

Ector County Independent School District

Gale Pond Alamo Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Through academic excellence and Project Based Learning, we will educate the learners of today, for their world of tomorrow.

Vision

Through high quality instruction, strong relationships, and expectations for excellence, the staff at GP Alamo will empower our students with the skills needed to be the leaders of tomorrow.

Value Statement

A strong academic foundation for students is created at home and school. All stakeholders are accountable to ensure that students have the best opportunity to learn and responsible for cultivating students' love of learning. Through a strong mutual respect teachers, staff, families and students will work together to provide student with skills they need for future success.

“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.”

- Bob Beauprez

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By the end of the 2026-2027 school year, the percentage of students in grades 3-5 achieving Meets Grade Level on the STAAR Math assessment will increase from 47% to at least 55%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: IReady Reports

Checkpoints
HB1416 students
STAAR Interim Data
2027 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Only 44% of Special Education students achieved Approaches Grade Level in Reading, Math, and Science, compared with 75%, 72%, and 75% of All Students, respectively. Performance gaps remain substantial at Meets, with only 19% of SPED students reaching Meets in Reading, 25% in Math, and 11% in Science. Root Cause : Inconsistent alignment of specially designed instruction, accommodations, and targeted interventions with rigorous grade-level Tier I instruction has contributed to persistent achievement gaps for Special Education students.
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 73% of campus tests reached Approaches Grade Level or above, only 46% reached Meets and 19% reached Masters. Mathematics academic growth was 65%, below the 2026 target of 69%. Root Cause: Tier I instruction does not consistently provide the depth, rigor, higher-level questioning, and application opportunities necessary to move students from minimum proficiency to Meets and Masters.
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By the end of the 2026-2027 school year, the percentage of students in grades 3-5 achieving Meets Grade Level on the STAAR Reading assessment will increase from 49% to at least 55%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: IReady Reports

Checkpoints

HB1416 students

STAAR Interim Data

2027 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Only 44% of Special Education students achieved Approaches Grade Level in Reading, Math, and Science, compared with 75%, 72%, and 75% of All Students, respectively. Performance gaps remain substantial at Meets, with only 19% of SPED students reaching Meets in Reading, 25% in Math, and 11% in Science. Root Cause : Inconsistent alignment of specially designed instruction, accommodations, and targeted interventions with rigorous grade-level Tier I instruction has contributed to persistent achievement gaps for Special Education students. Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 73% of campus tests reached Approaches Grade Level or above, only 46% reached Meets and 19% reached Masters. Mathematics academic growth was 65%, below the 2026 target of 69%. Root Cause: Tier I instruction does not consistently provide the depth, rigor, higher-level questioning, and application opportunities necessary to move students from minimum proficiency to Meets and Masters. Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By the end of the 2026-2027 school year, the percentage of students in grade 5 achieving Meets Grade Level on the STAAR Science assessment will increase from 30% to at least 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: TEKS Ready Reports
Checkpoints
STAAR Interim Data
2027 STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 43% to 53%

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: IReady

Checkpoints
STAAR Interim

Strategy 1 Details		Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Administration, Classroom Teachers - 3rd Grade Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement a rigorous Tier 1 writing curriculum to address student achievement of a score greater than "0" on the Extended Constructed Response question on STAAR assessments in 3rd - 5th grade. Strategy's Expected Result/Impact: Teacher will streamline their teaching of ECR responses so that as students move up, they will have a better understanding of how to effectively answer the ECR question of STAAR. Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: - Title One School-wide - \$4,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of Kinder-3rd grade students meeting their iReady stretch growth will be at least 50% across all grade levels.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Diagnostics
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-2 classrooms will follow and implement SAXON phonics with fidelity in their daily instruction. Strategy's Expected Result/Impact: Students will develop foundational phonics skills, as well as letter recognition and letter / sound correspondence. Staff Responsible for Monitoring: Administration, Classroom teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness on Spring Panorama will increase from 76% to 86%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall / Spring Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students. Strategy's Expected Result/Impact: Students will feel connected to their school, classroom, and peers. Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers. Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Students will be exposed to effective SEL curriculum and be able to integrate it into their daily lives. Staff Responsible for Monitoring: Administration, Counselor, Classroom teachers. Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By the end of 2027, Student daily attendance will increase from 95 to 97%

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Monthly Attendance evaluations, Magnet Contract Meetings, Truancy Efforts and contacts

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide Monthly attendance updates for all staff, students, and parents. Strategy's Expected Result/Impact: Increase awareness of campus wide attendance and the impact of not being at school regularly Staff Responsible for Monitoring: Administration, Clerk, Counselor, Classroom Teachers. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will do a monthly grade level attendance reward. Strategy's Expected Result/Impact: Students will try to achieve good attendance and teachers will become stronger advocates for attendance because they want the attendance award. Staff Responsible for Monitoring: Administration, Clerk, Classroom teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 6% of our students are chronically tardy, having more than 30 tardies for the school year. Root Cause: Inconsistent family routines and limited understanding of the academic impact of tardiness contribute to students arriving after the instructional day has begun.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, campus discipline referrals will decrease by 15%. (52 to 44)

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Referral Reports, Magnet Contract Meetings

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership will develop a behavior / referral flow chart for teachers to use when discipline needs arise. Strategy's Expected Result/Impact: Teachers will be able to address behavior in class rather than students needing to be removed from instruction. Staff Responsible for Monitoring: Classroom Teachers, Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of 2027, all of our classroom teachers will be trained by the New Tech Network to support our work in Project Based Learning.

Evaluation Data Sources: Training calendars and agendas

Strategy 1 Details	Reviews			
Strategy 1: All NEW teachers will receive foundational PBL training through the New Tech Network. Strategy's Expected Result/Impact: Teachers across the campus and grade levels will be able to implement strong PBL projects throughout the year. Staff Responsible for Monitoring: Administration, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: By May 2027, 100% of our PBL trained teachers will utilize NTN blueprint with fidelity to plan grade level projects. Strategy's Expected Result/Impact: Teachers will have access to an AI platform that ties directly to our work in PBL that allows them to plan strong projects with strong TEKS correlation. Staff Responsible for Monitoring: Administration, Classroom teachers. TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 17% of our teachers are new to the campus and do not have any PBL training. **Root Cause:** Recent staff turnover has resulted in new personnel who have not yet received foundational PBL training, leading to inconsistencies in campus-wide PBL implementation.

Student Achievement

Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. **Root Cause:** Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.

School Culture and Climate

Problem Statement 1: New and returning staff require additional training in Project Based Learning, accessing district curriculum documents, and effectively supporting students with visual impairments. **Root Cause:** Staff turnover and the addition of educators who are new to the campus or district have created gaps in knowledge of campus instructional systems, PBL expectations, district resources, and specialized practices needed to meet the needs of all students.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of uncertified teacher at GP Alamo will go from 18% to 9%. (4 to 2 uncertified teachers)

Evaluation Data Sources: HR, Teacher Report, Certification tests

Strategy 1 Details	Reviews			
Strategy 1: Quarterly check ins with teachers who are not fully certified to get progress updates on scheduling their certification tests. Strategy's Expected Result/Impact: Teachers will feel confident to challenge the test to move towards full certification. Staff Responsible for Monitoring: Uncertified Teachers, Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Share testing opportunities and district testing information to uncertified teachers so they will participate in practice tests. Strategy's Expected Result/Impact: Increase confidence in testing Staff Responsible for Monitoring: Uncertified teachers, Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of all staff will complete 100% of their Safe Schools courses.

Evaluation Data Sources: Safe Schools Reports

Strategy 1 Details	Reviews			
Strategy 1: Share monthly reports with staff on their completion rates for Safe Schools Training Modules. Strategy's Expected Result/Impact: Encourage teachers to complete safe school modules. Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline. Strategy's Expected Result/Impact: Encourage teachers to stay up on Safe School Modules. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, our percent of chronically absent students will go from 7% to 4%.

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Monthly attendance messages will be sent home to students who have been absent 10% of the days of the current school year. Strategy's Expected Result/Impact: Parents and students will be aware of their rate of absenteeism. Staff Responsible for Monitoring: Administration, Classroom Teachers, Clerk ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Notify families of students who were chronically absent in 2025-2026 of their attendance for last school year to encourage better attendance this year. Strategy's Expected Result/Impact: Families of students who have already been identified as chronically absent will strive to improve their students attendance for the current school year. Staff Responsible for Monitoring: Administration, Clerk ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 6% of our students are chronically tardy, having more than 30 tardies for the school year. Root Cause: Inconsistent family routines and limited understanding of the academic impact of tardiness contribute to students arriving after the instructional day has begun.