

# Goose Creek Consolidated Independent School District

## Alamo Elementary

### Campus Improvement Plan

2020-2021



**Board Approval Date:** November 2, 2020  
**Public Presentation Date:** November 2, 2020

# Mission Statement

The entire staff of Alamo Elementary is strongly committed to the belief each student can and will achieve academically regardless of previous academic performance, socioeconomic status, family, race, or sex. We accept the responsibility to provide a program which will enable each student to reach maximum educational potential; while at the same time helping to develop respect for themselves, others, and our country.

# Vision

Alamo Elementary aims for educational Excellence, strong family connections, and development of responsible, self-directed, and respectful individuals.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The comprehensive needs assessment process was completed during April and May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Alamo Elementary is one of twenty-eight schools in Goose Creek CISD and is one of sixteen elementary schools.
- Alamo Elementary opened its doors in 1929. It began as a neighborhood school and has been in three locations.
- Alamo Elementary serves grade levels from pre-kindergarten to fifth.
- Seven years ago, 540 students were served by the campus, which is about 30% less students than we serve now; we currently serve 850 students.
- Alamo Elementary serves a variety of students in different programs.
- We are self-contained in the lower grades (PK-1), and departmentalized in the grades 2-5.
- Teachers in grades 2-5 are assigned various subjects to teach but are responsible for all content.
- Additionally, teachers plan collaboratively to ensure their lessons are aligned with the TEKS, relevant, and learner centered.
- Alamo Elementary is home to the following district programs: NAC, BIP, and life skills. Housing these programs helps to provide a rich and diverse culture at Alamo Elementary.

### Demographics:

Total Enrollment	850
Hispanic	62.03%
Black	18.86%
White	13.91%
2 or more Races	1.82%
Asian	2.34%
Native American	.91%
Economically Disadvantaged	77.11%
GT	7.80%
ELL	32.12%
504	3.38%

<b>Total Enrollment</b>	<b>850</b>
Special Ed	7.93%
Tier I Instruction	100%
Tier II Instruction	15-20%
Tier III Instruction	10-15%

#### Staff

<b>Total Staff</b>	<b>69.9</b>
Hispanic	39.4%
Black	10.6%
White	50%
Male	5.3%
Female	94.7%
Average Years of Teaching Experience	10
Highly Qualified	100%
Daily Attendance	94%

Alamo has a highly qualified and experienced staff with many knowledgeable individuals to help novice teachers. Alamo has very strong employee retention rates, with only 3 new hires for the 2020-21 school year due to retirements. The staff receives professional development and support on campus from Curriculum Instructional Specialists in Reading/ELA and Math/Science, and hold regular PLC sessions throughout the year.

The SBDM team looked at last year's program evaluations, survey results, and the following data: CBAs, benchmarks, RM City results.

#### Demographics Strengths

The data reports indicate:

- Alamo has a strong family atmosphere.
- Small percentage of teacher turnover. For the 2019-2020 school year, Alamo retained approximately 98% of our teachers. Due to the low teacher turnover, new teacher hires are able to work closely with new staff.
- Class sizes are, on average, 22:1 ratio.
- Teachers have a strong knowledge of content and teaching strategies and their willingness to do whatever it takes to help students be successful.
- The NAC/Bilingual teachers were invited to be lead presenters for the districts Bilingual PLC trainings.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Special Education students not passing STAAR **Root Cause:** STAAR test not the appropriate test for a special education student.

# Student Learning

## Student Learning Summary

The comprehensive needs assessment process was completed in May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Second grade was the first in the district for math on almost all CBAs all year. Alamo continues to grow and we continue to be one of the top ranked schools in the district for CBAs and Benchmarks. We were unable to collect data due to COV-ID 19 for the STAAR test. We need timely response about gifted student's project information and resources. We need to have technology in all of the gifted classes to complete the projects.

Program Evaluations were completed and the following information was determined:

**Gifted and Talented**-Highly qualified staff and the annual identification are strengths. Additional training for classroom extended activities was a need.

**Special Education**-Strengths include students being placed in appropriate settings as well as caring staff for students. The areas to address include the support needed for social studies and science as well as pull-out groups, not just inclusion.

**SCE**-Strengths include the online technology program through Stemsopes and professional staff working with small groups to address student needs and provide tutorials in order to accelerate instruction.

**Bilingual/ESL**-Highly qualified staff continue to provide work diligently with our students implementing the resources provided. The campus needs to continue to seek out additional training to extend their knowledge to support the students who are significantly below grade level. There is a concern about the district program housed at Alamo. The protocol for enrollment needs to be followed when other schools request to enroll a student in this program.

**Prek**-Strengths include the literacy and numeracy awareness, daily integration technology through Waterford, small group stations to promote kinesthetic activities, academic language, etc.

**Title I**-Strengths include the supplemental support of the campus instructional specialists to support classroom teachers with academic planning as well as coaching teachers to improve instructional strategies. The campus student success specialist provides many parent engagement opportunities to support campus improvement through parent and family sessions, workshops, home visits, attendance support, etc. The area of need is find include sessions to help parents understand the importance of attendance as related to instructional success.

A need is identified for a systematic RTI process with specific steps for intervention support.

## Student Learning Strengths

- Program evaluations are excellent.
- The district will support the gifted program by giving more information to teachers about projects and resources.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** We need a systematic RTI process with specific steps for intervention at Tier 2 and Tier 3 to close the gap in student achievement. **Root Cause:** Teachers and the RTI committee members need more training on implementing interventions effectively and monitoring student progress with fidelity.



## School Processes & Programs

### School Processes & Programs Summary

The comprehensive needs assessment process was completed in May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Alamo Elementary uses a variety of tools to gauge student knowledge. With the combination of highly qualified teachers, engaged students, and effective formative assessments, we are on our way to greater academic success.
- Alamo continually motivates students to reach their highest academic potential as evidenced by for two years running Alamo received Six Distinction Designations: Academic Achievement in ELAR, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 percent: Student progress, Top 25 percent: Closing Performance Gaps, Postsecondary Readiness.
- At Alamo, we have implemented one SMART Goal to increase our school scores each year. We allot time to work collaboratively by having PLCs and weekly team planning meeting. Our focus is all students campus wide.
- Alamo has a 1-1 ratio of technology for our students (Chromebooks, laptops, ipads, desktops, etc) for grades 3 through 5, although the Chromebooks do not always work properly. Teachers are working to become proficient in the use of technology in their classrooms (i.e. laptop, desktop, Promethean Board, Active Slate, and Epson document camera). Training is available for all teachers and instructional staff throughout the year. Additionally, district technology experts are available to assist teachers with connecting technology and content. There are many programs that are utilized to help close the academic and language gaps (i.e., Imagine Learning, BrainPop, Epic, EduSmart, Stem Scopes, Studies Weekly, Think Central, Accelerated Reading, etc.), but additional time needs to be devoted in training in order to effectively use the computer programs provided by district.

### School Processes & Programs Strengths

The data indicates:

- There is evidence that lessons are aligned to the TEKS (lesson plans-hard copies and Forethought). CBAs and benchmarks have allowed us to break down our data and determine areas of strengths and weaknesses. There are various academic modules, vertical alignment meetings, and coaching opportunities to ensure curriculum, instruction, and assessments are aligned. Alamo has high expectations for behavior, uses various instructional and technological strategies to engage students (i.e. SIOP and differentiation, Kagan).
- Alamo has effective instructional planning, an effective master schedule, and supportive resource and inclusion teachers.
- Teachers deliver interactive and engaging lessons through technology using the programs mentioned. Students' engagement and differentiation, aided by technology, is addressing the gaps in student achievement.

# Perceptions

## Perceptions Summary

The comprehensive needs assessment process was completed May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- In regard to the culture, student support and providing a safe work environment, the majority of staff agree that those are evident at Alamo.
- Feedback indicates that progress has been made in regard to recognition for students and staff.
- The staff would like to see more recognition for their peers, as well as for the students.
- There is a positive relationship between parents and Alamo staff. Based on EOY surveys, parents are supportive of engagement opportunities offered throughout the school year.
- Provide the campus improvement plan, the family and parent engagement policy, and the school compact to parents and the community in English and Spanish.
- Provide documents such as the campus improvement plan, the family and parent engagement policy, and the school compact to parents and the community through the school registration process, our campus meetings, parent and family engagement activities, community events, the school/district websites, and through our campus office.
- Provide opportunities for all parents and community members to participate in the review/revision process for the campus family and parent engagement policy as well as the school compact.
- We need recognition to be consistent and more for the primary students and teachers.
- Administrators need to be present during student recognition for awards.

## Perceptions Strengths

- Spirit Nights
- UIL Event Involvement
- Staff Recognition Committee
- Discipline referrals have decreased
- Eagle Bucks to reinforce PBIS
- RTI process addresses student needs
- PLCs
- Backpack Buddies
- Lunch Buddies
- Parent Engagement opportunities are provided once a month
- Various parent sessions are offered as determined by BOY parent and teacher surveys
- Newsletters, DOJO, weekly call outs, Tuesday folders, and website are utilized consistently and effectively to keep parents informed
- Alamo has a liaison for home/school connection and parents are motivated to participate



# Priority Problem Statements

**Problem Statement 1:** Special Education students not passing STAAR

**Root Cause 1:** STAAR test not the appropriate test for a special education student.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We need a systematic RTI process with specific steps for intervention at Tier 2 and Tier 3 to close the gap in student achievement.

**Root Cause 2:** Teachers and the RTI committee members need more training on implementing interventions effectively and monitoring student progress with fidelity.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals





**Goal 1:** Alamo Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 1:** Alamo Elementary will increase overall student achievement for all grades and subjects and will achieve an index score of at least 80 as measured by the state accountability system.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, ISIP Scores, and TELPAS Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ensure proper placement and programming for all students and provide assistance and remediation for students who are unsuccessful in the classroom to help them progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Specialists, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide materials, activities, and technology necessary for all students to achieve in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide relevant staff development opportunities for all staff members to improve educational knowledge and practice for the success of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Utilize campus instructional specialists as well as campus master teachers to help build capacity in all staff members through peer coaching to increase student academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Payroll costs for campus instructional specialists. - Coordination of Local, State, and Federal Funds - Title I, Part A - \$200,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> Continue to use Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all teachers become more successful. We will utilize PLCs biweekly during teacher conference periods to discuss their students and determine best practices for them.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 1:** Alamo Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 2:** All students at Alamo Elementary will make significant academic progress .

**Evaluation Data Sources:** Data reports for STAAR, ISIP Levels, EOY Reading and Math Levels

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Provide remediation/enrichment for all students based on data-based areas of need and those determined by the PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student growth measure for STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Structure the master schedule to include the computer lab in the conference rotation to allow for computer based intervention for all students in grades K-5 (this will include the use of laptops in fifth grade, I-pads in fourth grade, and Chromebooks in third grade).</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in End of Year Reading and Math Levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Alamo Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 3:** Alamo Elementary will work to ensure that there will be no statistically significant achievement gaps for any student group in any of the four core curricular areas.

**Evaluation Data Sources:** EOY LPAC Reports, TELPAS Reports, STAAR Scores

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Ensure the appropriate placement and programming for all English language learners and provide assistance and remediation for at-risk students who are not successful in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Bilingual Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide intervention to low-performing students based on need areas identified through close data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Alamo Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 4:** Alamo Elementary will show that students have the skills and knowledge needed to be college and career ready by improving the student performance levels on STAAR by a minimum of 25% for each student group.

**Evaluation Data Sources:** STAAR Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Contact parents of students who are achieving at the Approaches level and provide individualized information and resources to parents to use to help their student excel.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in students achieving at the Advanced Academic Level</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Incentives for students - Local Funds - Local Account - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Analyze assessment data for students and develop and implement targeted and enrichment activities in order to strengthen the academic program and provide a well-rounded education for all students .</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in the number of students performing at the Meets and the Masters levels</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Alamo Elementary will provide a well-balanced and appropriate curriculum to all students.

**Performance Objective 1:** All Alamo staff members will continue to strengthen their knowledge of the TEKS and to implement a curriculum to ensure that all students are successful.

**Evaluation Data Sources:** CBA, Benchmark, and STAAR Scores

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide supplemental support to increase student success in all instructional areas including GT, Bilingual/ESL, and Special Education in order to provide a well rounded education to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement-CBA, Benchmark, and STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Supplemental instructional materials. - Coordination of Local and State Funds - GT Funds - \$400, Supplemental instructional materials. - Coordination of Local and State Funds - Bilingual/ESL Funds - \$700, Supplemental instructional materials. - Coordination of Local and State Funds - Special Education Funds - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Increase the level of fidelity with implementing instructional strategies, programs, and initiatives to improve student performance in Reading and ELA.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in State Accountability for STAAR Reading</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Utilize student assessment data from a variety of sources to identify instructional need areas and develop and implement intervention plans to address these areas to increase student academic performance for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement in targeted student expectations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Payroll, materials, and supplies for tutorials - Coordination of Local and State Funds - SCE Funds - \$12,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, SIOP, ELPS, guided reading, Kagan Questioning, literacy stations, differentiated instruction, etc.) to meet the needs of all students in order to provide a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement-STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

0% No Progress

100% Accomplished

→ Continue/Modify





✗ Discontinue

**Goal 3:** Alamo Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Continue to provide opportunities for identified students to improve academic, attendance, and/or behavior needs.

**Evaluation Data Sources:** Activities Log, Attendance Reports

**Summative Evaluation:** None





<b>Strategy 1:</b> Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs. <b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 2:</b> Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior. <b>Strategy's Expected Result/Impact:</b> 5% increase in student success <b>Staff Responsible for Monitoring:</b> Counselor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 3:</b> Continue and expand the school-wide attendance programs with an aim of increasing the average daily attendance to 98.5%. <b>Strategy's Expected Result/Impact:</b> End of Year Average Daily Attendance Rate of 98.5% or higher <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 4:</b> All students at Alamo will continue to engage in opportunities to explore different college and career options. <b>Strategy's Expected Result/Impact:</b> Increase in student performance and decrease in behavior issues <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Alamo Elementary will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Maintain high expectations toward a safe and structured environment including positive student behavior, high attendance percentages, and elevated morale for all students and staff.

**Evaluation Data Sources:** Reports: Discipline Data, Staff Development, Award Ceremony Agendas

**Summative Evaluation:** None





<b>Strategy 1:</b> Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 2:</b> Provide training opportunities for all staff members focused on student management techniques and increasing student engagement (i.e. Kagan strategies, Capturing Kids Hearts) to ensure there are effective procedures in classrooms and on the campus. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 3:</b> Provide school-wide programs aimed at decreasing discipline issues by providing recognition, encouragement, and incentives to students for perfect attendance, academic achievement, and exemplary behavior. <b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals/incidents from prior year <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 4:</b> Continue to implement a PBIS plan for Alamo Elementary. <b>Strategy's Expected Result/Impact:</b> Reduction in Student Referrals from prior year <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 5:</b> Utilize the discipline committee monthly meetings to provide feedback and communication to campus staff on discipline plans and practices. <b>Strategy's Expected Result/Impact:</b> Reduction in Discipline Reports from prior year <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 6:</b> Provide programs aimed at building character education and drug/violence prevention to support overall student success . <b>Strategy's Expected Result/Impact:</b> Decrease in behavior incidents from prior year. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Alamo Elementary will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Sources:** Reports reflecting Certification Attainment, Staff Development/Training hours

**Summative Evaluation:** None

<b>Strategy 1:</b> Campus staff will be assigned to a teaching assignment utilizing certification information (i.e. GT, ESL, Bilingual) in order to provide a highly effective instructional setting for all students. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement from prior year. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 2:</b> Continue to recruit current teachers to become both ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> 100% of campus staff are ESL certified and GT certified. <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 3:</b> Continue to recruit teachers that are ESL certified. <b>Strategy's Expected Result/Impact:</b> 100% of campus staff are ESL certified <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 6:** Alamo Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

**Performance Objective 1:** Facilitate communication between home, school, and community, provide family education sessions, foster an active Parent Teacher Organization as well as maintain community partnerships.

**Evaluation Data Sources:** Reports reflecting Alamo Elementary Family Nights, Parent Sessions, Parent Conferences, PIE

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p><b>Strategy's Expected Result/Impact:</b> Documents distributed in English and Spanish Increase in Family and Parent Engagement participation from prior year</p> <p><b>Staff Responsible for Monitoring:</b> Principal CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide sessions in English and Spanish and offer sessions during the day, in the evening, and/or on Saturdays to increase parent engagement from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide access to campus documents such as report cards, handbooks, events, CIP, etc. through flyers, letters, the student portal, and the campus website as well as through the district website in a format in accordance with district policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Documents provided in English and Spanish as well as provided through letters, flyers, front office, campus/district website, community events, and home visits to improve student success through increased parent and community awareness and participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Facilitate communication by staff members with parent and community through the distribution of monthly newsletters, home-visits, parent/teacher conferences, weekly call outs, and family engagement events scheduled both during the school day and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Family and Parent Engagement awareness and participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>





<b>Strategy 5:</b> Conduct family events in conjunction with PTO meetings throughout the course of the year to promote a home-school connection as well as build the Parent Teacher Organization through active participation by all staff members. <b>Strategy's Expected Result/Impact:</b> Increase in Family and Parent Engagement awareness and participation <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Alamo Elementary will provide the technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** Integrate available technology (e.g., Promethean boards, document cameras, projectors) and software (e.g., RM City, Imagine Learning English, Accelerated Reader) into daily practices to introduce, practice, and reinforce TEKS.

**Evaluation Data Sources:** Staff Development Logs, Teacher Lesson Plans

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide staff development opportunities for all staff members to improve their knowledge and skill base with technology. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Incentives for students	Local Accountt	\$500.00
<b>Sub-Total</b>					\$500.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Payroll costs for campus instructional specialists.	Title I, Part A	\$200,000.00
6	1	2	Materials for parent academic sessions	Title I Part A	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
<b>Sub-Total</b>					\$204,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials.	GT Funds	\$400.00
2	1	1	Supplemental instructional materials.	Bilingual/ESL Funds	\$700.00
2	1	1	Supplemental instructional materials.	Special Education Funds	\$500.00
2	1	3	Payroll, materials, and supplies for tutorials	SCE Funds	\$12,000.00
<b>Sub-Total</b>					\$13,600.00
<b>Grand Total</b>					\$218,600.00