

# Goose Creek Consolidated Independent School District

## Alamo Elementary

### 2022-2023 Campus Improvement Plan



**Public Presentation Date:** November 3, 2022

# 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

Alamo Elementary is located in Goose Creek CISD of Baytown, Texas. Alamo services students in grades PK-5. We are a campus made strong by the dedicated commitment of teachers, staff members, parents, and the community. PK-1st grade teachers are self-contained and 2nd-5th grade teachers are departmentalized. The current student population is 830 students, an increase from its early beginnings in the current building located near a variety of neighborhoods and apartment complexes. Attendance rates have stayed somewhat consistent over the last few years. Without Covid restrictions, we are seeing attendance rates slightly increase. Our student and staff population represent a variety of race, ethnicity, and culture with the Hispanic population representing the majority with roughly 61% of the student population. We offer a variety of programs designed to meet the needs of all students: the district's New Arrival Center (NAC), Dual Language, Life Skills, Behavior Support Program, Pre K Academy with curriculum provided by Fueling Brains, and special education resource and inclusion. Our teachers and staff are highly qualified with a strong retention rate. Professional development opportunities are offered with support given by our campus instructional specialists, administration, and grade level peers in professional learning communities.

### Demographics Strengths

Current strengths at Alamo Elementary include family atmosphere, diverse student and staff population, teacher retention, class sizes roughly 20:1, teachers supporting teachers through PLCs, feedback walkthroughs provided by campus administrators, and strong Tier 1 instruction using a variety of instructional strategies through district and campus initiatives.

# Student Learning

## Student Learning Summary

After analyzing several types of formative and summative data, including benchmarks and STAAR, we are continuing to see improvement in student achievement. We have systems in place to support our students, including the RTI process, daily intervention time for Kinder-5th grade, part time tutors, a reading interventionist, Math and Reading instructional coaches, weekly planning, and professional learning communities. An area of concern regarding student learning is the lack of growth in our AA/Black and special ed sub-populations.

When looking at EOY Reading data, 84% of our Kinder students are "on track" and 53% of our 1st grade students are "on track". Both grade levels showed improvement when compared to beginning of year data, but we have not met our goal of having all students reading on level before promotion to the next grade level.

## Student Learning Strengths

Alamo has strong systems in place to enhance student learning:

- Eagle Time (daily intervention time)
- PLCs
- Weekly Content Planning
- Professional Development
- Highly Qualified Interventionists and Curriculum Specialists
- Instructional Rounds
- Reading Academy
- HB4545

According to STAAR data from this year, our meets and masters scores improved across all subjects in all grade levels from the previous school year. Our Emergent Bilingual students routinely out perform our other sub-populations on the STAAR test.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Alamo Elementary is showing a lack of growth in our AA and Special Education sub-populations in achieving approaches on the Math STAAR. **Root Cause:** Although we have RTI and daily intervention time, we do not always incorporate differentiation into our Tier 1 instruction in order meet the needs of all students and their varying levels of understanding.

**Problem Statement 2 (Prioritized):** Alamo Elementary students in Kinder and 1st grade are not making at least one year's growth in reading. **Root Cause:** Although progress has been made and professional development has been provided, daily small group and guided reading is not being conducted with fidelity and to the rigor required for students to grow.

# School Processes & Programs

## School Processes & Programs Summary

After reviewing campus data and feedback, the committee found that vertical alignment amongst all grade levels and stronger PLC commitment needed to be established, maintained, and monitored to ensure that all teachers were teaching at a strong level Tier 1 and preparing students for the next grade level. While some collaboration was evident through PLCs, planning times, ILT, RTI, and district initiatives, accountability is needed to ensure the district scope and sequence is followed, instructional plans are aligned, and guided reading is occurring daily in all reading classes.

## School Processes & Programs Strengths

The strengths of Alamo Elementary include a campus emphasis on incorporating the Depth and Complexity framework to provide differentiated instruction, learning intentions and success criteria incorporation into daily lessons, and the integration of technology in the classroom. Staff development in these areas has been provided throughout the school year and teachers have attended, participated, and sharpened their understanding of how to effectively use these tools in their lessons. Alamo is a family of educators dedicated to the diversity of students that we serve.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Alamo Elementary teachers are not vertically aligned PK-5th grade regarding curriculum alignment, understanding of the TEKS and how they build on each other, and accountability for ensuring all students receive strong instruction to prepare them for the next grade level. **Root Cause:** We have not established dedicated, protected time during the school year for vertical alignment collaboration.

# Perceptions

## Perceptions Summary

According to the survey feedback, campus life with regards to respect, relationships, behavior, and support has declined due to staff feeling overworked, unappreciated, and like they are not heard. There is a positive relationship between parents and the Alamo staff, based on survey data. Parents are supportive of engagement opportunities offered throughout the year and students have a positive outlook on campus culture and climate. Students also report feeling safe. Regarding bullying, every faculty member participates in implementing PBIS, utilized to increase positive behavior, along with each classroom teacher having his or her own classroom incentive system. According to the data, there are no reported bullying cases, but there have been bullying allegations reported and investigated. The top three behavior concerns are class disruption, physical confrontation, and bus misconduct. All documents provided to our families and community are written in English and Spanish, including our weekly newsletter school compact, and family and parent engagement policy.

## Perceptions Strengths

- UIL event involvement
- Social Committee
- Implementation of PBIS- Eagle Bucks, Eagle's Nest
- Strong Behavior RTI Process
- PLC
- Backpack Buddies
- Parent Engagement Opportunities
- Weekly Newsletter- Eagle Edition, Class Dojo, School Messenger, Facebook, Instagram, Website
- Engagement from the Community- Kiwanis, Second Baptist, Legacy
- Bullying Committee to be formed for 2022-2023 school year

# Priority Problem Statements

**Problem Statement 2:** Alamo Elementary is showing a lack of growth in our AA and Special Education sub-populations in achieving approaches on the Math STAAR.

**Root Cause 2:** Although we have RTI and daily intervention time, we do not always incorporate differentiation into our Tier 1 instruction in order meet the needs of all students and their varying levels of understanding.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Alamo Elementary teachers are not vertically aligned PK-5th grade regarding curriculum alignment, understanding of the TEKS and how they build on each other, and accountability for ensuring all students receive strong instruction to prepare them for the next grade level.

**Root Cause 3:** We have not established dedicated, protected time during the school year for vertical alignment collaboration.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 1:** Alamo Elementary students in Kinder and 1st grade are not making at least one year's growth in reading.

**Root Cause 1:** Although progress has been made and professional development has been provided, daily small group and guided reading is not being conducted with fidelity and to the rigor required for students to grow.

**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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

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

- Organizational structure 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 65% 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><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> All students should make at least one year's growth in Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<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> All students should make at least one year's growth in Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide relevant staff development opportunities for all staff members to strengthen tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of high quality instructional practices and strategies in TTESS walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</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> All students will make at least a year's growth in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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><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> No statistically significant achievement gap in Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide interventions to students performing below grade level based on need areas identified through data analysis and by RTI, 504, and ARD committees.</p> <p><b>Strategy's Expected Result/Impact:</b> No statistically significant achievement gap in Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> No statistically significant achievement gap in Reading and Math Differentiated lessons and student artifacts across all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</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 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><b>Strategy 1:</b> Contact parents of students who are working below grade level to provide resources and individualized learning plans.  <b>Strategy's Expected Result/Impact:</b> 5% increase in students achieving at the Advanced Academic Level  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<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 .  <b>Strategy's Expected Result/Impact:</b> 10% increase in the number of students performing at the Meets and the Masters levels  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</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 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><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> 5-10% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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.) and provide coaching support to identified classrooms to meet the needs of all students in order to provide a well rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$130,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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 academics, attendance, and/or behavior needs.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> improved academic, attendance, and/or behavior outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators SST Team</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize student assessment data to develop and implement accelerated instruction intervention plans to address individual student needs</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students making progress using specified interventions in RTI plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coaches</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Payroll, materials, and supplies for tutorials - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> End of Year Average Daily Attendance Rate of 98.5% or higher</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> All students at Alamo will be exposed to college and career options by participating in activities for College and Career Week. <b>Strategy's Expected Result/Impact:</b> Increase in student performance and decrease in behavior issues <b>Staff Responsible for Monitoring:</b> Counselor	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><b>Strategy 1:</b> Implement the Character Strong Program including classroom guidance lessons, positive behavior supports, and monthly character assemblies.  <b>Strategy's Expected Result/Impact:</b> A decrease in the number of student crisis events as compared to the previous school year  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote SOAR by teaching school wide expectations, distributing Eagle Bucks, and honoring students at the the monthly Eagle's Nest and monthly Character Assemblies.  <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure that classroom, grade level, campus, and district behavior management systems are aligned and effective.  <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize the PBIS committee monthly meetings to provide feedback about SOAR implementation and set campus wide goals related to positive behavior supports.  <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year  <b>Staff Responsible for Monitoring:</b> Campus Administrators  Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators PE Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate sun safety lessons into health/wellness education over the course of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with GCCISD Sun Safety Policy will increase knowledge about UV radiation and reduce the risk for cancer.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Incorporate nutrition and hygiene education into student's PE classes each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Empowers children with knowledge and skills to make healthy choices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 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><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to recruit new and current teachers to become both ESL and GT certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Each grade level will have at least 2 teachers who are ESL certified and 2 teachers who are GT certified.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</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





Strategy 1 Details	Formative Reviews		
<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> All documents will be distributed in English and Spanish. We will see an increase in Family and Parent Engagement participation from prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<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> Campus Administrators CSSS</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<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> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in Family and Parent Engagement awareness and participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><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.</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> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</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:** 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in teacher and student proficiency with technology</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Costs for Teaching and Learning Coaches	Title I, Part A Funds	\$130,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$70,000.00
6	1	2	Materials for parent academic sessions	Title I Part A Funds	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
<b>Sub-Total</b>					<b>\$204,500.00</b>
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	2	Payroll, materials, and supplies for tutorials	SCE Funds	\$10,000.00
<b>Sub-Total</b>					<b>\$11,600.00</b>