

Ector County Independent School District
Gale Pond Alamo Elementary
Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

GP Alamo STEAM Academy has the distinction of being a Nationally-certified STEM school of choice in Ector County ISD. We have a school culture of creating students that actively work with a spirit of inquiry through collaborative, inquiry-based learning that nurtures students' natural inquisitiveness and their willingness to explore, create, share, and learn.

Vision

GP Alamo STEAM Academy strives to become a student-focused professional learning community encompassing our families, schools, and community. With rigorous standards, we strive for student success by providing each student with the support of our educational community and a safe environment in which they can learn and achieve success.

Standards - We accept responsibility for students meeting grade level expectations.

Strive - We assist students as they strive to reach their highest potential.

Success - We help each student reach his/her full potential academically and socially.

Support - We seek strong parent and community relationships in the educational process.

Safe - We create a safe, supportive, positive, and encouraging learning environment.

Value Statement

Students attend the same number of instructional days as students on the traditional calendar and participate in additional

weeks of Intersession. Students also have an additional hour during the school day for extended learning. Intersessions enrich academic and social engagement through inquiry-based STEAM activities and innovative learning experiences in a small group setting. Intersession curriculum is designed to enhance the *science, technology, engineering, art, and math* relevant to childrens' daily lives and their ever-changing world.

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Comprehensive Needs Assessment

Needs Assessment Overview

Fund 164: State Comp Ed Summer Remediation for STAAR/EOC recovery: Targeted grades Fund 164: State Comp Ed At Risk Tutoring Fund 164: State Comp Ed STRIDE Fund 164: State Comp Ed Literacy Initiatives/ Abydos Fund 164: State Comp Ed Communities in Schools Fund 164: State Comp Ed Core Teacher Professional Development for at risk strategies Fund 164: State Comp Ed Reading Coaches: Itenerant Comp Ed Fund 164: State Comp Ed Bilingual ESL Literacy: sub ob 89 Fund 164: State Comp Ed DAEP Program Fund 164: State Comp Ed Reading Dyslexia Interventionist Fund 164: State Comp Ed Instructional Aides & Bilingual Aides Fund 164: State Comp Ed Bilingual Specialist Fund 164: State Comp Ed ESL Specialist Fund 164: State Comp Ed Community Outreach Services Teachers Fund 211: Title One Schoowide Title One Teachers on Special Assignments Fund 211: Title One Schoowide Instructinal Coach Fund 211: Title One Schoowide Reading Specialist Fund 211: Title One Schoowide Parent Involvement Activities Fund 211: Title One Schoowide Supplemental materials, science, social studies and math Fund 211: Title One Schoowide Title One Supplemental Literacy Materials Fund 21615: Title One Priority focus Improvement CSS Services from Region 18 Fund 21615: Title One Priority focus Improvement Supplemental Instructional Support Activities as identified in planning Fund 21615: Title One Priority focus Improvement Professional Development for Administration Fund 21615: Title One Priority focus Improvement Parent Involvement Activities Fund 211-01: Title One D, Subpart 2 Professional Development for Administration Fund 255: Title 2 Professional Development Campus Curriculum Facilitators Fund 255: Title 2 Professional Development Reading Specialist Fund 263: Title 3 Bilingual/ ESL aides Fund 263: Title 3 Supplemental instructional resources Fund 263: Title 3 Supplemental Professional development for bilingual/ESL strategies Title 3 Fund 263 Bilingual Parenting Partners

Demographics

Demographics Summary

GP Alamo Steam Academy is a school of choice with a focus on Science, Technology, Engineering, Art, and Math. Alamo is one of the oldest schhols in ECISD built in 1948.

Based on the 2019-2020 PEIMS data, the student demographics are included below:

PDM1-120-009 v20.1.2				2019 - 2020 Fall Collection, Accepted Submission				Page 27 of 88									
LEA: 068901 - ECTOR COUNTY ISD				Campus-level Data													
Campus: 068901101 - GALE POND ALAMO EL				Campuses: All Campuses													
				TOTAL ENROLLMENT 405													
ENROLLMENT BY GRADE			Count	%Enroll	ENROLLMENT BY ETHNICITY			Count	%Group	%Enroll	BILINGUAL			Count	%Group	%Enroll	
EARLY EDUCATION	0	0.00%	AMER. INDIAN/ALASKAN	1	0.25%	0.25%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%			
PRE-KINDERGARTEN	43	10.62%	ASIAN	1	0.25%	0.25%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%			
KINDERGARTEN	72	17.78%	BLACK/AFRICAN AMER.	10	2.47%	2.47%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%			
GRADE 1	67	16.54%	HISPANIC/LATINO	328	80.99%	80.99%	HISPANIC/LATINO	47	100.00%	11.60%	HISPANIC/LATINO	47	100.00%	11.60%			
GRADE 2	54	13.33%	WHITE	53	13.09%	13.09%	WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%			
GRADE 3	63	15.56%	HAWAIIAN/PAC ISLAND	1	0.25%	0.25%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
GRADE 4	50	12.35%	TWO OR MORE	11	2.72%	2.72%	TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%			
GRADE 5	56	13.83%	TOTAL	405	100.00%	100.00%	TOTAL	47	100.00%	11.60%	TOTAL	47	100.00%	11.60%			
GRADE 6	0	0.00%				MIGRANTS			Count	%Group	%Enroll	ESL			Count	%Group	%Enroll
GRADE 7	0	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%			
GRADE 8	0	0.00%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%			
GRADE 9	0	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%			
GRADE 10	0	0.00%	HISPANIC/LATINO	0	0.00%	0.00%	HISPANIC/LATINO	2	100.00%	0.49%	HISPANIC/LATINO	2	100.00%	0.49%			
GRADE 11	0	0.00%	WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%			
GRADE 12	0	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TOTAL	405	100.00%	TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%			
ENROLLMENT BY SEX			Count	%Enroll	OTHER ECON DISADV			Count	%Group	%Enroll	Alternative Language Program			Count	%Group	%Enroll	
MALE	210	51.85%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%			
FEMALE	195	48.15%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%			
TOTAL	405	100.00%	BLACK/AFRICAN AMER.	1	2.44%	0.25%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%			
ADA ELIGIBILITY			Count	%Enroll	HISPANIC/LATINO	31	75.61%	7.65%	HISPANIC/LATINO	22	100.00%	5.43%	HISPANIC/LATINO	22	100.00%	5.43%	
0 ENROLLED, NOT IN MEMBERSHIP	0	0.00%	WHITE	9	21.95%	2.22%	WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%			
1 ELIGIBLE FOR FULL DAY	362	89.38%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
2 ELIGIBLE FOR HALF DAY	28	6.91%	TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%			
3 TRANSFER FOR FULL DAY	0	0.00%	TOTAL	41	100.00%	10.12%	TOTAL	22	100.00%	5.43%	TOTAL	22	100.00%	5.43%			
4 INELIGIBLE FOR FULL DAY	15	3.70%	ELIGIBLE FOR FREE/REDUC MEALS			Count	%Group	%Enroll	GIFTED & TALENTED			Count	%Group	%Enroll			
5 INELIGIBLE FOR HALF DAY	0	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%			
6 TRANSFER FOR HALF DAY	0	0.00%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%			
7 ELIGIBLE FLEX ATND	0	0.00%	BLACK/AFRICAN AMER.	1	2.44%	0.25%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%			
8 INELIGIBLE FLEX ATND	0	0.00%	HISPANIC/LATINO	31	75.61%	7.65%	HISPANIC/LATINO	22	100.00%	5.43%	HISPANIC/LATINO	22	100.00%	5.43%			
TOTAL	405	100.00%	WHITE	9	21.95%	2.22%	WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%			

	COUNT	PERCENT
LEP	72	17.78%
IMMIGRANT	1	0.25%
ECONOMIC DISADVANTAGE	219	54.07%
MILITARY CONNECTED	13	3.21%
FOSTER CARE	2	0.49%
DYSLEXIA	2	0.49%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

AMER. INDIAN/ALASKAN	1	0.56%	0.25%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	4	2.25%	0.99%
HISPANIC/LATINO	150	84.27%	37.04%
WHITE	14	7.87%	3.46%
HAWAIIAN/PAC ISLAND	1	0.56%	0.25%
TWO OR MORE	8	4.49%	1.98%
TOTAL	178	100.00%	43.95%

AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	45	78.95%	11.11%
WHITE	11	19.30%	2.72%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.75%	0.25%
TOTAL	57	100.00%	14.07%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

Demographics Strengths

Alamo's low mobility rates for teachers and students continue to be a demographic strength of GPASA.

Pre-K through 3rd grade classrooms meet the required student-teacher ratio of 22:1 and 24:1 in 4th and 5th grade

Alamo 4 year olds participate in a rigorous all day PK program which support a strong foundation to build our school of choice program.

Student Achievement

Student Achievement Summary

Texas Education Agency
2019 Accountability Ratings Overall Summary
GALE POND ALAMO EL (068901101) - ECTOR COUNTY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		76	C
STAAR Performance	48	76	
College, Career and Military Readiness Graduation Rate			
School Progress		79	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 62.1%)	48	79	C
Closing the Gaps	75	77	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Student Achievement Strengths

GP Alamo increased accountability ratings from an F (59) to a C (78) from 2018 to the 2019 STAAR accountability report.

Due to COVID-19, students were not assessed with the 2020 STAAR Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students at GP Alamo scored 78% in all students all tests. It was an increase from 59% in 2018, however, it us lower than our goal for the students of 90%. **Root Cause:** Lack of rigorous Tier 1 instruction including low level questioning and student accountability

School Culture and Climate

School Culture and Climate Summary

GP Alamo STEAM Academy has an average of 400 students, 24 classroom teachers, a GT teacher, a special education teacher and an aide, a music teacher, media specialist and art teacher. Each grade level consists of three monolingual education teachers and one bilingual teacher with the exception of 4th and 5th grade which contains two monolingual teachers and one bilingual teacher. We provide speech therapy, bilingual and monolingual dyslexia services, as well as full day prekindergarten. Alamo became a Nationally Recognized STEM certified school at the end of 2018-2019 school year. We focus on social/emotional development as well as building relationships for teachers through Kagan training and support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GP Alamo utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and interstate teacher fairs. Additionally, the district posts available positions on a variety of websites. GP Alamo undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies. Alamo students were taught by highly qualified teachers and instructional paraprofessionals.

Information for Comprehensive Needs Assessment for Campus 101-Alamo Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	34	4
15/16	2	29	5
16/17	3	28	5
17/18	2	26	5
18/19	2	22	5
19/20	2	24	6

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	100.00%	22.97%	75.00%
15/16 to 16/17	100.00%	79.31%	60.00%
16/17 to 17/18	33.33%	85.71%	60.00%
17/18 to 18/19	50.00%	95.45%	100.00%
18/19 to 19/20	50.00%	81.82%	40.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6-10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree

Any District	0 Years	1-5 Years	6-10 Years	> 10 Years	w/ Masters Degree
14/15	11.76%	38.24%	5.88%	44.12%	11.76%
15/16	0.00%	37.93%	13.79%	48.28%	17.24%
16/17	3.57%	35.71%	14.29%	46.43%	25.00%
17/18	3.85%	34.62%	7.69%	53.85%	26.92%
18/19	4.55%	27.27%	13.64%	54.55%	27.27%
19/20	0.00%	37.50%	8.33%	54.17%	29.17%

Staff Quality, Recruitment, and Retention Strengths

Recruitment and placement of high-quality staff is done at the district level. However, open positions have been filled with certified teachers.

All new teachers are given a mentor on campus. Professional Development to help improve instruction is determined on an individual basis for these teachers.

The average class sizes:

PK-2 Average Monolingual: 22

PK-2 Average Bilingual: 10

3rd-5th Class Average: 23

PLCs occur weekly as well as grade level planning with special area and special education teachers. This time is used to review curriculum, data, assessments, etc. It is also used for a time to train on campus initiatives. During PLC time, teachers are encouraged to share effective teaching practices with each other. An administrator is involved in the planning and execution of PLC's. This can include help in lesson planning, modeling, and co-teaching lessons, and observation and coaching feedback.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff quality is strong, however, Alamo currently has 4 long term substitutes. LTS are not in tested areas and quality professional development is given to build PK-2's foundational skills. **Root Cause:** Teacher mobility, low enrollment, lack of quality applicant pool

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, rigorous Tier 1 Instruction in all subjects with a focus on Depth of Knowledge, IStation, and early identification. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Specialists, dyslexia teachers, tutors, special education personnel, and staff support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SCAs, DBAs, unit assessments, interim assessments, IStation, Imagine Math, and TELPAS assessments, and Circle PK assessments allow for early identification of need and potential targets for intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Alamo STEAM Academy offers several opportunities during the school year for parents and community members to be involved in our students' learning. We are excited to hold STEAM challenges that students can work on at school or at home with their families if they choose to do so. We also host events such as: meet the teacher night, monthly music programs, AR celebrations, fall and spring family reading nights, book fair family night, parent orientations, and AVID parent meetings twice a year.

Parent and Community Engagement Strengths

We have a high percentage of parents active on Class Dojo and Seesaw. This helps teachers and administrators share the amazing things that are happening in our school. It also provides a way for parents and teachers to consistently communicate with one another.

Our parents have really embraced the STEAM Academy magnet change. Their interests in their students' work and progress has risen.

School Context and Organization

School Context and Organization Summary

Alamo will ensure that every instructional classroom is outfitted with standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom. Alamo integrates technological programs in order to promote student learning and close the achievement gaps. Every classroom is equipped with iStation and Stride to assist with tutorials and intervention. Renaissance Learning/Ebooks provides online books available to students at school and home. Alamo has a computer lab as well as a projector, SmartBoard, and document camera in each classroom. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction. Alamo has purchased Education Galaxy and Mentoring Minds. We also have a day tutor for intense intervention.

Technology

Technology Summary

At Alamo, technology is being used in pre-k through 5th grade classrooms for demonstrations, reinforcement and attainment of skills, and practice. Our pre-k through 3rd grade students have iPads in the classrooms, and our 4th and 5th grade students each have their own Chromebook. Students have the opportunity to demonstrate and practice skills learned through instruction. The document cameras and smartboards are used to project material, for classroom management, and to conduct research. Classroom computers are used for various support programs and RTI. Students avidly use iStation, Stride, and Seesaw in their classrooms. Our teachers develop lesson plans with one of the district technology specialists to meet the technology needs and interests of our students. With the move to becoming a STEAM Academy, we added an amazing 3D printer to our campus. Students have begun developing and designing things to be printed on the 3D printer.

Priority Problem Statements

Problem Statement 1: Students at GP Alamo scored 78% in all students all tests. It was an increase from 59% in 2018, however, it is lower than our goal for the students of 90%.

Root Cause 1: Lack of rigorous Tier 1 instruction including low level questioning and student accountability

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Staff quality is strong, however, Alamo currently has 4 long term substitutes. LTS are not in tested areas and quality professional development is given to build PK-2's foundational skills.

Root Cause 2: Teacher mobility, low enrollment, lack of quality applicant pool

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

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
- 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, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Campus leadership data
- Professional development needs assessment data
- TTESS data

Goals

Revised/Approved: July 16, 2020

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Students achieving the Meets standard on state assessment will increase from 43% to 55% across all tested grade levels by May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: Build a foundation of reading and math.

*Focus on building a strong foundation in K-2 Reading and Math.

*Utilize formal and informal assessments to identify students at approaches level. Identify areas of need to ensure they make adequate growth to achieve Meets standard.

* Disaggregate data in PLCs to monitor student growth.

*Ongoing training on lesson planning for teachers.

Strategy's Expected Result/Impact: Growth from Approaches to Meets Standard by 2020 STAAR.

Follow district's scope and sequence and lesson plans with fidelity.

STAAR released assessments will show a 3--5% growth from previous year STAAR score.

Staff Responsible for Monitoring: Administrators
Instructional Specialists
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: Students achieving the Masters standard on state assessment will increase from 22% to 30% across all tested grade levels by May 2020.

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: * Utilize formal and informal assessments to identify students at the Meets standard.
 *Utilize small group instruction and rigorous Tier 1 instruction to ensure student growth from Meets to Masters.
 *Disaggregate data in PLCs to ensure progress is on track to Masters standard.

Strategy's Expected Result/Impact: Growth from Meets to Masters on STAAR 2020	Formative
Staff Responsible for Monitoring: Administrators IS Teachers	Oct
	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None
TEA Priorities: Improve low-performing schools	Funding Sources:
ESF Levers: None	None
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Students achieving the Meets standard will increase on state assessments in ELAR will increase by 10% by May 2020.

3rd Reading: 49%-59%

4th Reading: 42%-52%

5th Reading 36%-46%

Evaluation Data Sources: State Accountability 2020

Summative Evaluation: None

Strategy 1: Teachers and instructional staff will follow the district's ELAR scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of (pk- 5th grade) well-developed and explicitly taught word structures.

2. Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.

3. Students will have STAAR resources to enhance intervention and enrichment opportunities, such as Mentoring Minds and Forde in Ferrior.

4. Daily and Monthly Reading Targets monitored by school wide accelerated reading program.

Strategy's Expected Result/Impact: Istation letter knowledge and phonemic awareness levels will increase by:

Kindergarten:

3% by March 2019

3% by May 2019

3% by Oct 2019

3% by Dec 2019

3% by March 2020

3% by May 2020

2nd - 5th grade:

% meets standard on unit assessments will increase by:

3% by March 2019

3% by May 2019

3% by Oct 2019

3% by Dec 2019

Formative

Oct

Jan

Mar

Summative

May

3% by March 2020

3% by May 2020

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Specialists and , Reading Coaches

Evaluation Data Source: Weekly review of lesson plans for K 5th, quarterly reviews of unit assessments, SBAs, DBAs, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None


TEA Priorities: Build a foundation of reading and math


Funding Sources:

ESF Levers: None

Intervention and Enrichment Material-Student Editions Title One
School-wide \$18,000
Accelerated Reader-Online Reading Support PK-5
Title One School-wide \$5,800

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Students achieving the Meets standard will increase on state assessments in Math will increase by 10% by May 2020.

3rd Reading: 60%-70%

4th Reading: 52%-62%

5th Reading 51%-61%

Evaluation Data Sources: State Accountability 2020

Summative Evaluation: None

Strategy 1: Teachers and instructional staff will follow the district's Math scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of PK-5 Math Curriculum.

*Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.

*We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.

Strategy's Expected Result/Impact: Increase meets percentage by 10% by May 2020.

Staff Responsible for Monitoring: Teachers

Administrators

Ins. Specialists

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: Students achieving the Meets standard will increase on state assessments in Science will increase by 10% by May 2020.

5th grade Science: 43%-53%

Evaluation Data Sources: State Accountability 2020

Summative Evaluation: None

Strategy 1: *Follow the District's Scope and Sequence K-5 in Science with fidelity.

*Utilize PLCs for planning of instruction guided by Instructional Specialists.

*We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science.

*Disaggregate Science data in PLCs to ensure growth is made .

Strategy's Expected Result/Impact: 10% increase in the Meets Standard on state assessments in Science by May 2020

Staff Responsible for Monitoring: Administrators

Teachers

Ins. Specialists

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan


Mar

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6: GP Alamo student attendance rate will increase from 96.2% to 97% by May 2020

Evaluation Data Sources: Weekly District Attendance Reports, Monthly Classroom Attendance Contests

Summative Evaluation: None

Strategy 1: Attendance team will meet every 6 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place.

Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware.

Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents.

Strategy's Expected Result/Impact: Student attendance rate will increase from 96.2% to 98% by 2020.

Staff Responsible for Monitoring: Counselor

Teachers

Clerk

Administrators

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: GP Alamo will continue to retain teachers by providing constructive feedback and T-TESS support, as well as train new teachers, and market our amazing school as the best at multiple job fairs and recruiting opportunities.

Evaluation Data Sources: Sign in sheets for interested employees, instructional monitoring, surveys, and professional development implementation.

Summative Evaluation: None

Strategy 1: *Instructional Support Specialist and Curriculum Facilitators will work with teachers and campus leaders to provide job embedded training on instructional best practices.	
<p>Strategy's Expected Result/Impact: Increase professional growth and instructional strategies that promote engaging activities to enhance the desire to remain in class with students</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: GP Alamo will conduct 2 parent/community involvement activities each month of the 2020-21 school year

Evaluation Data Sources: Sign-in sheets, rosters, parent training documents.

Summative Evaluation: None

Strategy 1: Continued strong use of Class Dojo, Open House Aug. 13th, Family Education Nights (STEAM, Reading, Math, and AVID) and other school activities to target parent partnerships.

Math/ Science Night- Oct/Feb

Parents will be shown how goal setting and data are improving their students growth.

VIP recruitment Aug - Nov

Student Goal Setting Conference with student/parent/teacher/admin

EOY Awards Ceremony

Spirit Day

Strategy's Expected Result/Impact: Increase parent and community involvement and voice.

Staff Responsible for Monitoring: K-5 teachers and staff

administrators

IS

Parents

Summative: Parent surveys

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of GP Alamo students, faculty, staff, and their families.

Evaluation Data Sources: Pre and post surveys
Attendance sign in sheets

Summative Evaluation: None

Strategy 1: AVID Parent Night

Complex Community Federal Credit Union and Education Foundation BOOKWORM Participation

Student of the Month Family Lunch

Monthly staff potlucks Sept-May.

Two churches: Holy Redeemer and Christ Lutheran are our campus supporters in prayer, supplies, and reading to children.

Strategy's Expected Result/Impact: Create a positive culture for all stakeholders.

Staff Responsible for Monitoring: Principal
AP
Counselor

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

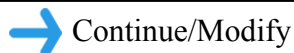
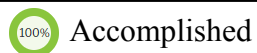
Oct

Jan

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Summative

May



Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Approved by the Campus Improvement Team on Aug. 16, 2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Approved by The Campus Improvement Team on Aug. 19, 2019 and the plan is reviewed and adjusted quarterly. (Dec. Feb. and May)

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

Copies are available upon request from the office or the principal.

2.4: Opportunities for all children to meet State standards

Teachers provide high-quality Tier 1 instruction, response to intervention monitoring and intervention, and progress is monitored weekly toward individual student goals.

2.5: Increased learning time and well-rounded education

Students participate weekly in music, art, and library as well as, monthly in character Education lessons to build self-awareness. Teachers teach according to all guidelines for instructional minutes in all subject areas.

2.6: Address needs of all students, particularly at-risk

All students receive free breakfast and instruction from highly qualified teachers. All students, especially at-risk, are monitored by grades and attendance.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Each semester students have data discussions with parents and we offer support for homework and answer questions from parents. Monthly newsletters are sent home and students and teachers post information to parents daily with Class Dojo app.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held monthly and when needed for individual students.

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Intervention and Enrichment Material-Student Editions		\$18,000.00
1	3	1	Accelerated Reader-Online Reading Support PK-5		\$5,800.00
Sub-Total					\$23,800.00
Grand Total					\$23,800.00

Addendums