San Elizario Independent School District

Lorenzo G. Alarcon Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Our students at Alarcon Elementary will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.

Vision

Alarcon Elementary School will be an institution of learning in which all students will be successful in all academic areas and acquire fluency in the English language. All students will strive to seek higher education opportunities and to become self-sufficient, productive citizens of their community and the greater society.

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Comprehensive Needs Assessment

Revised/Approved: May 9, 2024

Demographics

Demographics Summary

Lorenzo G. Alarcon Elementary is one of 6 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary served a population of 350 students in grades 3 through 6 in the 2023-2024 school year. Reference to the data below for breakdown:

Student Total	304	100%
3rd Grade	67	22.04%
4th Grade	75	24.67%
5th Grade	78	25.66%
6th Grade	84	27.63%

Student Population:

School Population (2023-2024 Fall PEIMS) Count Percent

Student Total--304 or 100%

3rd Grade--67 or 22.04%

4th Grade--75 or 24.67%

5th Grade--78 or 25.66%

6th Grade--84 or 27.63%

The student population is 99.67% Hispanic, 0.33% White, 93.09% economically disadvantaged, and 77.30% at-risk. The students at Alarcon are 69.41% Emergent Bilingual, **49.7% female and 49.54% male**. The average daily attendance rate for students is **96.1%.**

Students by Program:

Student by Program (2023-2024) Fall PEIMS Count

Emergent Bilingual 211 or 69.41%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Lunch Participation 283 or 93.09%

Reduced Lunch Participation 16 or 4.86%

Other Economically Disadvantaged 40 or 12.16%

Gifted and Talented 11 or 3.62%

Special Education (SPED) 48 or 15.79%

Title I Participation 304 or 100.00%

Dyslexia 17 or 5.17%

Alarcon Elementary School employs 22 classroom teachers, 2 Administrators, 1 Librarian (District), 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 6 Instructional Aides, 4 custodians and a full cafeteria staff.

Demographics Strengths

Alarcon is the original campus of San Elizario ISD in which many generations of families in the area have made Alarcon their home.

A high percentage of our students speak Spanish as their first language, so we are afforded an opportunity to educate students who are fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student population has seen a decrease in enrollment this year due to families moving out of the perimeter of the campus. **Root Cause:** Transferring of students to nearby districts and relocation of families has caused a decline in stability of student enrollment.

Student Achievement

Student Achievement Summary

The 2022-2023 STAAR results showed growth in the areas of Math and Reading for 6th grade. In 3rd, 4th, and 5th grade the STAAR results showed both growth and decreases in the areas of Math, Reading and Science. The campus accountability rating was withheld for the 2022-2023 school year, pending state legislative outcomes.

Data reflects the overall average of the student for the Spring 2023 STAAR Assessment.

Reading	Approaches	Meets	Masters	Math	Approaches	Meets	Masters
3rd Grade	63.00%	29.00%	11.00%	3rd Grade	73.00%	20.00%	6%
4th Grade	52.00%	21.00%	3.00%	4th Grade	69.00%	37.00%	10.00%
5th Grade	70.00%	42.00%	18.00%	5th Grade	76.00%	40.00%	7.00%
6th Grade	73.00%	41.00%	13.00%	6th Grade	83.00%	32.00%	6.00%

Science	Approaches	Meets	Masters
5th Grade	53.00%	25.00%	6%

Student Achievement Strengths

The 2022-2023 STAAR results showed that in certain grade levels students made significant growth in the areas of Math and Reading. In addition, the STAAR results also showed that the students did decrease in the areas of Math, Reading and Science. The Campus Instructional Specialist, At-Risk Teacher, Instructional Aides and all classroom teachers did provide interventions for all our students on a daily basis. The daily interventions and supports for students did make an impact in closing the gap in the areas of reading and math. More precise interventions do need to be taking place to help prevent a decline in STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of meets and masters performance in all grade levels for reading and math is lower than desired.   **Root Cause:** Provide a stronger first teach to help fill in the instructional gaps that are present. Teachers will use data to identify and target the priority standards. Teachers will progress monitor TIER II students every 3 weeks.

School Culture and Climate

School Culture and Climate Summary

The faculty turnover did increase from the previous year. There were 2 teachers who left the district and 2 intervention teachers were placed back into the classroom due to being paid through ESSER. In addition, a 4th grade teacher was relocated from a general Ed classroom to a special education teacher . A third grade teacher was hired to replace the teacher who resigned. Together the faculty and staff work towards our campus vision where "*Our students at Alarcon will excel in both academic and social areas to seek higher educational opportunities to become self-sufficient and productive citizens.*"

As in the previous year, we continue to focus on literacy in every classroom in order to move our students forward and be successful in their academics. In addition, we also focused on improving the planning process by revamping the PLC process using data driven instruction. We did focus on having data meetings and utilizing the data to provide interventions as well as reteach areas of need. We have continued with daily intervention as well as after school tutoring, Saturday School and intersession tutoring for all students. Teachers do document the interventions provided to the students. Teachers are held accountable to progress monitor their students continually and connect their growth with the state progress monitoring of the "Student Learning Objective." This year the campus did utilize IStation as a reading resource to improve students reading skills and comprehension.

Our special populations are closely monitored for growth with the following: monitoring of the acquisition of English for our EB population through the use of using GLAD strategies. In addition, teachers also utilized Summit K-12 (Reading, Writing, Listening and Speaking) to help support our EB population with the TELPAS Assessment. Our EB population was closely monitored every 9 weeks through the LPAC committee to progress monitor the students who are not having success in their core subjects.

3rd-5th grade students are continuing with the Sharon Wells Mathematics Program. In order for there to be alignment between the grade levels and to support our 6th grade mathematics, we continued to use the iXL online resource as well as STEMScopes Math for practice with concepts being spiraled within the state curriculum.

The faculty is committed to carrying out district initiatives that have included weekly lesson planning, weekly PLC's, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialist modeled lessons, co-taught with teachers, provided assistance in lesson planning with teachers, and trained all faculty in district initiatives.

The planning and monitoring of the ESF (Effective School Framework) was carried out by the Leadership team and campus teachers. The addition of an intervention and data form has assisted teachers with targeting the needs of all student populations. 4- and 8-week assessment and MAP data has been monitored and discussed regularly with all teachers by the Leadership team.

School Culture and Climate Strengths

Keeping the lines of communication open between faculty and staff with the Leadership team is helping to shape the climate of the school into a more positive and welcoming campus. Weekly updates are emailed to all faculty and staff to keep them informed of the week at-a-glance. In addition, daily announcements are done to ensure that the students are also aware of upcoming events. A monthly calendar will be provided to for all faculty and staff to keep them updated of the campus events and meetings. Parent newsletters of campus events are distributed on a monthly basis to encourage parent involvement.

Walkthroughs are done on a weekly basis and feedback is given to all teachers.

Expectations are well-defined to support campus and district initiatives.

Our district Librarian along with our campus Librarian Aide provided classes to all students. During this time a lesson is given to the students and students have the opportunity to check out their library book. All classroom teachers do encourage students to take AR assessments on a weekly basis. All of our classroom teachers are required to follow the Student Learning Objectives state monitoring process to ensure our students are leaving well-prepared for the next grade level.

College readiness is introduced at every grade level to include informing parents regarding post-secondary education and resources through the monthly newsletter/calendar. Our 6th grade students complete a mock "APPLY TEXAS" and scholarship application and are awarded with an acceptance letter from the El Paso Community College. Our students are educated in regards

to the endorsements for higher education and career pathways throughout college week. As we continued to collaborate with EPPC as a college-bound campus, college mentors continue to focus on literacy and inform students and parents about future college opportunities.

PBIS core values are instilled in our students on a daily basis through morning announcements, lessons delivered by our counselor, and social worker interns from the university level. Monthly incentives are given for students. Students who show their core values of being responsible, respectful and safe were invited to attend the monthly incentives. The campus will continue to utilizing the PBIS core values to help keep our office referrals below the district goal of 5%.

The campus is working towards re-implementing theTier II process with PBIS, where students are provided additional support by a campus committee.

All of our classrooms are fully equipped with technology. All students are assigned a Chromebook to take to and from school on a daily basis. All teachers' laptops have been replaced, and all classrooms have ActivPanel boards to enhance instruction through technology.

The teacher-of-the-month and employee-of-the-month are recognized by their peers and announced at the monthly faculty meetings. Birthdays are also recognized during the meetings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2022-2023 school year there were 3 teachers who left the district and 1 teacher retired. Due to low enrollment, 3 teacher positions were not filled for the 2022-2023 school year. For the 2022-2023 school year we were able to add the Reading Interventionist.

(Information from TAPR report 2021-2022)

Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 21;80.8%

Masters- 5; 19.2%

Doctorate 0.0; 0.0%

Teachers by Years of Experience

Beginning Teachers: 1-3.8%

1-5 Years Experience: 2-7.7%

6-10 Years Experience: 5-19.2%

11-20 Years Experience: 12-46.2%

Over 20 Years Experience: 5-19.2%

Teachers represented by Grade Level:

3rd grade=4

4th grade=4

5th grade=4

6th grade=5

Speciality=6

Support-1

Staff Quality, Recruitment, and Retention Strengths

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from P & I has been critical in assisting all teachers with this endeavor. In addition,

support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Flexibility to reassign effective teachers to grade levels that are needing more support.   **Root Cause:** Teachers are limited to teach certain grade levels due to areas of certifications.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--Guided Reading (3rd-6th grade), 3rd and 4th grade Dual Language, Accelerated Reader program, iXL Reading, Supplemental Workbooks, HMH State Adopted Curriculum, TRS, Summit K-12 (Listening, Speaking, Reading and Writing) (3rd -6th), i-Ready (3rd -6th Grade), Learning A-Z, Benchmark Education

Science--McGraw Hill (3rd -5th), SAVVAS (6th), STEMScopes Coding, Maker Space, TRS, iXL (5th Grade), i-Ready, Forde Ferrier CVP, Rosen Leveled Readers

Math--Sharon Wells, Go Math State Adopted Curriculum, TRS, STEMScopes math (3rd-6th grade), iXL Math, Supplemental Workbooks, i-Ready

Social Studies--My World (3rd-5th), My Perspectives (SAVVAS), TRS, Rosen Leveled Readers

Assessments:

District 4- and 8- weeks common assessments in RLA, Math and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

Curriculum, Instruction, and Assessment Strengths

District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from P & I to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level.

PLCs are used for teacher collaboration for lesson planning to focus on curriculum to meet the needs of their students. The Leadership team to include the Instructional Specialist, Principal and Assistant Principal will meet with teachers during PLC to review data in the areas of math, reading and science as well as facilitate the planning process. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are needing additional supports in understanding the intervention process.   **Root Cause:** Teachers are needing more follow through to monitor the effectiveness of their interventions.

Parent and Community Engagement

Parent and Community Engagement Summary

The addition of the Parent Liaison has brought in more parental involvement to the campus. The campus has seen an increase in getting parents involved as volunteers, attending parent meetings and attending schoolwide events. We will continue to involve community members to be part of our Site-Based Decision-Making committee in order to have parental/community input on our CIP goals. We will also continue to have a parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are invited to attend events such as Nine Week Honor Roll Assemblies as well as school wide events. Parents are welcomed to our monthly literacy sessions to learn reading strategies they can apply at home with their children. They are also welcome to join special events that focus on literacy, such as Read Across America Week and Math/GT Family Night.

This year we also continued with our "Coffee with the Principal" which provided parents the opportunity to visit with the Administration. Some of the topics that were presented were college readiness, PBIS Expectations, TELPAS, STAAR and special education information. In addition, presentations on Title I and Title III and the GT selection process.

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and the campus parent liaison will work together to involve parents to come together to be involved with their child's education and to build relationships within the faculty and staff. Together they can offer parents support with different agencies and outreach programs. The faculty would love to see an increase in parents at the campus daily, and not just on special events.

Parent and Community Engagement Strengths

"Terrific Kid" ceremonies recognize students for being exceptional in academics, behavior, or growth and are done on a monthly basis and combined with a Parent Literacy session planned by the parent liaison.

Throughout the year, parents are invited to events such as: Math/GT Family Night, Celebration of Literacy, Christmas programs, and award assemblies. We need to find a path to encourage them to be present at the school throughout the day and not only participate in large campus events.

We communicate with parents through a monthly calendar of events that is sent out via Class Dojo and Smore to inform them of upcoming events, a college corner about secondary resources, and informing parents on seasonal safety precautions. The campus website is kept updated to inform parents of events, schedules, and district information.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not as involved as often as desired in day-to-day school activities, but they do attend mostly our large events.   **Root Cause:** Alarcon parent liaison has reached out to recruit parents, however the parents who come to volunteer tend to be the same parents.

School Context and Organization

School Context and Organization Summary

Campus decisions and adjustments are made with faculty input via the Site-Based Decision-Making Committee (SBDM). Decisions on professional development are taken into consideration to better serve our student population and subgroups such as Special Education and EB.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Advisory Team, Gifted and Talented, PBIS and RtI/TST committee, Attendance, Behavior Threat Assessment Team.

Daily Instructional time is maximized by including an intervention block campus-wide Tuesday-Friday, where all specialty and support staff assist classroom teachers with specific student needs. All core subjects are taught daily following state standards in order to keep alignment among grade levels. PLC time is given once a week to have teachers plan together to ensure horizontal alignment.

The campus follows the PBIS core values in order to have alignment amongst all classrooms when it comes to managing student behavior. Teachers include the core values in their daily routines to assist students in making good choices. Hand-in-hand with our core values, student safety is our number one concern in order to provide students a positive and safe culture and environment. The students are rewarded for following the PBIS core values with monthly incentives through the campus PBIS committee. The campus will continue to offer extracurricular activities for students once the new school year begins. Some of the activities that will be offered are as follows: intramural sports for 6th grade, student council, robotics, safety patrol, yoga, garden club, art club, game club, coding club, book club, and friendship club for the students to enhance their social and leadership skills.

School Context and Organization Strengths

The SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision-making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: RTi/TST committee needs to be consistent in the progress monitoring of the effectiveness of the interventions and make necessary adjustments as needed to better serve our students' needs. **Root Cause:** Committee is needing follow through and resources to provide progress monitoring so TIER II interventions can be successful.

Technology

Technology Summary

All of our classrooms are fully equipped with technology. All classrooms have ActivPanel boards to enhance instruction through technology. In addition, all students have been issued their own Chromebook and headphones which are taken to and from school on a daily basis. All teachers' laptops have been replaced and will continue to be replaced as needed.

Technology Strengths

Having the 1 to 1 devices for the students allows them to utilize the online resources available to them while staying in their classrooms. Technology is used on a daily basis to enhance student learning. In addition, the students and teachers have become well-versed in utilizing online resources which supports math, writing, science and reading comprehension. All classrooms will continue to use online resources such as iXL, Summit K-12, Reading A-Z, STEMscopes Math, Visual Non-Glossary (5th grade), and iReady this school year.

Currently we have 3 computer labs available for teacher and student use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chromebooks and headphones replacements are needed when student Chromebooks and headphones are no longer working. **Root Cause:** The technology in the classrooms will be replenished as needed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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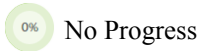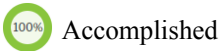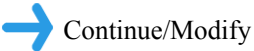
Goals

Revised/Approved: May 9, 2024

Goal 1: To foster well-trained human capital in to order to support student success and achievement.

Performance Objective 1: The campus will provide high-quality, ongoing professional development for 100% of instructional personnel. Relevant staff development completion and implementation will be geared to identified areas of academic needs. (Yearly)

> **Evaluation Data Sources:** Documentation of Attendance at Staff Development Offerings, Evidence of Professional Development Implementation, STAAR/EOC Results, T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: To provide staff development opportunities for Administration, teachers and staff (Monthly) :	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
AVID				
New Science Adoption				
Professional Learning Communities				
New Teacher Orientation				
T-TESS/SLO Refresher				
TABE Conference				
Gifted and Talented core and 6-hour update online classes				
Reading Academies through Region 19				
EduHero online course (All teachers will adhere to timeline)				
Dr. Jose Medina: Dual Language Classroom Training				
Sharon Wells Training				
(Yearly) **Strategy's Expected Result/Impact:** Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students' growth. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Planning and Instruction Department Personnel Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			

Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning and to carry out campus/district initiatives in all content areas via provision of professional learning communities. Provide modeling of specific lessons utilizing best practices (e.g. Lead4ward, GLAD) with gradual release model.
(1 FTEs) (Daily).
 	
    Strategy's Expected Result/Impact: Documentation of teacher contacts, professional development sessions, professional learning community (PLC) meetings, classroom visits, debriefing of learning walks and videotaping and modeling.
 	
    Teachers will improve instructional practices, lesson planning, classroom management, and use best practices in the classroom.
    Staff Responsible for Monitoring: Campus Administration
Planning and Instruction Staff
 	
    TEA Priorities:
Build a foundation of reading and math
	Formative			**Summative**

	Sept	**Nov**	**Jan**	**Mar**

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: For the 2024-2025 school year, the goals for reading on STAAR are as follows, by grade level:

3rd Grade Reading Goal (STAAR)--5-year
The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 59% in June 2022 to >79% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
59% 62% 65% 68% 71% 75% 79%

3rd Grade Reading GPM (MAP)--1-year
Students in grade 3 will increase the percent meeting their MOY reading growth projection from 52% in May 2023 to >53% by June 2024 as measured by MAP reading assessments.

4th Grade Reading Goal (STAAR)--5-year
The percentage of 4th grade students that score at the approaches level on STAAR reading will increase from 67% in June 2022 to >87% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
67% 70% 73% 76% 79% 83% 87%

4th Grade Reading GPM (MAP)--1-year
Students in grade 4 will increase the percent meeting their MOY reading growth projection from 55% in May 2023 to >56% by June 2024 as measured by MAP reading assessments.

5th Grade Reading Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR reading will increase from 81% in June 2022 to >89 % by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
81% 82% 83% 84% 85% 87% 89%

5th Grade Reading GPM (MAP)--1-year
Students in grade 5 will increase the percent meeting their MOY reading growth projection from 41% in May 2023 to >42% by June 2024 as measured by MAP reading assessments.

6th Grade Reading Goal (STAAR)--5-year

The percentage of 6th grade students that score at the approaches level on STAAR reading will increase from 54% in June 2022 to >74% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
54% 57% 60% 63% 66% 70% 74%

6th Grade Reading GPM (MAP)--1-year

Students in grade 6 will increase the percent meeting their MOY reading growth projection from 61% in May 2023 to >62 % by June 2024 as measured by MAP reading assessments.

High Priority

Evaluation Data Sources: 2024-2025 STAAR Grades 3-6 Reading Results: All Students, English Language Learners

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the Guided Reading model to include guided reading binders along with documenting students' reading levels.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Utilizing DRA/EDL, IStation, running records, AR progress (Award recognition), Lesson plans, weekly monitoring on data PLC Wednesdays; progress monitor Tier 2 and 3 students.
 	
Alarcon will make improvements to our students writing proficiency in grades 3-6, by focusing on the revising and editing process.
 	
Provide a daily afternoon 45-minute intervention block campus-wide as well as after school intervention on Wednesdays. Provide Saturday and Intercession tutoring for grades 3rd-6th. (iReady)
 	
(Daily)
    Strategy's Expected Result/Impact: Classroom observations
 	
    State Assessments: IStation , BOY, MOY and EOY and STAAR/TELPAS results.
 	
    DRA/EDL: BOY, MOY and EOY.
 	
    Progress Monitoring on Guided Reading Binders.
 	
    District Common Assessments and District Benchmarks.
 	
    Accelerated Reader Reports
 	
    The consistent use of Guided Reading will produce students reading at grade level or above. Students will show growth in their reading levels.
    Staff Responsible for Monitoring: Campus Administration
    Instructional Coaches
    Librarian
    All Teachers
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math
     - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: At-risk teacher will work with Tier III students who are needing the additional support in reading. At-risk teacher will work with students on the following: Fluency, site words, reading levels, set goals for individual students and monthly progress monitoring. (Daily)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Progress Monitoring through informal and observations by teachers. To provide students with the foundational skills needed to be proficient in reading. **Staff Responsible for Monitoring:** Campus Administration Instructional Reading Coach 3rd grade teachers Special Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Campus Instructional Specialist will offer support with guidance in lesson planning for reading groups and professional development for teachers in grades 3rd-6th. (Weekly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Progress monitoring of guided reading and AR levels on a monthly basis Lesson Planning sessions Modeling reading lessons in the classroom to assist guiding novice teachers **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Reading Specialist 3rd-6th grade teachers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: For the 2023-2024 school year, the goals for STAAR mathematics performance for grades 3-6 are as follows:

3rd Grade Math Goal (STAAR)--5-year
The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 57% in June 2022 to >77% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
57% 60% 63% 66% 69% 73% 77%

3rd Grade Math GPM (MAP)--1-year
Students in grade 3 will increase the percent meeting their MOY mathematics growth projection from 42% in May 2023 to >43% by June 2024 as measured by MAP mathematics assessments.

4th Grade Math Goal (STAAR)--5-year
The percentage of 4th grade students that score at the approaches level on STAAR mathematics will increase from 66% in June 2022 to >86% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
66% 69% 72% 75% 78% 82% 86%

4th Grade Math GPM (MAP)--1-year
Students in grade 4 will increase the percent meeting their MOY mathematics growth projection from 53% in May 2023 to >54% by June 2024 as measured by MAP reading assessments.

5th Grade Math Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR mathematics will increase from 80% in June 2022 to >88% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
80% 81% 82% 83% 84% 86% 88%

5th Grade Math GPM (MAP)--1-year
Students in grade 5 will increase the percent meeting their MOY mathematics growth projection from 45% in May 2023 to >46% by June 2024 as measured by MAP reading assessments.

6th Grade Math Goal (STAAR)--5-year
The percentage of 6th grade students that score at the approaches level on STAAR mathematics will increase from 68% in June 2022 to >88% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
68% 71% 74% 77% 80% 84% 88%

6th Grade Math GPM (MAP)--1-year
Students in grade 6 will increase the percent meeting their MOY mathematics growth projection from 41% in May 2023 to >42% by June 2024 as measured by MAP mathematics assessments.

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details		Reviews			
Strategy 1: Sharon Wells math for grades 3rd -5th is in the 8th year of implementation. STEMscopes math for 6th grade is in the 3rd year of implementation. iReady will be used to determine gaps and implement during intervention.		**Formative**			**Summative**
		Sept	Nov	Jan	Mar
Instructional Aide(s) to work with students improving math skills. (Daily) **Strategy's Expected Result/Impact:** To increase student understanding of mathematics through progress monitoring of assessments. **Staff Responsible for Monitoring:** Campus Administrators Campus Math Instructional Specialist All Teachers Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**					

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: For the 2023-2024 school year, the goals for 5th grade science are as follows for the "All Students" group:

5th Grade Science Goal (STAAR)--5-year
The percentage of 5th grade students that score at the approaches level on STAAR science will increase from 60% in June 2022 to >78% by June 2028.

Annual Increments:
2022 2023 2024 2025 2026 2027 2028
60% 63% 66% 69% 72% 75% 78%

5th Grade Science GPM (TRS Assessments)--1-year
Students in grade 5 will increase the percent meeting the approaches level from 72% in May 2023 to >73% by June 2024 as measured by the average of all TRS District Common Assessments for grade 5 science.

Evaluation Data Sources: 2023-2024 STAAR Grade 5 Results: All students, English Language Learners.

Strategy 1 Details		Reviews			
Strategy 1: A science instructional aide (1 FTE) is on staff to support teachers' instructional efforts in the content area of science. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in STAAR assessment results, particularly in the area of science. Teachers will be supported with science content needs and materials in the lab. **Staff Responsible for Monitoring:** Campus Administrators		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: Students in Special Populations (EL, GT, SPED) will progress academically in all areas in the 2023-2024 school year, showing growth from the previous year. EB students will be supported in order to progress in their TELPAS ratings.

    Evaluation Data Sources: STAAR scores, TELPAS scores, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Provide EB population with support through the use of GLAD (Guided Language Acquisition Design), Seidlitz and ELPS by trained teachers.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Summit K-12 (4 domains)
 	
Identification and placement of students with state-approved assessment instruments.
 	
(Daily)
 	
    Strategy's Expected Result/Impact: The EB population will be supported in acquiring the English language through GLAD strategies, English writing prompts, and consistency with science and math instruction occurring in English.
    Staff Responsible for Monitoring: Campus Administration
Instructional Specialists
All Teachers
LPAC Committee
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP's (Individualized Educational Plan).	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Special Education teachers and classroom teachers will collaborate to ensure student IEP's/modifications/accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily)
 	
Replenish supplies for the CAT cart and provide flexible seating. SPED teachers will share with general teachers on what is available on the CAT cart to assist them with SPED students in their classrooms. (Daily)
 	
Classroom Supplies for students, printer
    Strategy's Expected Result/Impact: Special Education students will be measured by a year's growth.
    Staff Responsible for Monitoring: Campus Administrators
    All Teachers
    LPAC Committee
    Specialty Teachers
 	
    TEA Priorities:
    Build a foundation of reading and math
    - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: To differentiate instruction and offer opportunities for students to collaborate, communicate, create through critical thinking activities (Genius Hour)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Provide GT population with the opportunity to participate in local and regional challenges (Semester)
 	
Provide GT population with after school options to include GT Family Nights
 	
Purchase GT testing materials and scoring services for GT-nominated students
 	
Purchase supplemental GT materials and other resources
 	
(Daily)
    Strategy's Expected Result/Impact: The Gifted and Talented population will show growth in academics and interpersonal skills.
    Staff Responsible for Monitoring: Campus Administrators
    GT Coordinator
    All Teachers
    Librarian				

Strategy 4 Details	Reviews			
Strategy 4: Identify migrant and homeless students to support academic and social needs and refer to district social worker. (Daily)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Migrant students will be supported in their academic and social needs through social district workers. **Staff Responsible for Monitoring:** Campus Administrators Counselor All Teacher District Social Workers				

Strategy 5 Details	Reviews			
Strategy 5: Classroom size will adhere to the state/district capacity for each grade level while offering support to at-risk students through state compensatory education funding to supplement the instructional program to offer needed support. (Daily)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Increase in STAAR performance levels for students coded at-risk. At-risk students will increase performance levels on STAAR. **Staff Responsible for Monitoring:** Chief Financial Officer Administrator--Research/Evaluation Federal/State Programs Coordinator Campus Administration				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The faculty and staff will develop the quality home, school, and community relationships that promote student success, as evidenced by an increase in parental participation in school activities in the 2024-2025 school year as compared to the 2023-2024 school year.

Evaluation Data Sources: Agendas, sign in sheets, parent evaluation surveys, parent volunteer hours, Alarcon parent representation on campus committees

Strategy 1 Details	Reviews			
Strategy 1: Increase parental communication and involvement by providing but not limited to :	**Formative**			**Summative**
Supplies, equipment, materials, and refreshments for parent meetings and training	**Sept**	**Nov**	**Jan**	**Mar**

Parent and community information regarding campus activities through various modalities
 	
Send parents to the Regional Parent Engagement Conference
 	
Provide parents the opportunity to participate in various campus committees and attend Monthly Parent Literacy sessions
Read Across America Literacy Night and Math Night
 	
Fall Open House
 	
Fall/Spring semester parent meeting Coffee with the Principal and Parent-Teacher Conferences
 	
Parent/child academic, emotional, social, and physical collaboration sessions across content areas
 	
(Weekly/Monthly)
    Strategy's Expected Result/Impact: Monthly newsletter
    Marquee Posting
    Parent Invitations
    School Messenger
    School Website
    Parent attendance sign-in sheets
    The campus will increase communication with parents and increase their involvement in the campus.
    Staff Responsible for Monitoring: Campus Administrators
    Counselor
    Nurse
    Faculty
    Staff
    Librarian
    Social worker interns
    District Parent Liaison				

Strategy 2 Details	Reviews			
Strategy 2: Encourage parents to participate in campus volunteer program by hosting a parent volunteer meeting. A supportive environment will be provided that will utilize research based parental involvement practices to improve student academic achievement. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increase the number of parent volunteers at the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Interns Librarian District Parent Liaison				

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
Strategy 1: The special education professional or paraprofessional will provide additional academic support to students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To assist the struggling students in different academic areas	**Sept**	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Special Education Aide Campus Administrators				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the state academic standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Alarcon Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: To impact students' academic instruction **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Instructional Aides				

Strategy 2 Details	Reviews			
Strategy 2: Alarcon Elementary will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: To encourage students more reading, work with students to read at grade level and improve reading scores. **Staff Responsible for Monitoring:** Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Teachers, Department Chairs **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: The campus will provide opportunities for administrators to attend professional development training. (In-District, Regional or in-state) (Monthly/Yearly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Staff development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 5 Details	Reviews			
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Strategy's Expected Result/Impact: To positively impact student behavior and implement PBIS
    Staff Responsible for Monitoring: Administrators, campus counselor
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Alarcon Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Strategy's Expected Result/Impact: Increase Parent Participation and parent engagement.
    Staff Responsible for Monitoring: Campus Administrator. Teachers, Counselors, Parent Liaison
 	
    Title I:
    4.2
    Funding Sources: R 19 ESC - 211: Title I, Part A Improving Basic Programs, Reading Materials - 211: Title I, Part A Improving Basic Programs, Technology Equipment - 211: Title I, Part A Improving Basic Programs, General Supplies - 211: Title I, Part A Improving Basic Programs, Employee Travel and Online Training - 211: Title I, Part A Improving Basic Programs, Food Purchases - 211: Title I, Part A Improving Basic Programs - $252				

Strategy 7 Details	Reviews			
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. The Parent and Family Engagement Policy will be distributed in the following manner: Campus Website, Parent/Teacher Conference. (Yearly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Our district and campus must have a written parent and family engagement policy in place. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and Parent Liaison **Title I:** 4.1				

Strategy 8 Details	Reviews			
Strategy 8: Title 1 funded positions will support and assist students/staff with day to day instructional needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Supplement instructional support	**Sept**	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Instructional Aide (Math & Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.101.30 - $28,361, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.101.30 - $13,078, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.101.30 - $2,500, Library Aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.101.30 - $21,089, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.101.30 - $15,782, Music Teacher - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.101.30 - $70,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging state academic standards that all children are expected to meet.

**Evaluation Data Sources:** Sign-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
Strategy 1: Provide reading materials and supplies for students to achieve high levels of success in core subjects for all English learners to help them meet the state standards.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. **Staff Responsible for Monitoring:** Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Materials - 263: Title III, Part A English Language Acq., Technology Equipment - 263: Title III, Part A English Language Acq., Software/Site Licence - 263: Title III, Part A English Language Acq.				

Strategy 2 Details	Reviews			
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instructional programs by providing additional professional development support.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: To develop and enhance their capacity to provide effective instruction **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director **Title I:** 2.4, 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sign-in-sheets, progress reports, PBIS reports

Strategy 1 Details	Reviews			
Strategy 1: Provide and implement well-rounded education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, music and art.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: To improve students' academic performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Teachers, and Counselors **Title I:** 2.4, 2.5 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1				

Strategy 2 Details	Reviews			
Strategy 2: Support safe and healthy students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Provide early intervention mentoring documentation and discipline behavior reports. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1				

Strategy 3 Details	Reviews			
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: To equip the classroom with the additional technology equipment for better classroom instruction. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Social Workers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Technology - 289:Title IV, Part A Subpart 1				

Strategy 4 Details	Reviews			
Strategy 4: Provide after school and Saturday tutoring for grades 3-6.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To provide students with the foundational skills needed to be proficient in core academic areas.	**Sept**	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom teachers Instructional Aides **Funding Sources:** Tutoring - 289:Title IV, Part A Subpart 1				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details			Reviews	
Strategy 1: Alarcon Elementary will expose students to experiences beyond what is taught in class using books. Educational field trips will expose students to new academic, social, and emotional opportunities.		**Formative**		**Summative**
Strategy's Expected Result/Impact: To provide students with the additional academic support needed	**Sept**	**Nov**	**Jan**	**Mar**
Staff Responsible for Monitoring: Administrators, Teachers, Counselors, and Social Workers				
Title I: 2.4, 2.5, 2.6				
Funding Sources: General Supplies - 278 ARP I - Homeless Supplemental Grant				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

    Evaluation Data Sources: Students' progress reports and nine-week reports

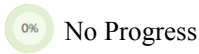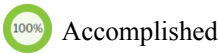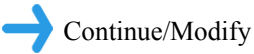| Strategy 1 Details				Reviews			

Strategy 1: Alarcon Elementary School will address the learning loss of students in transition by implementing summer learning program activities and providing support in areas of need.
    Strategy's Expected Result/Impact: To have transition students continue improving academically
    Staff Responsible for Monitoring: Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: General Supplies - 280 ARP II Homeless Grant, Reading Materials - 280 ARP II Homeless Grant
				Formative			**Summative**

				Sept	Nov	Jan	Mar
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
Strategy 1: Alarcon Elementary will provide all students with supplemental resources for core academic subjects (RLA, Math, Science and Social Studies). Supplemental materials, intervention materials, software, and tutoring. Professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students.	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: To assist students in meeting the state academic standards. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Instructional Specialist, and other instructional support. **Title I:** 2.4, 2.6 **Funding Sources:** Technology Equipment - 199: General, State Compensatory Education, General Supplies - 199: General, State Compensatory Education, Software/Site Licences - 199: General, State Compensatory Education - 199.11.6268.00.101.30 - $27,777, Reading is Fundamental - 199: General, State Compensatory Education, R 19 ESC Webinars - 199: General, State Compensatory Education, Online Training/Webinars - 199: General, State Compensatory Education - 199.13.6411.14.101.30 - $2,200				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs

Strategy 1 Details	Reviews			

Strategy 1: Alarcon will subscribe yearly and implement technology applications to include: TexQuest, Renaissance Accelerated Reading, STEMScopes Math and Coding (Bitsbox), Google Classroom, iXL, Rethink, EPADOG, Learning A-Z, Frontline (RtI), iReady, Seidlitz Visual Non-Glossary, EduHero, Lowman Consultants, Summit K-12.
 	
(Yearly)
    Strategy's Expected Result/Impact: Student engagement will be improved through the support of technology applications.
 	
Monitoring through monthly reports to track students' growth.
    Staff Responsible for Monitoring: Campus Administration
Instructional Specialists
Teachers
	Formative			**Summative**

	Sept	**Nov**	**Jan**	**Mar**

Strategy 2 Details	Reviews			

Strategy 2: Alarcon will continue to provide and update teacher, counselor, librarian and parent liaison laptops to continue facilitating our student technology initiative in the classroom. Alarcon will also continue to update technology for administrators and office personnel to continue to better serve teachers, parents and students.
 	
(Yearly)
    Strategy's Expected Result/Impact: Increase technology integration in the classroom.
 	
Teachers and counselor will have updated technology to support the growth of students technology 21st century skills.
    Staff Responsible for Monitoring: Campus Administration
Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 -
    Funding Sources: CDW (nuc) - 199: General, Career & Technology - 199.11.6395.00.101.11 - $793.40
	Formative			**Summative**

	Sept	**Nov**	**Jan**	**Mar**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will participate in college/career readiness activities to establish a foundation for postsecondary readiness goals.

  Evaluation Data Sources: Agendas and sign-in sheets of school-wide activities; classroom and grade level projects

Strategy 1 Details	Reviews			
Strategy 1: Out-of-school opportunities (field trips) to enhance student learning to include College Readiness field trip for 6th grade	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Provide information regarding endorsements to promote college readiness and prepare for high school graduation plans (Semester) Partnership with El Paso Community College to inform parents and students of College and Career Readiness initiatives Field trips to enhance students' experiences within and outside the community to learn about the their surroundings (Monthly) **Strategy's Expected Result/Impact:** Teacher created evaluation of information learned by the students, lesson plans with integration of information gather during the field trips Expose sixth grade students to higher level educational opportunities. Expose and educate the other grade levels of the rich history in their community and city. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Staff Instructional Specialist Interns Nurse				

Strategy 2 Details	Reviews			
Strategy 2: Alarcon Elementary will continue have a school-wide college and career readiness week to include military appreciation and Career Day. (Yearly)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Increase in college and career readiness activities and promotions. Increase students' knowledge of college and career readiness. Expose students to an array of careers. **Staff Responsible for Monitoring:** Campus Administration Counselor Faculty Social Work Interns				

Strategy 3 Details	Reviews			
Strategy 3: Provide transition activities for early childhood students (Sambrano students) transitioning to elementary and elementary students to middle school for systemic alignment. (Fall/Spring Semester)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy's Expected Result/Impact: Student participation to prepare them to enter as 3rd graders to our campus and to expose the 6th graders to middle school and the requirements of their daily schedule. **Staff Responsible for Monitoring:** Campus Administrators Counselor				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide activities that promote and reinforce respectful and responsible behavior, leadership development, and high self-esteem for students and staff that provide a safe and supportive environment, with an increase in overall participation in activities from the 2023-2024 school year to the 2024-2025 school year.

> **Evaluation Data Sources:** Comparison of number of discipline referrals from the 2022-2023 school year to the 2023-2024 school year, as well as teacher surveys, attendance reports, records of activities relevant to objective.

Strategy 1 Details	Reviews			

Strategy 1: Provide music class for grade 6th on a daily basis. Provide music classes for 3rd-5th grade on a weekly basis.
 	
Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments.
 	
Musical instruments will be purchased from vendor Woodwind Brasswind and/or Olivas Music.
 	
Curriculum used for program is Spotlight on Music publisher McGraw-Hill.
 	
(Daily)
    Strategy's Expected Result/Impact: Though exposing students to fine arts our goal is to develop well-rounded students.
    Staff Responsible for Monitoring: Administration
    Music Teacher
	Formative			**Summative**

	Sept	**Nov**	**Jan**	**Mar**

Strategy 2 Details	Reviews			
Strategy 2: Provide recognition to students demonstrating responsible and respectful behavior: (Honor Roll/Perfect Attendance Recognition Ceremonies, monthly Terrific Kids, EOY Eagle Award) (Daily/Monthly), Accelerated Reader (AR) and Most improved student, Tejano Kid Award every 9 weeks one for upper and one for lower grades. (Weekly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**

Strategy's Expected Result/Impact: Increased student morale and positive campus climate.
 	
    Improve student attendance.
    Staff Responsible for Monitoring: Campus Administrators
    Counselor
    Attendance Clerk
    All Teachers				

Strategy 3 Details		Reviews			
Strategy 3: Increase awareness of health and wellness needs in collaboration with other school agencies: Parent presentations and workshops, Red Ribbon Week, Flyers, Newsletters, Health & Wellness Meetings will be held by committee as needed to discuss concerns. (Weekly/Monthly)		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Increased awareness of health and wellness needs in the school community by providing students presentations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Staff Nurse District Parent Liaison District Nurse					

Strategy 4 Details		Reviews			
Strategy 4: Provide programs to address specific student needs and increase emotional intelligence through the use of curriculum, videos, and calming room. (Character Trait Education and PBIS Core Values, individual and weekly class lessons and use of the calming room). (Weekly)		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
Materials: Oriental Trading and Amazon **Strategy's Expected Result/Impact:** Improvements in student behavior incidents. **Staff Responsible for Monitoring:** Campus Administrators Counselor Staff					

Strategy 5 Details		Reviews			
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily).		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers					

Strategy 6 Details		Reviews			
Strategy 6: Increase awareness among teachers and parents regarding signs of abuse and bring awareness of mental health (EduHero) (Fall Semester).		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
Students are taught by our Social Worker interns from the University on various strategies to reduce anxiety, stress, and improve test taking skills. (Weekly) **Strategy's Expected Result/Impact:** Increased awareness of mental health issues amongst students. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers Social Worker Interns					

Strategy 7 Details		Reviews			
Strategy 7: Incorporate data from the Fitness Gram assessment to plan relevant physical education and wellness activities (Weekly).		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Relevant physical education activities will be provided to students. **Staff Responsible for Monitoring:** P. E. Teachers Campus Administrators					

Strategy 8 Details		Reviews			
Strategy 8: Maintain and monitor a schoolwide discipline plan through the PBIS initiative: PBIS - Positive Behavior Intervention & Support, training of faculty & staff, leadership & team building, implement suggestions by the PBIS committee and data gathered, display visuals of core values throughout the school. (Daily)		**Formative**			**Summative**
		Sept	**Nov**	**Jan**	**Mar**
PBIS and District Special Education counselor will implement PBIS Tier II and III practices. (Monthly) **Strategy's Expected Result/Impact:** Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes Frequent reminders of core values and behavior expectation in each area where large amounts of students gather daily. **Staff Responsible for Monitoring:** Campus Administrators Counselor District Special Education Counselor Teachers Social Worker Interns					

Strategy 9 Details	Reviews			
Strategy 9: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly)	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff				

Strategy 10 Details	Reviews			
Strategy 10: Implement supplemental physical education instruction initiatives through innovative activities and equipment (ex. motor skill activities, yoga exercise materials, breathing techniques) (Daily).	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Strategy's Expected Result/Impact: Increase in student wellness, self-esteem, and self-discipline. **Staff Responsible for Monitoring:** Campus Administrators Physical Education Teachers				

Strategy 11 Details	Reviews			
Strategy 11: Provide students with leadership and social skill development opportunities:	**Formative**			**Summative**
	Sept	**Nov**	**Jan**	**Mar**
Friendship Club, after school sports, Coding Club, Yearbook, Student Council, Gardening Club, Yoga Club, Game Club, Book Club, Culture Club, Esports Opportunities for students to practice/promote their social and etiquette skills while attending field trips: movies, symphony, etc. (Daily) **Strategy's Expected Result/Impact:** Improved student behavior Increase student participation Students will develop leadership and social skills leading to a decrease in student referrals. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Teacher Sponsors Physical Education Coaches				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Lorenzo G. Alarcon Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Lorenzo G. Alarcon Elementary

Name	Position	FTE
Concepcion Talamantes	Campus Instructional Specialist-Elementa	1
Jessica Maldonado	Teacher-At Risk Services	1
Nathaly Padilla	Aide-Computer Lab	1

Title I Personnel

Name	Position	Program	FTE
Brenda Estrada	Aide-Library Elementary	Title I Part A	100%
Daniel Hidalgo	Aide-Classroom	Title i, Part A	100%
Mercedes Jasso	Librarian	Title I Part A	25%
Nancy Alvarez	Parent Liaison	Title I Part A	100%
Sylvia Graves	Social Worker	Title I Part A	33%
vacant vacant	Teacher-Elementary	Title I Part A	100%

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Claudia Sanchez	SPED Teacher
Classroom Teacher	Frank Flores	Coach
Non-classroom Professional	Jessica Maldonado	At-Risk Reading Teacher
Classroom Teacher	Bertha Mireles	6th Grade Teacher
Classroom Teacher	Patricia Magallanez	5th Grade Teacher
Classroom Teacher	Claudia Morales	4th Grade Teacher
Classroom Teacher	Adirana Santiesteban	3rd Grade Teacher
Staff	Andrew Munoz	Secretary
Parent Liaison	Nancy Alvarez	Parent Liaison
Counselor	Nora Garcia	Counselor
Instructional Coach	Concepcion Talamantes	Instructional Coach
Administrator	Sandra Rico	Assistant Principal
Administrator	Leticia De Santos	Principal

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199: General, Career & Technology</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>3</td><td>1</td><td>2</td><td>CDW (nuc)</td><td>199.11.6395.00.101.11</td><td>$793.40</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$793.40</td></tr>
<tr><td colspan="6" align="center">199: General, State Compensatory Education</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>12</td><td>1</td><td>Reading is Fundamental</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>12</td><td>1</td><td>Online Training/Webinars</td><td>199.13.6411.14.101.30</td><td>$2,200.00</td></tr>
<tr><td>2</td><td>12</td><td>1</td><td>Software/Site Licences</td><td>199.11.6268.00.101.30</td><td>$27,777.00</td></tr>
<tr><td>2</td><td>12</td><td>1</td><td>Technology Equipment</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>12</td><td>1</td><td>R 19 ESC Webinars</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>12</td><td>1</td><td>General Supplies</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$29,977.00</td></tr>
<tr><td colspan="6" align="center">211: Title I, Part A Improving Basic Programs</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>7</td><td>6</td><td>R 19 ESC</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>7</td><td>6</td><td>Food Purchases</td><td></td><td>$252.00</td></tr>
<tr><td>2</td><td>7</td><td>6</td><td>Employee Travel and Online Training</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>7</td><td>6</td><td>General Supplies</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>7</td><td>6</td><td>Technology Equipment</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>7</td><td>6</td><td>Reading Materials</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>7</td><td>8</td><td>Social Worker</td><td>211.32.6119.00.101.30</td><td>$2,500.00</td></tr>
<tr><td>2</td><td>7</td><td>8</td><td>Music Teacher</td><td>211.11.6119.00.101.30</td><td>$70,000.00</td></tr>
<tr><td>2</td><td>7</td><td>8</td><td>Librarian</td><td>211.12.6119.00.101.30</td><td>$15,782.00</td></tr>
<tr><td>2</td><td>7</td><td>8</td><td>Parent Liaison</td><td>211.61.6129.00.101.30</td><td>$13,078.00</td></tr>
<tr><td>2</td><td>7</td><td>8</td><td>Instructional Aide (Math & Science)</td><td>211.11.6129.00.101.30</td><td>$28,361.00</td></tr>
<tr><td>2</td><td>7</td><td>8</td><td>Library Aide</td><td>211.12.6129.00.101.30</td><td>$21,089.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$151,062.00</td></tr>
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263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	Reading Materials		$0.00
2	8	1	Software/Site Licence		$0.00
2	8	1	Technology Equipment		$0.00
				Sub-Total	$0.00

289:Title IV, Part A Subpart 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1	General Supplies		$0.00
2	9	2	General Supplies		$0.00
2	9	3	Technology		$0.00
2	9	4	Tutoring		$0.00
				Sub-Total	$0.00

280 ARP II Homeless Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	11	1	Reading Materials		$0.00
2	11	1	General Supplies		$0.00
				Sub-Total	$0.00

278 ARP I - Homeless Supplemental Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	1	General Supplies		$0.00
				Sub-Total	$0.00