

# **Ector County Independent School District**

## **Gale Pond Alamo Elementary**

### **2025-2026 Board Goals/Performance Objectives/Strategies**



# Mission Statement

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

## Vision

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

## Value Statement

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

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

- Bob Beauprez

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# Board Goals

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

**Performance Objective 1:** By May 2026, students in 3rd, 4th, and 5th grade will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 45% to 55%, 4th grade students from 46% to 56%, and 5th grade students from 58% to 68%.

## HB3 Board Goal

### Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

**Evaluation Data Sources:** STAAR, MAP, Checkpoints

| Strategy 1 Details | Reviews   |     |     |           |
|--------------------|-----------|-----|-----|-----------|
|                    | Formative |     |     | Summative |
|                    | Oct       | Jan | Mar | May       |
|                    |           |     |     |           |

**Strategy 1:** Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.

**Staff Responsible for Monitoring:** Leadership Team, Campus Teachers

**Title I:**  
2.51, 2.52, 2.53





- **TEA Priorities:**  
Build a foundation of reading and math

- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** Student Achievement 1, 2, 3

| Strategy 2 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.<br><b>Strategy's Expected Result/Impact:</b> Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 |  | Formative |     |     | Summative |
|  |  | Oct       | Jan | Mar | May       |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Our STAAR Student achievement score continues to drop year after year. <b>Root Cause:</b> It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students. |
| <b>Problem Statement 2:</b> For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. <b>Root Cause:</b> Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.  |
| <b>Problem Statement 3:</b> In 2025 our overall performance on STAAR Science dropped in all three designation levels. <b>Root Cause:</b> This was the first year that the new Science TEKS were tested on STAAR.  |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. <b>Root Cause:</b> Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.   |
| <b>Problem Statement 2:</b> 28% of our GT population was at the Masters Level for Reading across all grade levels. <b>Root Cause:</b> Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.  |





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

**Performance Objective 2:** By May 2026, students in 3rd, 4th, and 5th grade will demonstrate improved math proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 41% to 51%, 4th grade students from 48% to 58%, and 5th grade students from 62% to 72%.

**Indicators of Success:**  
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

**Evaluation Data Sources:** STAAR, MAP, Checkpoints

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Campus Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Achievement 1, 2, 3 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
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| Strategy 2 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Based on BOY MAP data, the campus will implement a strategic plan for the used of My Math Academy, iReady Math, and ST Math for students who perform below the 41st %tile.<br><b>Strategy's Expected Result/Impact:</b> Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall math achievement.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Achievement 1, 2 |  | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |  |           |     |     |           |

### Performance Objective 2 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Our STAAR Student achievement score continues to drop year after year. <b>Root Cause:</b> It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students. |
| <b>Problem Statement 2:</b> For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. <b>Root Cause:</b> Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.  |
| <b>Problem Statement 3:</b> In 2025 our overall performance on STAAR Science dropped in all three designation levels. <b>Root Cause:</b> This was the first year that the new Science TEKS were tested on STAAR.  |

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

**Performance Objective 3:** By May 2026, students in 5th grade will demonstrate improved Science proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. 5th grade students will increase their Meets proficiency from 29% to 40%.

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** STAAR, MAP, Checkpoints

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Campus Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Achievement 1, 2, 3 |  | Formative |     |     | Summative |
|   |  | Oct       | Jan | Mar | May       |
|   |  |           |     |     |           |
| Strategy 2 Details  |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> 3-5 teachers will implement with fidelity the Connections Science program provided by the district.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 3  |  | Formative |     |     | Summative |
|   |  | Oct       | Jan | Mar | May       |
|   |  |           |     |     |           |





No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Achievement

**Problem Statement 1:** Our STAAR Student achievement score continues to drop year after year. **Root Cause:** It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

**Problem Statement 2:** For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause:** Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

**Problem Statement 3:** In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause:** This was the first year that the new Science TEKS were tested on STAAR.

#### Curriculum, Instruction, and Assessment

**Problem Statement 3:** 11% of our GT population was at the Masters Level in Science. **Root Cause:** Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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

**Performance Objective 1:** By May 2026, students in 3rd will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 45% to 55%.





**HB3 Board Goal**

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

**Evaluation Data Sources:** STAAR, MAP, Checkpoints

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Campus Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Achievement 1, 2, 3 |  | Formative |     |     | Summative |
|   |  | Oct       | Jan | Mar | May       |
|   |  |           |     |     |           |

| Strategy 2 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.<br><b>Strategy's Expected Result/Impact:</b> Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 |  | Formative |     |     | Summative |
|  |  | Oct       | Jan | Mar | May       |
|  |  |           |     |     |           |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Our STAAR Student achievement score continues to drop year after year. <b>Root Cause:</b> It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students. |
| <b>Problem Statement 2:</b> For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. <b>Root Cause:</b> Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.  |
| <b>Problem Statement 3:</b> In 2025 our overall performance on STAAR Science dropped in all three designation levels. <b>Root Cause:</b> This was the first year that the new Science TEKS were tested on STAAR.  |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. <b>Root Cause:</b> Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.   |
| <b>Problem Statement 2:</b> 28% of our GT population was at the Masters Level for Reading across all grade levels. <b>Root Cause:</b> Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.  |

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

**Performance Objective 2:** By May 2026, the percentage of students K-3 achieving or exceeding their projected growth in reading will increase from 60% to 70%.





**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** Checkpoints, BOY / MOY MAP

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Campus Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Achievement 1, 2, 3 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 2 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.<br><b>Strategy's Expected Result/Impact:</b> Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 |  | Formative |     |     | Summative |
|  |  | Oct       | Jan | Mar | May       |
|  |  |           |     |     |           |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 2 Problem Statements:

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Our STAAR Student achievement score continues to drop year after year. <b>Root Cause:</b> It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students. |
| <b>Problem Statement 2:</b> For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. <b>Root Cause:</b> Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.  |
| <b>Problem Statement 3:</b> In 2025 our overall performance on STAAR Science dropped in all three designation levels. <b>Root Cause:</b> This was the first year that the new Science TEKS were tested on STAAR.  |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. <b>Root Cause:</b> Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.   |
| <b>Problem Statement 2:</b> 28% of our GT population was at the Masters Level for Reading across all grade levels. <b>Root Cause:</b> Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.  |

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

**Performance Objective 3:** By May 2026, the conditional growth percentage of K-3 EOY MAP Reading assessment will increase from 69% to 79%.





**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** Checkpoints, BOY / MOP MAP

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Campus Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Achievement 1, 2, 3 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |

| Strategy 2 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.<br><b>Strategy's Expected Result/Impact:</b> Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 |  | Formative |     |     | Summative |
|  |  | Oct       | Jan | Mar | May       |
|  |  |           |     |     |           |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:





| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Our STAAR Student achievement score continues to drop year after year. <b>Root Cause:</b> It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students. |
| <b>Problem Statement 2:</b> For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. <b>Root Cause:</b> Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.  |
| <b>Problem Statement 3:</b> In 2025 our overall performance on STAAR Science dropped in all three designation levels. <b>Root Cause:</b> This was the first year that the new Science TEKS were tested on STAAR.  |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. <b>Root Cause:</b> Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.   |
| <b>Problem Statement 2:</b> 28% of our GT population was at the Masters Level for Reading across all grade levels. <b>Root Cause:</b> Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.  |

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 1:** By May 2026, the School Connectedness Indicator in Panorama will increase from 66% to 76%.

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

**Evaluation Data Sources:** BOY Panorama

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 2  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor.<br><b>Staff Responsible for Monitoring:</b> Leadership Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 2  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |

**Performance Objective 1 Problem Statements:**



## School Culture and Climate

**Problem Statement 2:** 34% of our students indicated last year that they do not feel connected to the campus. **Root Cause:** Only 48% of students report favorable levels of respect from peers. This is one of the lowest scores and suggests significant peer-to-peer relationship issues.

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 2:** By May 2026, our school belonging indicator on Panorama will increase from 68% to 75%.

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

**Evaluation Data Sources:** BOY Panorama

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor.<br><b>Staff Responsible for Monitoring:</b> Leadership Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1   | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>  |           |     |     |           |

**Performance Objective 2 Problem Statements:**

## School Culture and Climate

**Problem Statement 1:** 32% of our students indicated last year that they do not feel like they belong on our campus. **Root Cause:** The lack of belonging likely stems from insufficient relationships with caring adults, limited peer connections, exclusion from meaningful activities, and systemic barriers that particularly affect marginalized student populations.

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 3:** By the end of 2026, Student daily attendance will increase from 95 to 97%

**Indicators of Success:**  
Attendance - % of student daily attendance - 2026 Goal: 92.5%

**Evaluation Data Sources:** Magnet Contract, Growth Plan Meetings, Monthly Attendance reports

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Campus will provide Monthly attendance updates for all staff, students, and parents.<br><b>Staff Responsible for Monitoring:</b> Leadership Team<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - School Organization 2 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Campus will do a monthly grade level attendance reward.<br><b>Staff Responsible for Monitoring:</b> Leadership Team<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - School Organization 2   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>   |           |     |     |           |

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** Last year 8% of our student population fell into the "chronically absent" category for attendance. **Root Cause:** Since COVID student attendance has not been seen as important to families and families don't understand how loss of instruction impacts their students academically overall.

### School Organization

**Problem Statement 2:** The RDSPD attendance is chronically low, and last year their overall attendance was 90%. **Root Cause:** Students travel from various districts around the region and also have other help issues that prevent them from coming to school regularly.

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 4:** By May 2026, campus discipline referrals will decrease by 15%. (45 to 39)

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

**Evaluation Data Sources:** Behavior meetings, Referral reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Campus Leadership will develop a behavior / referral flow chart for teachers to use when discipline needs arise.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Campus Leadership will train teachers on how to manage student behavior in their classroom proactively to try to mitigate the need for referrals or admin intervention.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

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| <b>Staff Quality, Recruitment, and Retention</b> |
|--|

|   |
|---|
| <b>Problem Statement 3:</b> Many of our campus discipline referrals come from teachers who have less years of experience in the classroom or who struggle with classroom management. <b>Root Cause:</b> Teachers are no proactive in prioritizing building relationships with all students and setting / carrying out high expectations all year. |
|---|

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, the percentage of uncertified teacher at GP Alamo will go from 85% to 90%. (3 to 2 uncertified teachers)

Evaluation Data Sources: Talent Development follow up

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Quarterly check ins with teachers who are not fully certified to get progress updates on scheduling their certification tests.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.533, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 2: Strategic Staffing<br><b>Problem Statements:</b> Student Achievement 1 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Increase communication and follow up with Talent Development on what they can do to assist our teachers in getting certified.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.533, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 2: Strategic Staffing<br><b>Problem Statements:</b> Student Achievement 1  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>  |           |     |     |           |

Performance Objective 1 Problem Statements:



## Student Achievement

**Problem Statement 1:** Our STAAR Student achievement score continues to drop year after year. **Root Cause:** It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 100% of our PBL trained teachers will utilize NTN blueprint with fidelity to plan grade level projects.

Evaluation Data Sources: Project Planning, Coaching Sessions

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Purchase Blueprint licenses for all teachers.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments<br><b>Problem Statements:</b> School Culture and Climate 3   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide coaching and training each month on utilizing the platform effectively.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Culture and Climate 3 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>   |           |     |     |           |





Performance Objective 2 Problem Statements:

| School Culture and Climate  |
|---|
| <b>Problem Statement 3:</b> Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement. <b>Root Cause:</b> Our campus is in the second year of implementation of Project Based Learning through the New Tech Network. |

## Board Goal 4: Classroom Excellence

**Performance Objective 3:** By May 2026, our campus will fully implement Project Based Learning in alignment with our work with the New Tech Network by each grade level facilitating a minimum of three projects throughout the year.

**Evaluation Data Sources:** PBL Planning, Coaching Sessions

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Purchase and provide ongoing training for teachers on using NTN Blueprint to build effective projects for students.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Culture and Climate 3 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Continue utilizing our NTN coach to assist teachers in building their projects.<br><b>Staff Responsible for Monitoring:</b> Leadership Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Culture and Climate 3   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>   |           |     |     |           |





### Performance Objective 3 Problem Statements:

### School Culture and Climate

**Problem Statement 3:** Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement. **Root Cause:** Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

## Board Goal 5: Culture of Excellence

**Performance Objective 1:** By May 2026, 100% of all staff will complete 100% of their Safe Schools courses.





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Share monthly reports with staff on their completion rates for Safe Schools Training Modules.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2                          | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |

### Performance Objective 1 Problem Statements:

|  |
|--|
| <b>Staff Quality, Recruitment, and Retention</b>   |
| <b>Problem Statement 2:</b> Teachers do not complete all required annual training (Safe Schools, GT courses, etc.) <b>Root Cause:</b> Lack of time provided to teachers to complete these training during contract time. |

## Board Goal 5: Culture of Excellence

**Performance Objective 2:** By May 2026, GP Alamo will pass 100% of its weekly campus safety audits.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide teachers with safety training at back to school PD to ensure that they know all safety protocols and expectations.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers , Campus Resource Officer<br><br><b>Title I:</b><br>2.51<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Technology 1            | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Submit work orders needed for campus safety in a timely manner and follow through to ensure they are addresses by district personnel.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers , Campus Resource Officer<br><br><b>Title I:</b><br>2.51<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Technology 1 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |

### Performance Objective 2 Problem Statements:

### Technology





**Problem Statement 1:** Many of the safety features of our campus are out dated and could pose significant safety threats to our campus. **Root Cause:** The campus was built in 1948, and has structural deficits as well as lack of funding / timelines to implement upgraded safety systems.



## Board Goal 5: Culture of Excellence

**Performance Objective 3:** By the end of May 2026, overall teacher attendance will improve from 94% to 96%.

**Evaluation Data Sources:** Smartfind / ESS monitoring

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Meet with teachers who exceed 5 absences in any semester.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide random attendance incentives to staff to increase morale and overall teacher attendance.<br><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1 | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
|  |           |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>   |           |     |     |           |

### Performance Objective 3 Problem Statements:

## Student Achievement

**Problem Statement 1:** Our STAAR Student achievement score continues to drop year after year. **Root Cause:** It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.