

# Goose Creek Consolidated Independent School District

## Alamo Elementary

### 2023-2024 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

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-2nd grade teachers are self-contained and 3rd-5th grade teachers are departmentalized. The current student population is 800 students, an increase from its early beginnings in the current building located near a variety of neighborhoods and apartment complexes. In the 2023-2024 school year, we will only serve Kinder-5th grade, but we will be adding a FOCUS program and adding the Dual Language program to 3rd grade. Our student and staff population represent a variety of race, ethnicity, and culture with the Hispanic population representing the majority with roughly 65% of the student population. We offer a variety of programs designed to meet the needs of all students, including the district's elementary New Arrival Center (NAC) for 4th and 5th graders, One Way and Two Way Dual Language in Kinder-3rd, Behavior Support Program, FOCUS, and special education resource and inclusion in the 2023-2024 school year. Our teachers and staff are highly qualified with a strong retention rate. Professional development opportunities are offered with support given by our teaching and learning coaches, administration, and grade level peers in professional learning communities.

### Demographics Strengths

Current strengths at Alamo Elementary include a diverse staff and student population, teacher retention, teachers supporting teachers through PLCs and Go, Grow, Glow, feedback walkthroughs provided by campus administrators, and strong Tier 1 instruction using high-yield instructional strategies in line with the campus and district goals. Alamo also has opportunities for students to lead on campus by being members of K Kids and Ambassadors.

# Student Learning

## Student Learning Summary

After analyzing formative and summative data, including CUAs, STAAR interim, and MAPS Growth, it is evident 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 teaching and learning coaches, weekly planning, and weekly professional learning communities. According to end of year MAPS Reading data, 54% of 1st grade reading students are not on track, compared to 26%, 34%, 22%, and 33% not on track for 2nd-5th grade respectively. Every grade level from 2nd-5th reduced the number of students who were below level when comparing beginning of the year to end of year data.

## Student Learning Strengths

Teachers collaborate in weekly content planning and PLCs. Students benefit from high quality instructional strategies, such as the Depth and Complexity framework, and daily intervention time. Teachers engage in professional development with each other and our teaching and learning coaches. Almost all teachers participate in Go, Grow, Glow, where they get the opportunity to visit other classrooms for peer observations. The students who are achieving Meets and Masters status improved in the last two years and are expected to improve again with STAAR results from the 2022-2023 school year. Students are getting more diverse learning experiences and tailored instruction to meet their needs as the teachers learn and grow.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Not all students are making a year's growth in reading. **Root Cause:** Although we have designated guided reading time in our schedules, not all teachers are equipped with the resources and time to differentiate instruction for guided reading.

# School Processes & Programs

## School Processes & Programs Summary

After reviewing campus data and feedback, the committee found the vertical alignment amongst all grade levels and stronger PLC commitment needs to be established, maintained, and monitored to ensure all teachers are teaching at a strong level of Tier 1 instruction and preparing students for the next grade level. While some collaboration is evident in 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 dedicated to the diversity of students' served. Teachers have embraced transformations to make learning more fun and engaging, while still maintaining the rigor of the TEKS.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Alamo Elementary teachers are not vertically aligned K-5th grade regarding curriculum alignment, understanding of the TEKS and how they build on each other, and the 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 survey data, 78% of staff believe there is a positive attitude of respect at Alamo Elementary and 99% believe our school is a nurturing place. 94% of staff report they find their work engaging, and 96% report that student success is an integral part of our school. Parents are supportive of engagement opportunities offered through the year and PTO has been more present than in previous years. Every faculty member is part of implementing PBIS and according to student survey data, students would like more opportunities to learn about each other's differences and about bullying.

## Perceptions Strengths

Our PBIS incentive program has evolved to include a monthly store, the Eagle's Nest. We have more participation with character education through Character Rallies and our campus Anti Bullying Committee. Our newsletters are sent home weekly in English and Spanish and we have made more connections with the community through PTO, Kiwanis, Ready Set Teach, and PALS. We have also connected with our District SHAC, Be Well Baytown, and MD Anderson to begin our Active Recess journey.

# Priority Problem Statements

**Problem Statement 1:** Not all students are making a year's growth in reading.

**Root Cause 1:** Although we have designated guided reading time in our schedules, not all teachers are equipped with the resources and time to differentiate instruction for guided reading.

**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)
- 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

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

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





# 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 80% of students approaching grade level, 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 will 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><br/>2.4</p> | <b>Formative</b>  |            |             |
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| 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 will 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><br/>2.5</p>   | <b>Formative</b>  |            |             |
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| 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>  |            |             |
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| 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 weekly 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         |     |      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 decrease 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 for English Language Learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b><br/>2.6</p>  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
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| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Provide interventions to students performing below grade level based on areas of need 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 for students in special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>  | <b>Formative</b>  |            |             |
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| 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 between any subpopulation or special program group.</p> <p>Differentiated lessons and student artifacts across all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |            |             |
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**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 10% 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.<br/> <b>Strategy's Expected Result/Impact:</b> 5% increase in students achieving at the Advanced Academic Level<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
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| 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 .<br/> <b>Strategy's Expected Result/Impact:</b> 10% increase in the number of students performing at the Meets and the Masters levels<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b><br/>2.5</p> | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
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**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:** CUAs, STAAR Interim, NWEA Maps, 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% 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, 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><br/>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>  |            |             |
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|  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:** Attendance Reports, PBIS Data, Grades, UIL Participation.

| 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<br/>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<br/>Teaching and Learning Coaches</p> <p><b>Title I:</b><br/>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 97% 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 97% 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> |
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| 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.<br><b>Strategy's Expected Result/Impact:</b> Increase in student performance and decrease in behavior issues<br><b>Staff Responsible for Monitoring:</b> Counselor  | <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 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 supported by our House System, classroom guidance lessons, positive behavior supports, and monthly House Rallies.<br/> <b>Strategy's Expected Result/Impact:</b> A decrease in the number of student crisis events as compared to the previous school year<br/> <b>Staff Responsible for Monitoring:</b> Counselor</p>   | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| 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.<br/> <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>  | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| 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.<br/> <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| 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.<br/> <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators<br/> Counselor</p>   | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| <p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p> |                   |     |      |

**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<br/>PE Teachers</p> | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| 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>   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| 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>   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| <p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>                                     |                   |     |      |

**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 in all sub populations by 5% at the meets level.</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 as evidence by readership and engagement with our parent newsletter.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>CSSS</p> <p><b>Title I:</b><br/>4.1</p>   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| 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<br/>CSSS</p> <p><b>Title I:</b><br/>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> | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |

| 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> Teachers will collaborate with the educational technology department during professional development, PLC, and classroom visits.</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>  |