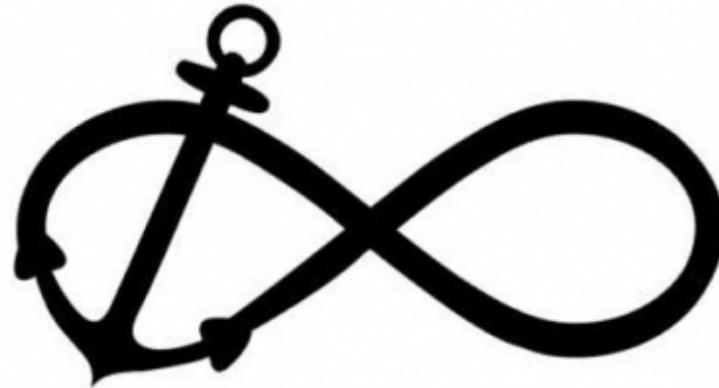


Ector County Independent School District

Gale Pond Alamo Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C



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

Campus Type: Elementary School of Choice

Campus Size: 370 Students

Grade Span: PK-5

Percent Economically Disadvantaged: 62.1%

Percent ELL: 19.4

Mobility Rate: 7.3

Demographics Strengths

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

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

An additional PK4 class was added to increase from 22 to 44 students served in all day PK learning environment.

Student Achievement

Student Achievement Strengths

GP Alamo increased accountability ratings from an F (59) to a C (78) from 2018 to 2019 Accountability. We will continue to increase during the 2020 school year.

Problem Statements Identifying Student Achievement Needs

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:** 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 new 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 will be taught by highly qualified teachers and instructional paraprofessionals.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff quality is strong, however, Alamo currently has 6 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 us 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 6 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Texas English Language Proficiency Assessment System (TELPAS) results

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Goals

Revised/Approved: August 16, 2019

Goal 1: GP Alamo STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>1) Build a foundation of reading and math.</p> <p>*Focus on building a strong foundation in K-2 Reading and Math.</p> <p>*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.</p> <p>* Disaggregate data in PLCs to monitor student growth.</p> <p>*Ongoing training on lesson planning for teachers.</p>	2.4, 2.5, 2.6	Administrators Instructional Specialists Teachers	<p>Growth from Approaches to Meets Standard by 2020 STAAR.</p> <p>Follow district's scope and sequence and lesson plans with fidelity.</p> <p>STAAR released assessments will show a 3--5% growth from previous year STAAR score.</p>				
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Goal 1: GP Alamo STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 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.	2.4, 2.5	Administrators IS Teachers	Growth from Meets to Masters on STAAR 2020				
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Goal 1: GP Alamo STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 Source(s) 3: State Accountability 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>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.</p> <p>2. Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.</p>	2.4, 2.5, 2.6	<p>Teachers, Administrators, Instructional Specialists and , Reading Coaches</p> <p>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</p>	<p>Istation letter knowledge and phonemic awareness levels will increase by:</p> <p>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</p> <p>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 3% by March 2020 3% by May 2020</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: GP Alamo STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 Source(s) 4: State Accountability 2020

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 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.</p> <p>*Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.</p> <p>*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.</p>	2.4, 2.5	Teachers Administrators Ins. Specialists	Increase meets percentage by 10% by May 2020.				
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Goal 1: GP Alamo STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 Source(s) 5: State Accountability 2020

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) *Follow the District's Scope and Sequence K-5 in Science with fidelity.</p> <p>*Utilize PLCs for planning of instruction guided by Instructional Specialists.</p> <p>*We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science.</p> <p>*Disaggregate Science data in PLCs to ensure growth is made .</p>	2.4, 2.5	Administrators Teachers Ins. Specialists	10% increase in the Meets Standard on state assessments in Science by May 2020				
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Goal 1: GP Alamo STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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

Evaluation Data Source(s) 6: Weekly District Attendance Reports, Monthly Classroom Attendance Contests

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>1) Attendance team will meet every 6 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place.</p> <p>Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware.</p> <p>Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents.</p>	2.5, 2.6	Counselor Teachers Clerk Administrators	Student attendance rate will increase from 96.2% to 98% by 2020.				
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Goal 2: GP Alamo STEAM Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

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 Source(s) 1: Sign in sheets for interested employees, instructional monitoring, surveys, and professional development implementation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) *Instructional Support Specialist and Curriculum Facilitators will work with teachers and campus leaders to provide job embedded training on instructional best practices.	2.4, 2.5	Principal	Increase professional growth and instructional strategies that promote engaging activities to enhance the desire to remain in class with students				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: GP Alamo STEAM Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: GP Alamo will conduct 2 parent/community involvement activities each month of the 2019-2020 school year

Evaluation Data Source(s) 1: Sign-in sheets, rosters, parent training documents.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
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	3.2	K-5 teachers and staff administrators IS Parents Summative: Parent surveys	Increase parent and community involvement and voice.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: GP Alamo STEAM Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

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 Source(s) 2: Pre and post surveys
Attendance sign in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
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.	3.1	Principal AP Counselor	Create a positive culture for all stakeholders.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: GP Alamo STEAM Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>1) Alamo campus staff will be trained yearly during campus Professional Development concerning ECISD suicide prevention response procedures.</p> <p>Students will attend guidance lessons bi-weekly that address social emotional topics presented by the counselor.</p> <p>Guidance and training on suicide and violence will be sought from SAS counselor</p>	2.6	Principal, Counselor, SAS Counselor	<p>100% of staff will be trained in suicide prevention.</p> <p>Review discipline referrals, drop-outs, attendance and other evidence of unresolved conflict & training mechanisms used to provide guidance for suicide prevention, violence prevention and intervention and harassment and dating violence.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 4: GP Alamo STEAM Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: GP Alamo will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Goal 5: GP Alamo STEAM Academy will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 1: Professional Development Plans

Summative Evaluation 1:

Goal 6: GP Alamo STEAM Academy will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Teachers will use technology to enhance classroom lessons at least four times per week

Evaluation Data Source(s) 1: Lesson Plans
Pictures shared on social media

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Alamo teachers will work with the Instructional Technology Specialist to train the staff during PLC or after school trainings on digital tools to help enhance student learning with technology.	2.5	Campus Administrators, Instructional Technology Specialist	Lesson Plans, Sign-up Sheet, ECISD Tech Badges, student digital portfolios				
							

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.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Elisha Moberly	Asst. Principal
Classroom Teacher	Barbara Hirst	1st grade
Classroom Teacher	Nicole Miller	5th Grade
Classroom Teacher	Kadye Bedell	PK
Classroom Teacher	Kathryn Ray	4th Grade
Non-classroom Professional	Melanie Sheehan	Counselor
Non-classroom Professional	Melissa Johnson	Instructional Specialist
Classroom Teacher	Lacee Perry	Classroom Teacher