

Goose Creek Consolidated Independent School District

Alamo Elementary

2021-2022 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 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

Enrollment and attendance rates have stayed consistent over the last five years, with a slight decrease in the 2020-2021 school year due to COVID 19. Alamo Elementary uses attendance incentives such as a bike raffle at the end of the year and our homeroom attendance celebrations when classes reach a total number of days with perfect attendance. Alamo Elementary serves PK-5th grade, including the district New Arrival Center, Dual Language for Kinder and 1st grade, Resource/Inclusion, Behavior Support, and Life Skills. Teachers are self contained in PK, K, and 1st grade and departmentalized in 2nd-5th grade. 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 for the 2021-2022 school year. The staff receives professional development and support on campus from curriculum instructional specialists in Reading/ELA and Math/Science and hold regular PLCs throughout the year.

Demographics Strengths

Alamo has a strong family atmosphere. Alamo staff are dependable and mutually accountable to each other. Teacher turnover is low and regardless of years experience, teachers deliver strong instruction using research based instructional strategies.

Student Learning

Student Learning Summary

Alamo Elementary 3rd-5th grade students performed better on the Reading STAAR test when compared to Math, Science, and Writing. Alamo Elementary 5th grade students out performed 3rd and 4th grade students by almost 20 percentage points when comparing the approaches category in each subject area. According to the end of year reading universal screener, 80% of kinder students are on track, 62% of 1st grade students are on track, and 62% of 2nd grade students are on track. Individual student needs at Alamo Elementary are identified through RTI, 504, and Special Education. Structures are in place to service these students through the use of paraprofessionals and a dyslexia and intervention teacher. For RTI students, teachers meet once a grading period with their grade level RTI case manager to discuss progress of individual students. Progress of 504 students is monitored by teachers and the dyslexia teacher. Special education students are monitored and serviced by their case manager and according to their IEPs and individualized goals. There are a variety of interventions used to help struggling students at Alamo Elementary, including small group instruction, pull out instruction, classroom and test accommodations, and differentiation in the classroom. Data does show those interventions to be effective for some students, but when data shows no progress on some skills, teachers often refer students for evaluation through 504 or special education. In general, students in special programs do not perform at the same level comparatively. Progress monitoring is in place systematically through RTI, 504 dyslexia, and special education.

Student Learning Strengths

Student learning is enhanced at Alamo Elementary through fine-tuning individual student needs, whether through a special program or just differentiation in the classroom. Reading scores, both in primary according to screeners and intermediate according to the STAAR test, have improved over the 2020-2021 school year. 5th grade Reading met their meets and masters goal on the STAAR test by hitting 51% Meets and 36% Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Alamo Elementary does not consistently use learning targets and success criteria nor differentiation in every day lessons. **Root Cause:** Alamo Elementary has not had targeted professional development in the areas of success criteria or differentiation.

School Processes & Programs

School Processes & Programs Summary

Alamo Elementary uses a variety of tools to gauge student knowledge and academic achievement. State assessment data shows a high percentage of Alamo students achieve MEETS or MASTERS level on all content areas and grade levels tested. Formative assessments drive classroom instruction which is reflected in these results. Alamo Elementary's academic achievement is a direct result of the combination of highly qualified teachers and engaged students.

Alamo continually motivates students to reach their highest academic potential as evidenced by our state ratings. For three 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.

For our last state evaluation for the 2018-2019 school year, Alamo was awarded an A rating on our Texas Public School Report Card.

We allot time to work collaboratively by having PLCs and weekly team planning meetings. During these meetings teams disaggregate data and create instructional calendars. These calendars are formulated based on upcoming TEKS as well as weak TEKS identified through assessment. Data is effectively used to reteach, spiral and plan instruction.

Content and Language Objectives are communicated with ELL students both in written format and class discussion. The instructional and linguistic accommodations are routinely presented through visuals, verbal cues, academic language, extended wait time and translation as needed for clarification. Practices are deemed effective if students are progressing with their knowledge and comprehension of materials and language as well as students showing one year of growth in language acquisition on TELPAS.

Alamo has a 1-1 ratio of technology for our students in all grades Pre-K through 5th. With the onset of the COVID-19 Pandemic our teachers, like all teachers around the world, were thrust into the world of educational technology. Teachers quickly learned to utilize the devices in their classrooms (laptop, desktop, Promethean Board, Active Slate, IPAD and Epson document camera) to effectively instruct their students both face to face and virtually. Teachers became proficient in WEBex for both instructional time with students and collaborative time with peers. District Technology Specialists and District Curriculum Specialists have helped teachers utilize a variety of engaging technology applications such as Pear Deck, Kahoot, Quizizz, Nearpod, Blooket, GSuite, and others. Teachers will need to continue to receive training on and a list of all accessible applications that challenge and engage students in our classrooms.

School Processes & Programs Strengths

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

In regard to the culture, student support and providing a safe work environment, staff and student survey results indicate that those are evident at Alamo.

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, although limited due to COVID

Alamo provided the campus improvement plan, the family and parent engagement policy, and the school compact to parents and the community in English and Spanish.

Alamo provided 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 website, and through our campus office.

Alamo provided 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.

Every faculty member participates in implementing PBIS, utilized to increase positive behavior, along with each classroom teacher having their own classroom incentive system.

Perceptions Strengths

The strengths of Alamo include:

- Spirit Nights
- UIL event involvement
- Social Committee (staff recognition)
- Continue to be consistent with implementation of PBIS (Eagle Bucks, discipline referrals)
- RTI process addresses student needs
- PLC
- Backpack Buddies
- Parent engagement opportunities provide a minimum of three per semester
- Various parent sessions are offered as determined by BOY parent and teacher surveys
- Weekly newsletter, DOJO, call outs, Tuesday folder, Alamo Facebook page, marquee, and website are utilized consistently and effectively to keep parents informed
- Alamo has a liaison for home/school connection whose role is to inform and engage parents/community

Priority Problem Statements

Problem Statement 1: Alamo Elementary does not consistently use learning targets and success criteria nor differentiation in every day lessons.

Root Cause 1: Alamo Elementary has not had targeted professional development in the areas of success criteria or differentiation.

Problem Statement 1 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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, progress, and participation data
- 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
- 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, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation





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 students, with a goal of 60% of students meeting and 35% of student mastering standards on the state assessment.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results





Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: All students should make at least one year's growth in Reading and Math</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide materials, activities, and technology necessary for all students to achieve in the classroom.</p> <p>Strategy's Expected Result/Impact: All students should make at least one year's growth in Reading and Math</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide relevant staff development opportunities for all staff members to improve educational knowledge and practice for the success of all students.</p> <p>Strategy's Expected Result/Impact: Evidence of high quality instructional practices and strategies in TTESS walkthrough data</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: All students will make at least a year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Alamo Elementary will differentiate instruction to ensure 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, Universal Screeners

Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: No statistically significant achievement gap in Reading and Math</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Bilingual Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide interventions to students performing below grade level based on need areas identified through data analysis and by RIT, 504, and ARD committees.</p> <p>Strategy's Expected Result/Impact: No statistically significant achievement gap in Reading and Math</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide ongoing professional development for all staff on the Depth and Complexity Framework and implement the strategies with fidelity across all content areas.</p> <p>Strategy's Expected Result/Impact: No statistically significant achievement gap in Reading and Math Differentiated lessons and student artifacts across all content areas</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June
 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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 5% increase in students achieving at the Advanced Academic Level</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Incentives for students - Local Funds - Local Account - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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 .</p> <p>Strategy's Expected Result/Impact: 5% increase in the number of students performing at the Meets and the Masters levels</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
 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, CFA, Benchmark, Universal Screeners, and STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: 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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Coaching support provided by campus instructional specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$140,000</p>	Formative		
	Nov	Feb	June
 No Progress  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, PBIS Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize student assessment data to develop and implement intervention plans to address individual student needs. Strategy's Expected Result/Impact: 80% of students making progress using specified interventions in RTI plans Staff Responsible for Monitoring: Campus Administrators and Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.6 Funding Sources: Payroll, materials, and supplies for tutorials - Coordination of Local and State Funds - SCE Funds - \$12,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Expand the school-wide attendance programs with an aim of increasing the average daily attendance to 98.5% by recognizing the grade level with the highest attendance percentage each month. Strategy's Expected Result/Impact: End of Year Average Daily Attendance Rate of 98.5% or higher Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement the Character Strong Program including classroom guidance lessons, positive behavior supports, and monthly character assemblies. Strategy's Expected Result/Impact: A decrease in the number of student crisis events as compared to the previous school year Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All students at Alamo will be exposed to college and career options by participating in activities for College and Career Week. Strategy's Expected Result/Impact: Increase in student performance and decrease in behavior issues Staff Responsible for Monitoring: Campus Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: PBIS Data, Staff Development, Award Ceremony Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote SOAR to decrease discipline incidents, including distribution of Eagle Bucks, the monthly Eagle's Nest, and recognition of student behavior at Character Assemblies. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the PBIS committee monthly meetings to provide feedback and set campus wide goals related to positive behavior supports. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year Staff Responsible for Monitoring: Campus Administrators Campus Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Character Assemblies and Eagle's Nest will occur one time per month to promote Character Education and incentives for positive behavior. Strategy's Expected Result/Impact: Increased recognition of students who are meeting character and behavior expectations Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incorporate the Student Support Team to provide support for students, parents, and other related organizations in order to address academic, attendance, and/or behavior needs.</p> <p>Strategy's Expected Result/Impact: improved academic, attendance, and/or behavior outcomes</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, CSSS, and CYS</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$75,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: The campus will utilize a coordinated school health/wellness approach that fosters a safe and healthy learning and working environment aiming to improve academic performance for all students.





Evaluation Data Sources: Documentation (sign-in sheets, agendas, newsletters, flyers) of various offerings to students and staff of health related programs and activities, FitnessGram testing data, and Campus CATCH plan development and implementation, PE and Classroom teacher lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide PE activities which promote wellness and physical activity with the students, as well as family involvement and knowledge of healthy lifestyle choices</p> <p>Strategy's Expected Result/Impact: Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).</p> <p>Staff Responsible for Monitoring: PE Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate sun safety lessons into health/wellness education over the course of the school year.</p> <p>Strategy's Expected Result/Impact: Compliance with GCCISD Sun Safety Policy will increase knowledge about UV radiation and reduce the risk for cancer.</p> <p>Staff Responsible for Monitoring: PE teacher, Classroom Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate nutrition and hygiene education into student's PE classes each six weeks.</p> <p>Strategy's Expected Result/Impact: Empowers children with knowledge and skills to make healthy choices</p> <p>Staff Responsible for Monitoring: PE teacher, Classroom Teachers</p>	Formative		
	Nov	Feb	June
 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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement from prior year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to recruit new and current teachers to become both ESL and GT certified.</p> <p>Strategy's Expected Result/Impact: 100% of campus staff are ESL certified and GT certified.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
 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





Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Documents distributed in English and Spanish Increase in Family and Parent Engagement participation from prior year</p> <p>Staff Responsible for Monitoring: Principal CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal and CSSS</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Facilitate communication by staff members with parent and community through the distribution of weekly newsletters, home-visits, parent/teacher conferences, weekly call outs, and family engagement events scheduled both during the school day and after school.</p> <p>Strategy's Expected Result/Impact: Increase in Family and Parent Engagement awareness and participation</p> <p>Staff Responsible for Monitoring: Core Team</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in Family and Parent Engagement awareness and participation</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Provide staff development opportunities once per month on specific technology tools and apps conducive to students being able to demonstrate understanding of an essential standard in creative ways.

Evaluation Data Sources: Staff Development Logs, Teacher Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development opportunities once per month on specific technology tools and apps conducive to students being able to demonstrate understanding of an essential standard in creative ways.</p> <p>Strategy's Expected Result/Impact: Increase in teacher and student proficiency with technology</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Incentives for students	Local Accountt	\$500.00
Sub-Total					\$500.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Coaching support provided by campus instructional specialist	Title I, Part A	\$140,000.00
4	1	5	Campus Student Success Specialist to support student success components	Title I, Part A	\$75,000.00
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					\$219,500.00
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
3	1	1	Payroll, materials, and supplies for tutorials	SCE Funds	\$12,000.00
Sub-Total					\$13,600.00
Grand Total					\$233,600.00