

Goose Creek Consolidated Independent School District

Alamo Elementary

2019-2020 Campus Improvement Plan



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 the 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 2019 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.
- Six years ago, 540 students were served by the campus, which is about 30% less students than we serve now; we currently serve 770 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	769
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%
Male	50.20% (386)
Female	49.80% (383)
Mobility Rate	22.9%

Total Enrollment	769
Daily Attendance	96.16%
All Incidents/Office Referrals	293 (down from 449)
GT	7.80%
ELL	32.12%
504	3.38%
Special Ed	7.93%
Tier I Instruction	100%
Tier II Instruction	15-20%
Tier III Instruction	10-15%

Staff

Total Staff	69.9
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 4 new hires in the 2019-20 school year consisting of 1 Student Support Administrator and 3 teachers. 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, and STAAR scores.

Demographics Strengths

The data reports indicate:

A strength for Alamo is the family atmosphere and the small percentage of teacher turnover. For the 2019-2020 school year, Alamo retained approximately 95% of our teachers. Due to the low teacher turnover, new teacher hires are able to work closely with new staff. As well, all personnel hired for the 19-20 school year have a minimum of four years teaching experience. Class sizes are, on average, 22:1 ratio.

An additional strength are teachers 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.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Alamo continues to make growth each year. Notable increases were in fifth grade science where we achieved eighty-nine percent passing (English and Spanish combined). Alamo received distinctions in all six areas given by the state. Additionally, Alamo ranked first overall in the district in first grade performance as well as having the highest average of all elementary schools in GCCISD.

Program Evaluation 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 Stemscopes 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.

Domain 1. STUDENT ACHIEVEMENT - PERCENT APPROACHES, MEETS AND MASTERS STATE ASSESSMENT (All Students, All Tests, All Subjects)

Subject	2018			2019		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3 rd Reading	72	36	23	75	47	27
3 rd Math	67	38	19	77	47	23
4 th Reading	68	36	17	77	37	17
4 th Math	83	55	37	83	56	36
4 th Writing	53	32	7	65	34	13
5 th Reading	75	47	21	91	54	30
5 th Math	78	57	29	92	70	44
5 th Science	84	48	12	87	66	35

*Green indicates improvement from 2018.

Student Academic Achievement Strengths

The data reports indicate:

	ELA/Reading		Mathematics		Science		Comparative Academic Growth		Postsecondary Readiness		Comparative Closing the Gaps	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Alamo Elem	X	X	X	X	X	X	X	X	X	X	X	X

Alamo received a **93 - A Rating** from TEA for the 2018-19 school year.

For **three years in a row**, 2017, 2018, and 2019 Alamo has received **all six Distinctions**.

For the past three years Alamo has consistently made progress in all core areas.

Problem Statements Identifying Student Academic Achievement Needs

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

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2019 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 PLC's and weekly team planning meeting. Our focus is **all** students campus wide.
- Alamo has a 1-1 ratio of technology for our students (Chrome-books, laptops, ipads, desktops, etc) for grades 3 through 5. 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 during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- In regards 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 regards 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.

Perceptions Strengths

The data indicates:

- 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: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Student Progress Domain
- Closing the Gaps Domain
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- TTESS data
- 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
- Action research results

Goals

Revised/Approved: October 07, 2019




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 Source(s) 1: STAAR Results, Benchmark Assessments, CBA Data, ISIP Scores, and TELPAS Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	2.4	Campus Administrators Campus Instructional Specialists Teachers	5% increase in student achievement			
2) Provide materials, activities, and technology necessary for all students to achieve in the classroom.	2.4	Campus Administrators Campus Instructional Specialists	5% increase in student achievement			
3) Provide relevant staff development opportunities for all staff members to improve educational knowledge and practice for the success of all students.	2.4	Campus Administrators, Campus Instructional Specialists	5% increase in student achievement			

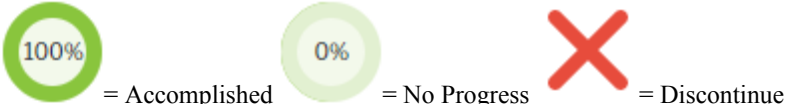
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Utilize campus instructional specialists as well as campus master teachers to help build capacity in all staff members through peer coaching to increase student academic success.		Campus Administrators Campus Instructional Specialists Teachers	5% increase in student achievement			
Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00						
5) 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.		Campus Administrators Campus Instructional Specialists Teachers	5% increase in student achievement			
 = Accomplished  = No Progress  = 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 Source(s) 2: Data reports for STAAR, ISIP Levels, EOY Reading and Math Levels

Summative Evaluation 2:

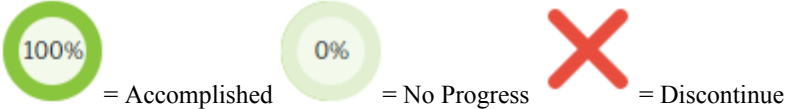
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide remediation/enrichment for all students based on data-based areas of need and those determined by the PLC.	2.4	Campus Administrators Campus Instructional Specialists Teachers	5% increase in student growth measure for STAAR, Reading Levels, and Student Grades			
2) 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).		Principal	5% increase in End of Year Reading and Math Levels			
						

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 Source(s) 3: EOY LPAC Reports, TELPAS Reports, STAAR Scores

Summative Evaluation 3:

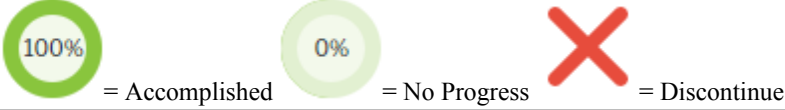
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure the appropriate placement and programming for all English language learners and provide assistance and remediation for at-risk students who are not successful in the classroom.	2.6	Campus Administrators Campus Instructional Specialists Bilingual Teachers	5% increase in student achievement			
2) Provide targeted assistance to low-performing students based on need areas identified through close data analysis.		Campus Administrators Campus Instructional Specialists	5% increase in STAAR Scores			
						

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 showing a mastery of student expectations on local assessments and by increasing the percentage of students achieving at the Advanced Academic level on each STAAR Assessment to a minimum of 25% for each student group.

Evaluation Data Source(s) 4: STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.		Principal	5% increase in students achieving at the Advanced Academic Level			
Funding Sources: Local Funds - 500.00						
2) 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 .	2.5	Campus Administrators Campus Instructional Specialists Teachers	5% increase in the number of students performing at the Meets and the Masters levels			
						

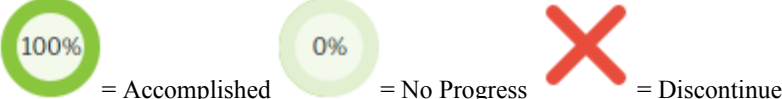
Goal 2: Alamo Elementary will provide a well-balanced and appropriate curriculum to all students.

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

Evaluation Data Source(s) 1: CBA, Benchmark, and STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	2.5	Campus Administrators Campus Instructional Specialists Teachers	5% increase in student achievement-CBA, Benchmark, and STAAR Scores			
	Funding Sources: Coordination of Local and State Funds - 1600.00					
2) Continue to implement new strategies, programs, and initiatives to improve student performance in Reading and ELA.		Campus Administrators Campus Instructional Specialists Teachers	5% increase in State Accountability for STAAR Reading			
3) 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.	2.6	Campus Administrators Campus Instructional Specialists Teachers	5% increase in student achievement in targeted student expectations			
	Funding Sources: Coordination of Local and State Funds - 12000.00					
4) 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.	2.5	Campus Administrators Campus Instructional Specialists Teachers	5% increase in student achievement-STAAR Results			

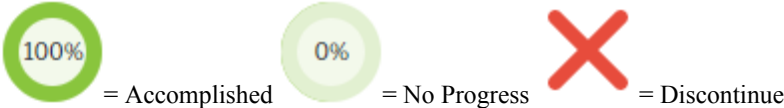
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
						

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: All students at Alamo will be presented with opportunities to explore different college and career options with a focus on the importance of attendance, participation, and academic success.

Evaluation Data Source(s) 1: Activities Log, Attendance Reports

Summative Evaluation 1:

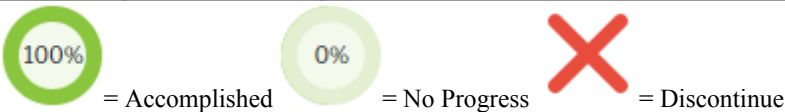
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs.		Principal	5% increase in student achievement			
2) Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior.		Counselor	5% increase in student success			
3) Continue and expand the school-wide attendance programs with an aim of increasing the average daily attendance to 98.5%.		Campus Administrators	End of Year Average Daily Attendance Rate of 98.5% or higher			
						

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 elevate morale for all students and staff.

Evaluation Data Source(s) 1: Reports: Discipline Data, Staff Development, Award Ceremony Agendas

Summative Evaluation 1:

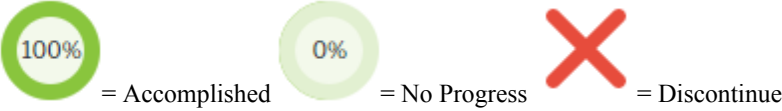
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.		Campus Administrators	Decrease in the number of discipline referrals			
2) Provide training opportunities for all staff members focused on student management techniques and increasing student engagement (i.e. Kagan strategies, Capturing Kids Hearts, and ensuring there are effective procedures in the both the classrooms and on the campus).		Campus Administrators	Decrease in discipline referrals			
3) 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.		Campus Administrators	Reduced number of discipline referrals/incidents			
4) Continue to implement a PBAS plan for Alamo Elementary.		Campus Administrators, Teachers	Reduction in Student Referrals			
5) Utilize the discipline committee monthly meetings as a way to provide feedback and communication on the effectiveness of the schools current discipline plans and practices.		Assistant Principal	Reduction in Discipline Reports			
6) Provide programs aimed at character education, drug/violence prevention, and college and career awareness.		Counselor	5% decrease in incidents			
						

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

Performance Objective 1: Recruit and retain highly effective personnel and encourage and solicit teachers to add subject area certifications, ESL and GT certifications (Our goal is to have everyone attain an ESL certification within the next two years).

Evaluation Data Source(s) 1: Reports reflecting Certification Attainment, Staff Development/Training hours

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) To ensure staff are highly effective in their instructional domain. Utilize information regarding certifications (i.e. GT, ESL, Bilingual) to coordinate and place campus personnel.		Campus Administration	An increase in individuals taking certification tests, staff development hours, and relevant staff development pertaining to certification area			
						

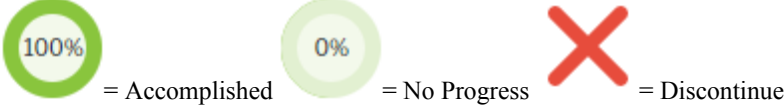
Goal 6: Alamo Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

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

Evaluation Data Source(s) 1: Reports reflecting Alamo Elementary Family Nights, Parent Sessions, Parent Conferences, PIE

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	3.1	Principal CSSS	Documents distributed in English and Spanish Increase in Family and Parent Engagement participation			
2) 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.	3.2	Principal CSSS	Provide sessions in English and Spanish and during the day, in the evening, and on Saturdays to increase parent engagement			
Funding Sources: Coordination of Local, State, and Federal Funds - 4500.00						
3) 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.		Principal	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.			
4) 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.		Principal	Increase in Family and Parent Engagement awareness and participation			

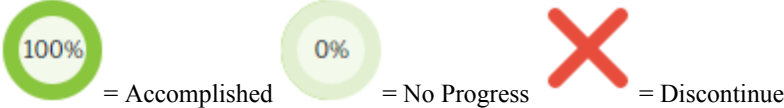
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Conduct family events in conjunction with PTO meetings throughout the course of the year to promote a home-school connection as well as build the Parent Teacher Organization through active participation by all staff members.		Campus Administrators	Increase in Family and Parent Engagement awareness and participation			
						

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 Source(s) 1: Staff Development Logs, Teacher Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide staff development opportunities for all staff members to improve their knowledge and skill base with technology.		Campus Administrators	Increase in student achievement			
						

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Andrea Zepeda	Principal
Administrator	Vicki Sorensen	Assistant Principal
Classroom Teacher	Emily Abilez	Teacher
Classroom Teacher	Maricruz Rodriguez	Teacher
Classroom Teacher	Judy Jirrels	Teacher
Classroom Teacher	Tasha Arceneaux	Teacher
Classroom Teacher	Karen Moore	Teacher
Classroom Teacher	Ashlee Bellard	Teacher
Classroom Teacher	Diana Joaquin	Teacher
Classroom Teacher	Naomi Tate	Teacher
Business Representative	Harvey Oyler	Business
District-level Professional	Rebecca Robins	Area Executive Director
Parent	Jilyan Sayers	Parent
Paraprofessional	Daniella Buckner	Paraprofessional
Community Representative	Sarah Viss	Community

Family and Community Involvement Committee

Committee Role	Name	Position
Administrator	Andrea Zepeda	Principal
Non-classroom Professional	Ester Morales	Title I Campus Student Success Specialist
Parent	Linda Martinez	Parent
Parent	Fernando Villarreal	Parent
Parent	Tomasita Gonzalez	Parent
Parent	Emily Abilez	Parent
Parent	Sonya Mosqueda	Parent
Parent	Heather Thompson	Parent
Parent	Ashton Williams	Parent
Parent	Brice Blackerby	Parent
Parent	Manuel Escobedo	Parent
Parent	Krista Neal	Parent
Parent	Jannie Craig	Parent
Parent	Rosie Cuevas	Parent

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Incentives for students	Local Accountnt	\$500.00
Sub-Total					\$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
Sub-Total					\$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
Sub-Total					\$13,600.00
Grand Total					\$218,600.00