leadership capacity.	1.1.1 Create a personalized plan to address district, campus and individual staff needs.		X	
			1.1.2 Create a multi-tier plan that will guide new teachers through the first two years of service.		X	
		1.2 Build connections between students and staff in order to engage in learning.	1.2.1 Build meaningful connections between staff and students through the development of transformational processes (district wide systems) that create safe and engaging learning environments.		X	
		1.3 Design relevant learning experiences that prepare students for their futures.	1.3.1 Build a comprehensive professional learning model to support the teacher's ability to design learning experiences that are authentic and relevant.	X		
 <p>OUR TEAM</p> <p>Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.</p>	Create a culture that meaningfully engages current and prospective employees every day.	2.1 Connect recruitment and onboarding processes to district culture.	2.1.1 Develop a comprehensive district process for recruiting, interviewing and selecting candidates that aligns to district culture while building trust and valuing employee voice.		X	
			2.1.2 Redesign a district process for welcoming new employees into the Alvin ISD family and valuing all employees throughout the year, while building trust and honoring employee voice.		X	
		2.2 Build deep relationships with employees that value feedback, time, and recognition.	2.2.1 Create systems to intentionally build meaningful relationships anchored in trust amongst all employees.	X		
			2.2.2 Develop a culture where feedback is accepted as a tool for growth, time is honored and recognition is intentional.		X	
 <p>FINANCE AND OPERATIONS</p> <p>Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.</p>	The district will optimize resources to maximize student success and enhance community trust.	3.1 Enhance and modernize operational systems to prepare for future growth to maximize student achievement.	3.1.1 Create a district-wide plan, rooted in transparency, to streamline operations in an effort to be more efficient with time and funding to optimize student learning and achievement.		X	
		3.2 Balance distribution of resources among programs to achieve excellence and equity within the district.	3.2.1 Support the district in consistent and equitable resource allocation, evaluation, and implementation of tools, policies, and practices to achieve equity for students, teachers, and staff.	X		
 <p>SAFETY AND CARE/ WELLNESS</p> <p>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.</p>	Continually develop a safe learning environment for all members of our school community.	4.1 Refine existing safety systems to address ever-changing needs while ensuring all stakeholders are informed.	4.1.1 Implement a student identification / multi-use badge policy at all campuses.	X		
			4.1.2 Foster the school / community partnership by sharing periodic safety communication with families and staff.		X	
		4.2 Design systems to meet the social and emotional learning and mental health needs of our school community.	4.2.1 Provide campus staff with multiple tools and systems for identifying and responding to the social and emotional needs of students.	X		
			4.2.2 Develop and implement systems for supporting the health and well-being of all employees.			X
 <p>COMMUNICATION & STAKEHOLDER ENGAGEMENT</p> <p>Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.</p>	Create a personalized culture of engagement for each stakeholder every day.	5.1 Refine and expand our comprehensive communications plan to engage all stakeholders.	5.1.1 Develop a customized professional development program that involves customer service and media training for new employees.		X	
			5.1.2 Provide targeted communication and engagement opportunities throughout the community.	X		
		5.2 Continue to foster trust and engage stakeholders in meaningful interactions.	5.2.1 Develop a comprehensive plan to utilize social media communication in order to deepen the trusting relationships between the district and stakeholders to increase student success.	X		
			5.2.2 Create a welcoming and inviting environment on all district campuses and administrative offices in order to enhance community engagement and increase student learning.		X	