

**San Elizario Independent School District**  
**Alarcon Elementary School**  
**2019-2020 Campus Improvement Plan**



**Board Approval Date:** July 10, 2019

# 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 03, 2019

## 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 serves a population of 570 students in grades 1 through 6, making it the largest elementary school in the district and the second largest campus overall.

The student population is 99.82% Hispanic, 0.18% White, 92.63% economically disadvantaged, 80.70% at risk. Alarcon students are 66.67% limited English proficient, 49.65% female and 50.35% male. The average daily attendance rate for students is 96.2%. The student mobility rate for the campus is 16.00%.

### Student Population:

School Population (2018 - 2019 Fall PEIMS file loaded 01/16/2019) Count Percent Student Total--570 or 100%; 1st Grade--98 or 17.19%; 2nd Grade 75 or 13.16%; 3rd Grade 82 or 14.39%; 4th Grade 114 or 20.00%; 5th Grade 100 or 17.54%; 6th Grade 101 or 17.72%.

### Students by Program:

Student by Program (2018 - 2019 Fall PEIMS file loaded 01/16/2019) Count Percent Bilingual 326 or 57.19%; English as a Second Language (ESL) 0 or 0.00%; Career and Technical Education (CTE) 0 or 0.00%; Free Lunch Participation 402 or 70.53%; Reduced Lunch Participation 0 or 0.00%; Other Economically Disadvantaged 126 or 22.11%; Gifted and Talented 36 or 6.32%; Special Education (SPED) 54 or 9.47%; Title I Participation 570 or 100.00%; Dyslexia 5 or 0.88%.

Alarcon Elementary School employs 36 classroom teachers, 2 Administrators, 1 Librarian, 1 Counselor, 2 Campus Instructional Specialists, 4 support staff, 5 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.

**Problem Statement 2:** 93.4% of all Alarcon students are economically disadvantaged. **Root Cause:** The poverty rate for San Elizario is 39.04%, with median income of \$26,807.00, while the mean household income is \$43,011. (Data USA 2019). In comparison to last year there has been an increase in income and the poverty level has seen a decrease.

# Student Achievement

## Student Achievement Summary

Alarcon Elementary received the state accountability rating "" for 2018-2019 performance.

STAAR Data 2018-19; (See addendum attached for data)

### Reading

| Grade      | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| 3rd grade  | 75%        | 33%   | 13 %    |
| 4th grade  | 69%        | 24%   | 10%     |
| 5th grade' | 73%        | 34%   | 15%     |
| 6th grade  | 67%        | 32%   | 13%     |

### Math

| Grade      | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| 3rd grade  | 89%        | 51%   | 16 %    |
| 4th grade  | 73%        | 31%   | 16%     |
| 5th grade' | 93%        | 43%   | 23%     |
| 6th grade  | 91%        | 36%   | 9%      |

### Writing

| Grade     | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 4th grade | 57%        | 17%   | 2%      |

### Science

| Grade     | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 5th grade | 60%        | 29%   | 12%     |

## Student Achievement Strengths

Students have made gains in the District Benchmarks taken in February 2019 as compared to prior years. The results show growth in all areas for most of the grade levels. Both campus and district Instructional Specialists are offering their assistance to ensure intervention to our students. In regards to STAAR results the students in 6th grade grade made gains in both Reading and Math, displaying the largest growth. In

grades 3rd & 5th, math also shows an increase.

Implementing daily intervention for students needing the extra support has made an impact in students closing some of the learning gaps in the areas of reading, math and science.

New Accountability system A-F. Results

\*Our campus received a State Accountability Distinction Designations for: \_\_\_\_\_ 2018-19

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Increase the number of SPED population in all grade levels to achieve meets status on the STAAR Reading/Math Assessments. **Root Cause:** General Ed teachers along with SPED teachers need to plan together to discuss how to improve students outcomes.

**Problem Statement 2:** Continue to increase exposure to English in the lower grades for our LEP population students. **Root Cause:** Inconsistent with following the time and treatment for transitioning students into their second language.

# School Culture and Climate

## School Culture and Climate Summary

Faculty turnover has decreased from its past history. In 2018-19 we only needed to replace a teacher who left to another district to be closer to home and another teacher was moved to another campus due to the decrease of enrollment. We continue as a faculty to 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. We have continued with daily morning intervention for all students in order to offer more support to the students who are not able to stay for after school tutoring. Teachers are held accountable to progress monitor their students on a monthly basis and connect their growth with the state progress monitoring of the "Student Learning Objective" along with the campus reading documentation for all grades levels.

Our special populations are closely monitored for growth with the following: Monitoring of TELPAS writing to assist with strengthening the acquisition of English for our LEP population and to enhance writing skills for all grade levels with the collaboration of the Instructional Specialists. Our LEP population has also been closely monitored for those students who are not having success in a subject or two and are documented in eSTAR. We have provided professional development for teachers on the different models of co-teaching in order to better support our students and teachers in the area of special education. With the additional support, staff in special education have assisted our students in having the necessary one- to-one support and allows for flexible scheduling for co-teaching classes.

With the success of the Sharon Wells Mathematics Program for grades 2nd-5th and the guided math program for 1st grade, there is alignment between the grade levels which will support mathematics for our 6th grade students.

The faculty is committed in carrying out district initiatives that have included weekly lesson planning with STRIVE, using the PLC process, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialists model lessons, provide assistance in lesson planning with teachers, and train all faculty in district initiatives. Instructional Rounds' feedback was shared with classroom teachers and suggestions were followed through.

The TST/RtI process is in need of improvement to better identify the needs of students in Tiers II and III, and to provide support to classroom teachers and communication with parents.

## School Culture and Climate Strengths

Transparency and communication with administration has been key in shaping the positive climate. A weekly newsletter titled "Eagle News" is

emailed to all faculty and staff to keep them informed of the week at-a-glance. A monthly calendar of events is also emailed to faculty and staff to keep updated of the campus events and meetings.

Administration being visible in the all classrooms and areas of gathering has made an impact in the building and has established relations with parents, students and teachers. Closing the year out, we had a total of 362 walkthroughs from both administrators.

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

The Accelerated Reading (AR) program continues to increase with students reading on a daily basis and receiving their points. The campus has over 400 star/super readers combined who have met their reading goal or have exceeded it. 75% of the student population met or surpassed their goals. 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. For grades 1 and 2, the SLO's are aligned to the expectations of reading levels for our Guided Reading program.

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 "University of Knowledge". Our students are educated in regards to the endorsements for higher education and career pathways throughout college week. In the previous year, our campus was adopted by EPPC to be a college-bound campus where we will continue to collaborate with the college mentors 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 who have 2 reflections or less to reward them for the good behavior in and out of the classroom. The campus continues to implement PBIS which has resulted in an average of 2.1% in office referrals for the year, below the district goal of 5%. The campus has moved into a Tier II with PBIS where students are provided additional support by a campus committee.

All of our classrooms are fully equipped with technology. Grades 1-3 have iPads, and chromebooks or laptops are designated for grades 4-6. The majority of teachers' laptops have been replaced, and all classrooms have new 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 meeting. Birthdays are also recognized during the meetings with music and birthday cards.

**Climate Survey Results:** Ranked from the lowest to the highest from each area (scoring of a 4 is the highest)

**Students:**

Students at my school treat me with respect. 3.1

Students at my school are friendly.

3.1

My teacher believes I can learn. 3.73 My family wants me to do well in school. 3.88

**Parents:**

Students in my child's school respect each others' differences. (i.e. gender, race, culture, etc.) 3.33

My child's teachers give him/her individual attention on schoolwork. 3.43

Adults in my child's school have high expectations for student's success. 3.73

My child's teachers let him/her know when he/she does a good job. 3.73

**Faculty and Staff:**

I frequently feel overworked and overwhelmed while working at my school. 2.28

I have received adequate training and support on all new technologies. 2.9

I like working at my school. 3.77

Campus Admin treats me with respect. 3.88

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Special Education students are not progressing adequately academically. **Root Cause:** Some of the students are needing more time with small group intervention versus the co-teaching model due to their individual academic and behavioral needs.

**Problem Statement 2:** The TST/RtI process is in need of improvement to better identify the needs of the students in Tiers II and Tier III and to provide support to classroom teachers. **Root Cause:** There is inconsistency in having monthly meetings and not having a stable committee for following through the process. The RtI process will be revamped to include members from varying grade levels and positions.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

L.G. Alarcon in past has experienced a turnover in faculty, but this past school year 2018-19 a replacement of 1 teacher was only needed. The teacher transferred to other area district to be closer to home.

### Teachers by Highest Degree Held:

No Degree 0.0; 0.0%; 0.8%; 1.4%

Bachelors 30.9; 81.5%; 75.4%; 74.1%

Masters 7.0; 18.5%; 23.4%; 23.8%

Doctorate 0.0; 0.0%; 0.4%; 0.7%

### Teachers by Years of Experience

Beginning Teachers 1.9; 5.1%; 7.0%; 8.2%;

1-5 Years Experience 12.0; 31.6%; 27.8%; 29.1%

6-10 Years Experience 10.0; 26.4%; 27.0%; 19.1%

11-20 Years Experience 11.0; 29.0%; 25.7%; 28.2%

Over 20 Years Experience 3.0; 7.9%; 12.5%; 15.3%

### Teachers represented by Grade Level:

1st grade= 5

2nd grade= 5

3rd grade= 5

4th grade= 5

5th grade= 5

6th grade= 4

Speciality= 8

Support= 4

### **Staff Quality, Recruitment, and Retention Strengths**

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Instructional Rounds have made an impact with improving learning for our students and well as for our faculty.

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.

Campus Instructional Specialists work with teachers who need additional support.

Administrators attend 2 annual events to recruit new teachers at the University of Texas at El Paso.

### **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 and assessments 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-Balanced Literacy, I-Station, Accelerated Reader program, textbook curriculum, TRS

Writing-Empowering Writers, TRS

Science-STEM Scopes, Engineering Labs, TRS

Math-Guided Math, Sharon Wells, textbook curriculum, TRS

Social Studies-textbook curriculum, TRS

### Assessments:

District common assessment through TRS, Sharon Wells Math curriculum assessments, Guided math assessments, STEM Scopes, monthly writing prompts for all.

## 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. Instructional Specialists will meet with teachers during a 45-minute conference period to review data in math and reading 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.

Training for all teachers includes an understanding on how to address English Language Learners (EL) and Special Education students. Trainings such as refreshers on GLAD strategies and co-teaching models assists the teachers in the delivery of instruction to meet the needs of their students.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers are needing more support with planning in order to differentiate for special populations of students in their classrooms.

**Root Cause:** There is a lack of professional development based on differentiation for teachers to focus on the special populations.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Alarcon parental involvement has resulted in a few and dedicated individuals who devote their time to our campus throughout the day. This past school year we have included a parent to be on our Site Base Decision Making committee in order to have parental input on our CIP goals and will continue to do so. We have a strong parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are welcomed to our monthly literacy sessions to work alongside their children on the Book of the Month and enjoy some time learning about reading strategies they can apply at home with their children. They are also welcome to join special events that focus on literacy, such as Dr. Seuss Night, GT Family Night, and STEM Night.

The initiative "Coffee with the Principal" was rolled out for parents to come and visit with Administration, while presenting information to the families on CTE and nutrition.

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and counselor 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.

Math Literacy Nights will be in the fall of 2019 to bring in families to learn strategies on how they can support their children at home and how math games can be played at home with simple household items.

\*See addendum for parent survey responses.

## 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 librarian and counselor. The session focuses on a "Book of the Month" that encompasses a theme or lesson for our families. A hands-on activity is done with parent and student who are learning and growing together. Sign in sheets and feedback surveys are kept to show the success of the turnout.

Throughout the year, parents are invited to events such as: GT Family Night, STEM Night, Celebration of Literacy, Dancing with the Stars, Christmas programs, Kite Day. evening Parent Literacy sessions, AR reading expectations, 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 with students to inform them of upcoming events, a college corner informing parents about secondary resources, and informing parents on seasonal safety precautions. A quarterly newsletter titled "Coaches Corner" to inform parents about what their children are learning in Physical Education and upcoming P.E. events. Outside the main office, we have a parent information bulletin board that provides parents with a monthly calendar, events held in the community, and recognition of community members. 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 involved as often as desired in day-to-day school activities, but they do attend mostly on large events. **Root Cause:** Alarcon staff doesn't have adequate time to recruit parents to be at the campus more often, due to consistently working with students.

# 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 EL.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Improvement Plan, Gifted and Talented, Grade level Chair, etc.

Daily Instructional time is maximize by including an intervention block campus wide from 7:45 am to 8:30 am Monday through Friday, where all speciality and support staff assist classrooms 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 environment. The campus offers extra curricular activities for students once a week after school to participate in activities such as sports, student council, cheer, robotics, glee 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:** The SBDM needs to incorporate both parent representatives and business/community members. **Root Cause:** The campus did not reach out to business and community partners to obtain representation on the SBDM.

# Technology

## Technology Summary

All of our classrooms are fully equipped with technology for our students to each have their own device. This includes iPads for grades 1-2 and chromebooks/laptops for grades 3-6. The majority of teachers' laptops have been replaced and will continue to be replaced as needed. All classrooms have ActivPanel boards to enhance instruction through technology.

## 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. We have seen an increase with reading using A-Z, Capstone and Accelerated Reader which supports them with reading, writing, science and math comprehension. All classrooms will be expected to use iStation for reading comprehension in the new school year.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Laptops and iPads for students are in need of being replaced and updated. **Root Cause:** The technology in the classrooms is up for renewal in the new cycle and the current ones are not functioning as well for student use.

# 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

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

## Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- 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 31, 2019





## 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.

**Evaluation Data Source(s) 1:** Documentation of Attendance at Staff Development Offerings, Evidence of Professional Development Implementation, STAAR/EOC Results, T-TESS Evaluations

### Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
|                      |          |         |                                   | Formative |     |     | Summative |
|                      |          |         |                                   | Sept      | Nov | Jan | Mar       |
|                      |          |         |                                   |           |     |     |           |

|  |                    |  |  |  |  |  |  |
|--|--------------------|--|--|--|--|--|--|
| <p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>1) To provide Staff Development opportunities to leadership, teachers and staff (monthly):</p> <p>New Teacher Orientation</p> <p>PBIS Conference</p> <p>Sharon Wells Grades 2nd-5th</p> <p>Effective Border School Conference (1 lower grade/1 upper grade teacher)</p> <p>STEM training (21st century skills class) for grade 5th and 6th grade</p> <p>Gifted and Talented core and 6-hour update online classes</p> <p>Mental Health in Schools Conference (2 SPED teachers)</p> <p>TASA Leadership Conference (Principal)</p> <p>Annual Autism Conference (SPED Team)</p> <p>EduHero online course (All teachers will adhere to timeline)</p> | 2.4, 2.4, 2.5, 2.5 | Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel, Instructional Specialists | Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students growth.   |  |  |  |  |
| <p>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, with gradual release to teacher. Communicate with teachers the need of their students. (2 FTEs) (Daily).</p>   | 2.4, 2.4, 2.5, 2.5 | Campus Administration Director of Instructional Programs Planning and Instructional Staff                          | <p>Documentation of teacher contacts, through professional development sessions, professional learning community (PLC) meetings, and classroom visits, debriefing, and modeling.</p> <p>Teachers will improve instructional practices: lesson planning, classroom management, and use best practices in the classroom.</p> |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>   |                    |  |  |  |  |  |  |

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

**Performance Objective 1:** For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for reading will increase from \_\_\_% to \_\_\_%, the percentage at the "meets" level will increase from \_\_\_% to \_\_\_% and the percentage of passing at the "masters" level will increase from \_\_\_% to \_\_\_% meeting the student achievement domain overall score for reading from \_\_ (Scale Score or \_\_) to \_\_ (Scale Score of \_\_). EL's will meet the growth measure by at least one level in the Academic Growth Domain.

**Evaluation Data Source(s) 1:** 2019-2020 STAAR Grades 3-6 Reading Results: All Students, English Language Learners

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |           |     |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----------|-----|
|                      |          |         |                                   | Formative |     | Summative |     |
|                      |          |         |                                   | Sept      | Nov | Jan       | Mar |
|                      |          |         |                                   |           |     |           |     |

|  |                           |   |   |  |  |  |  |
|--|---------------------------|---|---|--|--|--|--|
| <p align="center"><b>Targeted Support Strategy</b><br/><b>TEA Priorities</b></p> <p align="center">Build a foundation of reading and math<br/>Recruit, support, retain teachers and principals</p> <p>1) Implementation of Balanced Literacy to include Daily 5/Guided Reading. Teachers will utilize guided reading binders along with documenting monthly progress monitoring forms on students reading levels.</p> <p>Utilizing DRA/EDL, iStation, running records, AR progress (Award recognition), Lesson plans, weekly monitoring on data PLC Fridays; progress monitor tier 2/3 students.</p> <p>Materials Needed: Learning A to Z; Accelerated Reader Program, Leveled Books, Genre Books/Chapter books, Book of the month, Vello online reading program for 2nd grade for 15 students (funded by United Way).</p> <p>Provide daily morning intervention 45 min block campus wide, after school tutoring Tuesdays and Thursdays for grades 1st-6th. Provide Saturday tutoring for grades 3rd-6th.</p> <p>Materials Needed: Curriculum Associates: STAAR Ready, Mastery Education, Forde Ferrier, Mentoring Minds, Kamico, ECS learning, Scholastic Book Clubs, supplemental materials, intervention kits for all grade levels, to include transportation for students.</p> <p>Provide library materials</p> <p>(Daily)</p> | <p>2.5, 2.5, 2.6, 2.6</p> | <p>Campus Administration<br/>Instructional Coaches<br/>Librarian<br/>All Teachers</p> | <p>Classroom observations<br/>State Assessments: I-station ,BOY,MOY and EOY and STAAR/TELPAS results.</p> <p>DRA/EDL: BOY, MOY and EOY.<br/>Adhere to the district reading goals to have 1st grade EOY to be at DRA/EDL level 16-18 and 2nd grade EOY to be at DRA/EDL level 26-28.<br/>Progress Monitoring on Daily 5/Guided Reading Binder.</p> <p>District Common Assessments and District Benchmark.</p> <p>Accelerated Reader Reports</p> <p>The implementation of Balanced Literacy will lead to students reading at grade level or above. Students will show growth in their reading levels.</p> |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Basic - 21380.00, 199: General, Bilingual Education - 8000.00, 199: General, State Compensatory Education - 83200.00, 211: Title I, Part A Improving Basic Programs - 16600.00, 289:Title IV, Part A Subpart 1 - 728.00</p>   |                           |   |   |  |  |  |  |

|  |                                     |   |   |  |  |  |  |
|--|-------------------------------------|---|---|--|--|--|--|
| <p><b>Targeted Support Strategy</b></p> <p>2) Phonemic Awareness and Phonics for grades 1st and 2nd students:</p> <p>Ongoing implementation of "Foundations" for monolingual students and "Esperanza" for English Language learners.</p> <p>High frequency sight words list for grades 1st- 3rd .</p> <p>Materials needed to replenish classroom kits: Wilson Language: Foundations, Valley Speech: Esperanza</p> <p>(Daily)</p> | <p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> | <p>Campus Administration<br/>Instructional Reading Coach<br/>1st -3rd grade teachers<br/>and Special Education Teachers</p> | <p>Progress Monitoring through informal and observations by teachers.</p> <p>To provide students with the foundational skills needed to be proficient in reading.</p>                         |  |  |  |  |
| <p><b>Targeted Support Strategy</b></p> <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>3) Campus Instructional Reading Specialist will offer support with modeling lessons, guidance in lesson planning for reading groups and professional development for teachers in grades 1st-3rd in Guided Reading/Daily 5.</p> <p>(Weekly)</p>   | <p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> | <p>Campus Administrators<br/><br/>Campus Instructional Reading Specialist<br/><br/>1st-3rd grade teachers.</p>              | <p>Progress monitoring of guided reading and AR levels on a monthly basis.<br/>Lesson Planning sessions.<br/>Modeling reading lessons in the classroom to assist guiding novice teachers.</p> |  |  |  |  |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 2:** \_\_\_% to \_\_\_% meeting the student achievement domain overall score for writing from \_\_\_ (Scale Score \_\_\_) to \_\_\_(Scale Score of \_\_\_). EL's will meet the growth measure by at least one level in the Academic Growth Domain

**Evaluation Data Source(s) 2:** 2019-2020 STAAR Grade 4 Writing Results: All Students, English Language Learners

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS                     | Monitor   | Strategy's Expected Result/Impact    | Reviews   |     |     |           |
|--|------------------------------|---|--------------------------------------|-----------|-----|-----|-----------|
|  |                              |   |                                      | Formative |     |     | Summative |
|  |                              |   |                                      | Sept      | Nov | Jan | Mar       |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p>1) Implement Empowering Writers to enhance student writing through the development of writing strategies and the use of graphic organizers and rubrics. Curriculum will be aligned both vertically and horizontally through PLC's.</p> <p>Focus on Revising and Editing practice to enhance student writing portion.</p> <p>Materials Needed for intervention:</p> <p>Forde Ferrier : Revising and Editing * (3rd and 4th only)</p> <p>Mentoring Minds, Kamico</p> <p>(Daily)</p> | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | <p>Campus Administrators</p> <p>Instructional Specialist</p> <p>All Teachers</p> <p>Instructional support staff</p> | Improvements in writing achievement. |           |     |     |           |
|  |                              |   |                                      |           |     |     |           |



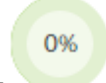

**Goal 2:** To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

**Performance Objective 3:** For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Mathematics will increase from \_\_% to \_\_%, the percentage at the "meets" level will increase from \_\_% to \_\_% and the percentage of passing at the "masters" level will increase from \_\_% to \_\_% meeting the student achievement domain overall score for Mathematics from \_\_ (Scale Score \_\_) to \_\_ (Scale Score of \_\_ELLs will meet the growth measure by at least one level in the Academic Growth Domain.

**Evaluation Data Source(s) 3:** 2019-2020 STAAR Grades 3-6 Mathematics Results: All Students

**Summative Evaluation 3:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |           |     |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----------|-----|
|                      |          |         |                                   | Formative |     | Summative |     |
|                      |          |         |                                   | Sept      | Nov | Jan       | Mar |

|   |                           |   |   |  |  |  |  |
|---|---------------------------|---|---|--|--|--|--|
| <p><b>Targeted Support Strategy</b><br/><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>1) Sharon Wells math for grades 2-5, 3rd year of implementation.</p> <p>Supplement with manipulatives from Kim Sutton (Creative Mathematics) and relevant workbooks by grade level.</p> <p>Guided Math will continue for 1st grade using Reagan Tunstall kits (ETA Hand2mind) to replenish manipulatives for math centers for all 1st grade teachers and to add journal warm-up pre-assessments.</p> <p>Mentoring Minds: Motivation math to supplement instruction for 5th and 6th grade.</p> <p>Triumph Learning: 3rd grade</p> <p>TRS, use of math textbooks, math framework, manipulatives (TEKS review, number sense, intervention resources.</p> <p>Math materials such as Curriculum Associates: STAAR Ready, Math- Warm ups: Count Down to the STAAR.</p> <p>ECS Learning Systems: STAAR Master for 6th grade</p> <p>Online resources: Reflex Math: 1st-6th and Prodigy Math: 1st- 6th</p> <p>iXL for 6th grade</p> <p>Istation Math for 1st grade</p> <p>(Daily)</p> | <p>2.5, 2.5, 2.6, 2.6</p> | <p>Campus Administrators</p> <p>Campus Math Instructional Specialist</p> <p>All Teachers</p> <p>Instructional Support Staff</p> | <p>To increase student understanding of mathematics through progress monitoring of assessments.</p> |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Basic - 11300.00, 199: General, State Compensatory Education - 14575.00, 211: Title I, Part A Improving Basic Programs - 1900.00</p>   |                           |   |   |  |  |  |  |
| <p style="text-align: center;">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>   |                           |   |   |  |  |  |  |







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

**Performance Objective 4:** For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Science will increase from \_\_\_% to \_\_\_%, the percentage at the "meets" level will increase from \_\_\_% to \_\_\_% and the percentage of passing at the "masters" level will increase from \_\_\_% to \_\_\_% meeting the student achievement domain overall score for Science from \_\_ (Scale Score \_\_) to \_\_ (Scale Score of \_\_). EL's will meet the growth measure by at least one level in the Academic Growth Domain

**Evaluation Data Source(s) 4:** 2019-2020 STAAR Grade 5 Results: All students, English Language Learners.

**Summative Evaluation 4:**

| Strategy Description   | ELEMENTS                     | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|------------------------------|--|---|-----------|-----|-----|-----------|
|  |                              |  |   | Formative |     |     | Summative |
|  |                              |  |   | Sept      | Nov | Jan | Mar       |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p>1) ESTEM (Elementary, Science, Technology, Engineering and Mathematics) Labs for Grades 1-4 to incorporate engineering connections from STEMScopes to align science curriculum with grades 1-6.</p> <p>Replenish materials for STEM science labs: Clay, soil, paper goods, scales, microscopes, weights, magnets and Engineering Connection materials.</p> <p>Provide school-wide events to promote science: STEM Expo at campus level 1st-6th grades, STEM Tank for grades 3rd-6th students who place at the campus level to compete at district level and attend Summer STEAM Camp.</p> <p>(Weekly)</p> | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | <p>Campus Administrators</p> <p>Campus Math/Science Instructional Specialist</p> <p>All Teachers</p> | <p>Common assessment</p> <p>District benchmark scores</p> <p>STAAR scores</p> <p>Presentation of students final project</p> <p>Students interest in STEM fields and activities, leading to an increase in math, science and reading scores.</p> |           |     |     |           |
| <p><b>Funding Sources:</b> 199: General, Basic - 1000.00</p>   |                              |  |   |           |     |     |           |
| <p>2) Improve vocabulary development and increase student knowledge of the scientific process using resources such as STEMScopes (print bundles) all grades, Mentoring Minds for 5th grade, and Forde Ferrier for 3rd-5th grade.</p> <p>(Daily)</p>  | 2.4, 2.5, 2.5, 2.6, 2.6      | <p>Campus Administration Instructional Specialist Science Instructional Aide All Teachers</p>        | <p>Students will use academic language with proficiency.</p>  |           |     |     |           |
| <p><b>Funding Sources:</b> 199: General, State Compensatory Education - 14403.50, 211: Title I, Part A Improving Basic Programs - 2000.00</p>  |                              |  |   |           |     |     |           |

|  |                    |  |   |   |   |  |
|--|--------------------|--|---|---|---|--|
| 3) A science instructional aide is on staff to support teachers' instructional efforts in the content area of science. (1 FTE) (Daily)   | 2.5, 2.5, 2.6, 2.6 | Campus Administrators  | Improvement in STAAR assessment results, particularly in the area of science<br><br>Teachers will be supported with science content needs and materials in the lab. |   |   |  |
| <p align="center"><b>TEA Priorities</b></p> <p align="center">Build a foundation of reading and math</p> <p>4) Continue implementation of "Maker Space" for students to construct and create projects with the Engineering Design Method.</p> <p>Materials Needed: Legos, robotics kits, construction paper, cardboard, wood blocks, Spheros.</p> <p>(Weekly)</p>  | 2.5, 2.5, 2.6, 2.6 | Campus Administrators<br><br>Campus Math/Science Instructional Specialist<br><br>Librarian<br><br>All Teachers | Final student products from the STEM lab (s).   |   |   |  |
| <b>Funding Sources:</b> 199: General, Basic - 1200.00  |                    |  |   |   |   |  |
| 5) 5th and 6th grade students will have a 21st century skills class, that will teach them to become critical and creative thinkers who collaborate and communicate with each other to become an asset for the workforce.<br><br>Materials Needed: Spheros, iPads<br><br>(Weekly)   | 2.5, 2.6           | Campus Administration Teachers   | Students will become better critical and creative thinkers.   |  |  |  |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |                    |  |   |   |   |  |

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



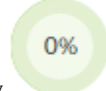

**Performance Objective 5:** 2019-2020 STAAR performance for Special Populations to include English Language Learners (EL) (System Safeguards), Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will meet the student growth measure by at least one level in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. English Language Learner percentage improving one proficiency level in 2019-2020 TELPAS Composite Score will increase from \_\_% to \_\_%. (Information pending TELPAS results).

**Evaluation Data Source(s) 5:** 2019-2020 STAAR Results, Grades 3-6; 2019-2020 TELPAS results, Grades 1-6; Individual Education Plan (IEP) evaluations, Gifted and Talented assessment evaluation

**Summative Evaluation 5:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Sept      | Nov | Jan | Mar       |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math<br/>1) Provide EL population with support through the implementation of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers.</p> <p>Implement the use of FlipGrid in all classes to increase English acquisition with focus on listening and speaking.</p> <p>Continued implementation of Esperanza Phonics program to support readers workshop in bilingual classrooms grades 1-2.</p> <p>Continue administering writing prompt for grades 1-6 to improve English acquisition.</p> <p>****Identification and placement of students with state-approved assessment instruments.</p> <p>(Daily)</p> | 2.6, 2.6 | Campus Administration<br>Instructional Specialists<br>All Teachers<br>LPAC Committee | The ELL 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. |           |     |     |           |
| <p><b>Funding Sources:</b> 199: General, Bilingual Education - 5100.00</p>  |          |  |  |           |     |     |           |

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <p align="center"><b>Targeted Support Strategy</b><br/><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>2) Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP's (Individualized Educational Plan).</p> <p>Special Education teachers and classroom teachers will collaborate to ensure student IEP's, modifications, and accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily)</p> <p>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)</p> | 2.6, 2.6 | Campus Administrators<br><br>All Teachers<br><br>LPAC Committee<br><br>Speciality Teachers | Special Education students will be measured by a year's growth.                            |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Special Education - 1994.00</p>   |          |  |  |  |  |  |  |
| <p>3) To differentiate instruction and offer opportunities for students to collaborate, communicate, create through critical thinking activities (Genius Hour)</p> <p>Provide GT population with the opportunity to participate in regional competitions (TEAM Quest) (Semester)</p> <p>Provide GT population with after school options to include GT Family Nights;</p> <p>Purchase GT testing materials and scoring services for GT-nominated students.</p> <p>Purchase supplemental GT materials and other resources.</p> <p>(Daily)</p>  | 2.5, 2.5 | Campus Administrators<br><br>GT Coordinator<br><br>All Teachers<br><br>Librarian           | The Gifted and Talented population will show growth in academics and interpersonal skills. |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Gifted &amp; Talented - 6350.00</p>   |          |  |  |  |  |  |  |

|  |                           |   |   |  |  |  |  |
|--|---------------------------|---|---|--|--|--|--|
| <p>4) Identify migrant and homeless students to support academic and social needs and refer to district social worker.</p> <p>District migrant tutor and campus adult tutor will assist those students with academic need.</p> <p>(Daily)</p>  | <p>2.5, 2.5, 2.6, 2.6</p> | <p>Campus Administrators</p> <p>Counselor</p> <p>All Teachers</p> <p>District Social Workers</p>  | <p>Migrant students will be supported in their academic and social needs through social district workers.</p>                             |  |  |  |  |
| <p>5) Classroom size will adhere to the state capacity for each grade level with offering support to at-risk students through state compensatory education funding to supplement the instructional program to offer the needed support. (Daily)</p>  | <p>2.5, 2.5, 2.6, 2.6</p> | <p>Chief Financial Officer</p> <p>Administrator--Research/Evaluation</p> <p>Federal/State Programs Coordinator</p> <p>Campus Administration</p> | <p>Increase in STAAR performance levels for students coded at-risk</p> <p>At-risk students will increase performance levels on STAAR.</p> |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |                           |   |   |  |  |  |  |


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

**Performance Objective 6:** The faculty and staff will develop the quality home, school, and community relationships that promote student success, as evidenced by a 5% increase in parental participation in school activities in the 2019-2020 school year as compared to the 2018-2019 school year.

**Evaluation Data Source(s) 6:** Agendas, Sign in sheets, parent evaluation surveys, parent volunteer hours, Alarcon parent representation on campus committees

**Summative Evaluation 6:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Sept      | Nov | Jan | Mar       |
| <p>1) Increase parental communication and involvement by providing:</p> <p>Parent and community information regarding campus activities through various modalities and send parents to the Regional Parent Engagement Conference.</p> <p>Provide parents the opportunity to participate in various campus committees to include Monthly Parent Literacy sessions and Dr. Seuss Celebration Week</p> <p>Quarterly parent meeting Coffee with the Principal.</p> <p>Parent/child academic, emotional, social and physical collaboration sessions across content areas.</p> <p>A family math night.</p> <p>(Weekly/Monthly)</p> | 3.2, 3.2 | <p>Campus Administrators<br/>Counselor<br/>Nurse<br/>Faculty<br/>Staff<br/>Librarian<br/>Social worker interns<br/>District Parent Liaison</p> | <p>Monthly newsletter<br/>Marquee Posting<br/>Parent Invitations<br/>School Messenger<br/>School Website<br/>Parent attendance sign-in sheets</p> <p>The campus will increase communication with parents and increase their involvement in the campus.</p> |           |     |     |           |
| <p><b>Funding Sources:</b> 199: General, Basic - 600.00, 211: Title I, Part A Improving Basic Programs - 3879.00</p>   |          |  |  |           |     |     |           |
| <p>2) Encourage parents to participate in campus volunteer program by hosting a volunteer orientation each semester and providing a family friendly, supportive environment that will utilize research based parental involvement practices to improve student academic achievement. (Semester)</p>  | 3.2, 3.2 | <p>Campus Administrators<br/>Counselor<br/>Interns<br/>Librarian<br/>District Parent Liaison</p>   | <p>Increase the number of parent volunteers at the campus.</p>   |           |     |     |           |

|  |          |  |   |  |  |  |  |
|--|----------|--|---|--|--|--|--|
| 3) Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. (Monthly) | 3.1, 3.1 | Principal<br>Parent Engagement Representative<br>State and Federal Programs Coordinator<br>District Parent Liaison | Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. |  |  |  |  |
|    |          |  |   |  |  |  |  |

# 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 Source(s) 1:** Acquisition and usage of new technology hardware and software applications, administrative walkthroughs

**Summative Evaluation 1:**

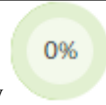
| Strategy Description  | ELEMENTS           | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |           |     |
|---|--------------------|--|--|-----------|-----|-----------|-----|
|   |                    |  |  | Formative |     | Summative |     |
|   |                    |  |  | Sept      | Nov | Jan       | Mar |
| 1) Alarcon will subscribe yearly and implement technology applications to include United Streaming, RAZ, Kids, Reflex Math, Renaissance Accelerated Reading, iStation.<br><br>(Yearly)  | 2.5, 2.5, 2.6, 2.6 | Campus Administration<br>Instructional Specialists<br>Teachers | Student engagement will be improved through the use of technology applications.  |           |     |           |     |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p>2) Alarcon will continue to provide and update the one to one device student technology initiative as well as classroom technology (ActivPanel). This includes but is not limited to iPads, chromebooks, and computer lab(s).<br/><br/>(Monthly)</p> | 2.4, 2.4, 2.5, 2.5 | Campus Administration<br>Teachers.                             | Improvement in student academics with state curriculum.  |           |     |           |     |
| <p><b>Funding Sources:</b> 199: General, Career &amp; Technology - 11100.00, 199: General, Gifted &amp; Talented - 2000.00, 263: Title III, Part A English Language Acq. - 8793.00, 289: Title IV, Part A Subpart 1 - 21217.00</p>  |                    |  |  |           |     |           |     |
| <p><b>TEA Priorities</b><br/>Recruit, support, retain teachers and principals</p> <p>3) Alarcon will continue to provide and update teacher laptops to continue facilitating our student technology initiative in the classroom.<br/><br/>(Yearly)</p>  | 2.4, 2.4, 2.5, 2.5 | Campus Administration<br>Teachers                              | <p>Increase technology integration in the classroom.</p> <p>Teachers will have updated technology to support the growth of students technology skills.</p> |           |     |           |     |
| <p><b>Funding Sources:</b> 199: General, Basic - 3000.00</p>  |                    |  |  |           |     |           |     |



= Accomplished



= Continue/Modify



= No Progress



= 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 Source(s) 2:** Agendas and sign-in sheets of school-wide activities; classroom and grade level projects

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS           | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|--------------------|---|--|-----------|-----|-----|-----------|
|   |                    |   |  | Formative |     |     | Summative |
|   |                    |   |  | Sept      | Nov | Jan | Mar       |
| <p>1) Out-of-school opportunities (field trips) to enhance student learning to include College Readiness field trip for 6th grade.</p> <p>Provide information regarding endorsements to promote college readiness and prepare for high school graduation plans. (Semester)</p> <p>Partnership with El Paso Community College to inform parents and students of College and Career Readiness initiatives.</p> <p>Field Trips to enhance students' experiences within and outside the community to learn about the their surroundings.</p> <p>(Monthly)</p> | 2.5, 2.5, 2.6, 2.6 | Principal, Assistant Principal, Counselor, Teachers, Staff, Instructional Specialist, Interns and Nurse | <p>Teacher created evaluation of information learned by the students, lesson plans with integration of information gather during the field trips</p> <p>Expose sixth grade students to higher level educational opportunities.</p> <p>Expose and educate the other grade levels of the rich history in their community and city.</p> |           |     |     |           |
| <b>Funding Sources:</b> 199: General, Basic - 5800.00   |                    |   |  |           |     |     |           |
| <p>2) Implement school-wide college and career readiness initiative to include Career Day.</p> <p>(Yearly)</p>  | 2.5, 2.5, 2.6, 2.6 | Campus Administration Counselor Faculty Social Work Interns   | <p>Increase in college and career readiness activities and promotions.</p> <p>Increase students' knowledge of college and career readiness.</p> <p>Expose students to an array of careers.</p>   |           |     |     |           |
| <b>Funding Sources:</b> 199: General, Basic - 450.00  |                    |   |  |           |     |     |           |
| <p>3) Provide transition activities for pre-school students transitioning to elementary and elementary students to middle school for systemic alignment.</p> <p>(Fall/Spring Semester)</p>  | 2.5, 2.5, 2.6, 2.6 | Campus Administrators Counselor   | <p>Student participation to prepare them to enter as 1st graders to our campus and to expose the 6th graders to middle school and the requirements of their daily schedule.</p>  |           |     |     |           |

 = Accomplished    = Continue/Modify    = No Progress    = 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 of 10% overall participation in activities from the 2018-2019 school year to the 2019-2020 school year.

**Evaluation Data Source(s) 1:** Comparison of number of discipline referrals from the 2018-2019 school year to the 2019-2020 school year, as well as teacher surveys, attendance reports, records of activities relevant to objective.

**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|----------------|---|-----------|-----|-----|-----------|
|   |          |                |   | Formative |     |     | Summative |
|   |          |                |   | Sept      | Nov | Jan | Mar       |
| <p>1) Provide Music Class for grades 1st-6th on a weekly basis.</p> <p>Students will learn about the background of music and famous musicians, sound patterns and rhythm, using various instruments.</p> <p>Musical instruments will be purchased from vendor Woodwind Brasswind.</p> <p>Curriculum used for program is Spotlight on Music publisher McGraw Hill.</p> <p>(Weekly)</p> | 2.5      | Administration | Improvements in well-rounded education for students by including fine arts. |           |     |     |           |
| <p><b>Funding Sources:</b> 211: Title I, Part A Improving Basic Programs - 1800.00</p>  |          |                |   |           |     |     |           |

|  |                    |   |   |  |  |  |  |
|--|--------------------|---|---|--|--|--|--|
| <p>2) Provide recognition to students demonstrating responsible and respectful behavior: (Honor Roll/Perfect Attendance Recognition Ceremonies, monthly Terrific Kids, EOY Eagle Award, birthday recognition) (Daily/Monthly), Accelerated Reader (AR) and Most improved student, Tejano Kid Award every 9 weeks one for upper and one for lower grades.</p> <p>Classroom Perfect Attendance Flag to be displayed when there is 100% attendance for the day.</p> <p>(Weekly)</p> | 2.5, 2.5, 2.6, 2.6 | Campus Administrators<br>Counselor<br>Attendance Clerk<br>All Teachers  | Increased student morale and positive campus climate.                     |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Basic - 6000.00</p>   |                    |   |   |  |  |  |  |
| <p>3) Increase awareness of health and wellness needs in collaboration with other school agencies: Parent presentations and workshops, Flyers, Newsletters, Health &amp; Wellness Committee meetings on a monthly basis to discuss needs, to include drug awareness week (Monthly)</p>   | 3.2                | Campus Administrators<br>Counselor<br>Teachers<br>Staff<br>Nurse<br>District Parent Liaison<br>District Nurse | Increased awareness of health and wellness needs in the school community. |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Basic - 350.00</p>  |                    |   |   |  |  |  |  |
| <p>4) Provide programs to address specific student needs and increase emotional intelligence through the use of curriculum and videos (Character Trait Education and PBIS Core Values, individual and weekly class lessons) (Weekly).</p>  | 2.5, 2.5, 2.6, 2.6 | Campus Administrators<br>Counselor<br><br>Staff   | Improvements in student behavior incidents.                               |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Basic - 700.00</p>  |                    |   |   |  |  |  |  |
| <p>5) Provide nurse with materials needed to provide adequate care to all students including during any state of emergency (Daily).</p>  | 2.5, 2.5, 2.6, 2.6 | Campus Administrators<br>Nursing Staff<br>Teachers  | All students will receive the necessary medical care during emergencies.  |  |  |  |  |
| <p>6) Increase awareness among teachers, parents and students (age appropriate) regarding signs of abuse and bring awareness of mental health (Eduhero) (Fall Semester).</p>   | 2.6, 2.6, 3.2, 3.2 | Campus Administrators<br>Nursing Staff<br>Teachers<br>Social Worker<br>Interns                                | Increased awareness of mental health issues amongst students.             |  |  |  |  |
| <p>7) Use data from Fitness Gram assessment to plan relevant physical education and wellness activities (Weekly).</p>  | 2.5, 2.5, 2.6, 2.6 | P. E. Teachers<br>Campus Administrators   | Relevant physical education activities will be provided to students.      |  |  |  |  |

|   |                    |  |   |  |  |  |  |
|---|--------------------|--|---|--|--|--|--|
| <p>8) Maintain and Monitor a school wide discipline plan through the PBIS initiative:<br/>(PBIS - Positive Behavior Intervention &amp; Support, training of faculty &amp; staff, leadership &amp; team building, implement suggestions by the PBIS committee and data gathered, display visuals of core values throughout the school. (Daily)</p> <p>PBIS and District Special Education counselor will implement PBIS Tier II and III practices.</p> | 2.5, 2.5, 2.6, 2.6 | <p>Campus Administrators<br/>Counselor<br/>District Special Education Counselor<br/>Teachers<br/>Social Worker<br/>Interns</p> | <p>Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes</p> <p>Frequent reminders of core values and behavior expectation in each area where large amounts of students gather daily.</p> |  |  |  |  |
| <p>9) Identify a campus Crisis Management Team and work with team to identify issues pertaining to safety and responses to crisis situations and inform teachers and staff of the plan. (Quarterly)</p>   | 2.5, 2.5, 2.6, 2.6 | <p>Campus Administrators<br/>Counselor<br/>Teachers<br/>Nurse<br/>Custodial Staff</p>  | Improved response to crisis situations.   |  |  |  |  |
| <b>Funding Sources:</b> 199: General, Basic - 400.00  |                    |  |   |  |  |  |  |
| <p>10) Provide services to Homeless/Transition students including but not limited to supplies, materials, clothing and transportation services. (Daily)</p>   | 2.5, 2.6           | <p>Campus Administrators<br/>Counselor<br/>Teachers<br/>Nurse<br/>Homeless tutor<br/>District Social Workers.</p>              | Improved services for homeless and transition students.   |  |  |  |  |
| <p>11) Update Crisis Management Team on the use of automated external defibrillators AED's). (Semester)</p>   | 2.5, 2.6           | <p>Campus Administrators<br/>Counselor<br/>Teachers<br/>Nurse</p>  | Proper usage of external defibrillators.  |  |  |  |  |
| <p>12) Safety Patrol Program school wide with 4th through 6th grade students as members. (Daily)</p>  | 2.5, 2.5, 2.6, 2.6 | <p>Campus Administrators<br/>Physical Education<br/>Teachers (Sponsors)</p>  | Result in impact that will raise the level of safety awareness school wide.   |  |  |  |  |
| <p>13) Implement supplemental physical education instruction initiatives through innovative activities and equipment (ex. motor skill activities, yoga exercise materials, breathing techniques) (Daily).</p>   | 2.5, 2.5, 2.6, 2.6 | <p>Campus Administrators<br/>Physical Education<br/>Teachers</p>   | Increase in student wellness, self-esteem, and self-discipline.   |  |  |  |  |
| <b>Funding Sources:</b> 199: General, Basic - 1800.00   |                    |  |   |  |  |  |  |

|  |                           |   |  |  |  |  |  |
|--|---------------------------|---|--|--|--|--|--|
| <p>14) Provide students with leadership and social skill development opportunities:</p> <p>(PBIS, RAK/Friendship Club, after school sports, Robotics, Yearbook, STEMDolls/, Cheer Squad, Student Council, Eagles Express Post Office Club 1st through 3rd grades. Glee Club and Safety Patrol).</p> <p>Opportunities for students to practice/promote their social and etiquette skills while attending field trips: movies, symphony, etc.</p> <p>(Daily)</p> | <p>2.5, 2.5, 2.6, 2.6</p> | <p>Campus Administration<br/>Instructional Specialist<br/>Teacher Sponsors<br/>Physical Education Coaches</p> | <p>Improved student behavior</p> <p>Increase student participation</p> <p>Enhance writing skills</p> <p>Students will develop leadership and social skills leading to a decrease in student referrals.</p> |  |  |  |  |
| <p><b>Funding Sources:</b> 199: General, Basic - 3500.00</p>   |                           |   |  |  |  |  |  |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

# Title I Personnel

| <u>Name</u>           | <u>Position</u>                 | <u>Program</u>  | <u>FTE</u> |
|-----------------------|---------------------------------|-----------------|------------|
| Concepcion Talamantes | Campus Instructional Specialist | Title I, Part A | 1          |
| Gina Marie Abeyta     | Campus Instructional Specialist | Title I, Part A | 1          |
| Patricia Soliz        | Aide-Classroom Math & Science   | Title I, Part A | 1          |

## 2019-2020 Campus Site-Based Committee

| <b>Committee Role</b>      | <b>Name</b>           | <b>Position</b>       |
|----------------------------|-----------------------|-----------------------|
| Administrator              | Julissa Esquivel      | Principal             |
| Administrator              | Leticia De Santos     | Assistant Principal   |
| Counselor                  | Nora Garcia           | Counselor             |
| Paraprofessional           | Gabriela Castro       | Campus Secretary      |
| Classroom Teacher          | Isela Maldonado       | Teacher               |
| Classroom Teacher          | Isabel Villalva       | Teacher               |
| Classroom Teacher          | Maria Carrillo        | Teacher               |
| Classroom Teacher          | Rick Garcia           | Teacher               |
| Classroom Teacher          | Pablo Ortiz           | Teacher               |
| Classroom Teacher          | Joanna Frias          | Teacher               |
| Parent                     | Nathaly Padilla       | Parent                |
| Non-classroom Professional | Concepcion Talamantes | Instructional Officer |
| Non-classroom Professional | Gina Abeyta           | Instructional Officer |
| P.E. Coach                 | Javier Bautista       | P.E. Coach            |
| Classroom Teacher          | Rebecca Gomez         | Teacher               |
| Parent                     | Loyda Esparza         | Parent                |
| Community Representative   | Adrian Esparza        | Community member      |

# Campus Funding Summary

| <b>199: General, Basic</b> |                  |                 |   |                       |               |
|----------------------------|------------------|-----------------|---|-----------------------|---------------|
| <b>Goal</b>                | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                     | <b>Account Code</b>   | <b>Amount</b> |
| 1                          | 1                | 1               | SPED: Together for Autism Conference/Border Conference      | 199.11.6112.40.101.11 | \$750.00      |
| 1                          | 1                | 1               | Effective Border Schools Conference For ELL teachers (FALL) | 199.11.6112.40.101.11 | \$100.00      |
| 1                          | 1                | 1               | Empowering Writers training for 2 teachers                  | 199.11.6112.40.101.11 | \$150.00      |
| 1                          | 1                | 1               | Instructional training for P.E. Coach                       | 199.11.6112.40.101.11 | \$75.00       |
| 1                          | 1                | 1               | PD: Alignment between classroom and P.E.                    | 199.13.6239.00.101.99 | \$100.00      |
| 1                          | 1                | 1               | EduHero   | 199.13.6299.00.101.99 | \$600.00      |
| 1                          | 1                | 1               | TestHound Subscription Renewal                              | 199.13.6299.00.101.99 | \$700.00      |
| 1                          | 1                | 1               | PD: Snack/Food Purchases                                    | 199.13.6499.20.101.99 | \$350.00      |
| 1                          | 1                | 1               | Administrative Professionals Conference                     | 199.23.6239.00.101.99 | \$600.00      |
| 1                          | 1                | 1               | PBIS Annual Conference                                      | 199.23.6239.00.101.99 | \$200.00      |
| 1                          | 1                | 1               | PD: Counselor: Parental Engagement Conference               | 199.31.6239.00.101.99 | \$45.00       |
| 1                          | 1                | 1               | PD: Counselor: Mental Health and Border Conference          | 199.31.6239.00.101.99 | \$200.00      |
| 1                          | 1                | 1               | El Paso Area Directors of Guidance Counselors Meeting       | 199.11.6499.00.101.99 | \$100.00      |
| 1                          | 1                | 1               | Empowering Writers  | 199.13.6239.00.101.99 | \$350.00      |
| 1                          | 1                | 1               | TASA Leadership Conference                                  | 199.23.6399.00.101.99 | \$500.00      |
| 1                          | 1                | 1               | General Office Supplies                                     | 199.23.6399.00.101.99 | \$400.00      |
| 2                          | 1                | 1               | Reading Materials: Genre studies for classroom libraries    | 199.11.6329.00.101.11 | \$2,000.00    |
| 2                          | 1                | 1               | Warehouse: Copy Paper                                       | 199.11.6399.00.101.11 | \$3,500.00    |
| 2                          | 1                | 1               | Classroom Materials (Staple, OD, Warehouse, etc.)           | 199.11.6399.00.101.11 | \$10,130.00   |
| 2                          | 1                | 1               | ROL N Enterprise: Library Materials                         | 199.12.6399.00.101.99 | \$700.00      |
| 2                          | 1                | 1               | Toner   | 199.11.6399.53.101.11 | \$3,200.00    |
| 2                          | 1                | 1               | Toner - Library   | 199.12.6399.53.101.99 | \$300.00      |
| 2                          | 1                | 1               | Toner Admin   | 199.23.6399.53.101.99 | \$800.00      |
| 2                          | 1                | 1               | PD : Snacks for teachers and meetings with parents          | 199.23.6499.20.101.99 | \$750.00      |

|                  |   |    |  |                       |             |
|------------------|---|----|--|-----------------------|-------------|
| 2                | 3 | 1  | Reflex Math Online subscription                                    | 199.11.6396.00.101.11 | \$3,300.00  |
| 2                | 3 | 1  | Sharon Wells Packets: Print Shop                                   | 199.11.6399.00.101.11 | \$8,000.00  |
| 2                | 4 | 1  | Engineering Lab Materials  | 199.11.6399.00.101.11 | \$1,000.00  |
| 2                | 4 | 4  | Maker Space Materials: Puzzles, Legos, game boards, etc            | 199.11.6399.00.101.11 | \$1,200.00  |
| 2                | 6 | 1  | Teacher Meals: PT Conference, Open House                           | 199.11.6499.20.101.11 | \$600.00    |
| 3                | 1 | 3  | DELL: Replacement laptops for PE and Instructional Coaches         | 199.23.6395.00.101.99 | \$3,000.00  |
| 3                | 2 | 1  | Transportation : Field trips, special events, tutoring, Sat School | 199.11.6494.00.101.11 | \$5,800.00  |
| 3                | 2 | 2  | Materials for College and Career Readiness Week                    | 199.11.6399.00.101.11 | \$450.00    |
| 4                | 1 | 2  | Positive Promotions-Attendance Flags                               | 199.11.6399.00.101.11 | \$300.00    |
| 4                | 1 | 2  | EOY recognitions for students in 1st-5th                           | 199.11.6499.00.101.11 | \$4,500.00  |
| 4                | 1 | 2  | 9-Week Honor Roll recognitions                                     | 199.11.6499.00.101.11 | \$1,200.00  |
| 4                | 1 | 3  | Positive Promotions: Red Ribbon Materials                          | 199.11.6399.00.101.11 | \$350.00    |
| 4                | 1 | 4  | Boulden Publishing & Barnes & Nobles                               | 199.31.6399.00.101.99 | \$700.00    |
| 4                | 1 | 9  | Student Safety: Cross guard supplies                               | 199.52.6319.00.101.99 | \$400.00    |
| 4                | 1 | 13 | US Games : PE Equipment  | 199.11.6399.27.101.11 | \$1,800.00  |
| 4                | 1 | 14 | Materials for Students in Extra curricular activities              | 199.36.6399.00.101.99 | \$3,500.00  |
| <b>Sub-Total</b> |   |    |  |                       | \$62,700.00 |

**199: General, Gifted & Talented**

| Goal             | Objective | Strategy | Resources Needed                              | Account Code          | Amount     |
|------------------|-----------|----------|---|-----------------------|------------|
| 1                | 1         | 1        | GT Online Courses - 30 Hours                  | 199.13.6299.00.101.21 | \$750.00   |
| 2                | 5         | 3        | Extra Duty Pay for teachers (GT Family Night) | 199.11.617.01.101.21  | \$600.00   |
| 2                | 5         | 3        | GT Testing Materials                          | 199.11.6339.00.101.21 | \$1,400.00 |
| 2                | 5         | 3        | Supplies for Genius hour                      | 199.11.6399.00.101.21 | \$2,500.00 |
| 2                | 5         | 3        | Student Travel Team Quest                     | 199.11.6412.00.101.21 | \$1,600.00 |
| 2                | 5         | 3        | Misc. Operating Expense/Snacks GT Night       | 199.11.6499.00.101.21 | \$250.00   |
| 3                | 1         | 2        | Apple Replacement of Ipads                    | 199.11.6399.00.101.21 | \$2,000.00 |
| <b>Sub-Total</b> |           |          |   |                       | \$9,100.00 |

**199: General, Career & Technology**

| Goal  | Objective | Strategy | Resources Needed  | Account Code          | Amount      |
|---|-----------|----------|---|-----------------------|-------------|
| 3   | 1         | 2        | Technology Equipment : Replacements and Additions (ipads/chrome | 199.11.6395.00.101.25 | \$11,100.00 |
| <b>Sub-Total</b>                                  |           |          |   |                       | \$11,100.00 |
| <b>199: General, Special Education</b>            |           |          |   |                       |             |
| Goal  | Objective | Strategy | Resources Needed  | Account Code          | Amount      |
| 1   | 1         | 1        | Annual Autism Conference  | 199.13.6239.00.101.23 | \$300.00    |
| 1   | 1         | 1        | Border Conference   | 199.13.6239.00.101.23 | \$150.00    |
| 2   | 5         | 2        | CAT Cart Materials and resources for students                   | 199.11.6399.00.101.23 | \$1,800.00  |
| 2   | 5         | 2        | General classroom supplies                                      | 199.11.6399.23.101.11 | \$194.00    |
| <b>Sub-Total</b>                                  |           |          |   |                       | \$2,444.00  |
| <b>199: General, Bilingual Education</b>          |           |          |   |                       |             |
| Goal  | Objective | Strategy | Resources Needed  | Account Code          | Amount      |
| 1   | 1         | 1        | Effective Schools Border Conference                             | 199.13.6239.00.101.25 | \$100.00    |
| 2   | 1         | 1        | Reading Materials for EL Classrooms                             | 199.11.6329.00.101.25 | \$3,000.00  |
| 2   | 1         | 1        | Testing Materials for EL Classrooms                             | 199.11.6339.00.101.25 | \$5,000.00  |
| 2   | 5         | 1        | GLAD Materials  | 199.11.6399.00.101.25 | \$3,000.00  |
| 2   | 5         | 1        | Valley Speech - Esperanza Materials                             | 199.11.6399.00.101.25 | \$2,100.00  |
| <b>Sub-Total</b>                                  |           |          |   |                       | \$13,200.00 |
| <b>199: General, State Compensatory Education</b> |           |          |   |                       |             |
| Goal  | Objective | Strategy | Resources Needed  | Account Code          | Amount      |
| 1   | 1         | 1        | Medicare  | 199.11.6141.10.101.30 | \$826.50    |
| 1   | 1         | 1        | W Como (Extra Duty Pay)   | 199.11.6143.10.101.30 | \$570.00    |
| 1   | 1         | 1        | TRS   | 199.11.6146.10.101.30 | \$712.50    |
| 1   | 1         | 1        | OASDI   | 199.11.6149.10.101.30 | \$712.50    |
| 2   | 1         | 1        | Extra Duty Pay - Teachers Saturday School, Tues, Thurs Tutoring | 199.11.6117.10.101.30 | \$57,000.00 |
| 2   | 1         | 1        | Extra Duty Pay : Aides Saturday, Tues and Thursday Tutoring     | 199.11.6127.10.101.30 | \$800.00    |
| 2   | 1         | 1        | iStation 1st -6th   | 199.11.6399.15.101.30 | \$15,000.00 |
| 2   | 1         | 1        | Mentoring Minds Rdg   | 199.11.6399.15.101.30 | \$1,600.00  |

| 2  | 1                | 1               | ECS Learning STAAR master  | 199.11.6399.15.101.30 | \$2,700.00          |
|--|------------------|-----------------|--|-----------------------|---------------------|
| 2  | 1                | 1               | Kamico Reading   | 199.11.6399.15.101.30 | \$3,000.00          |
| 2  | 1                | 1               | People's Education   | 199.11.6399.15.101.30 | \$1,500.00          |
| 2  | 1                | 1               | Curriculum Associates  | 199.11.6399.15.101.30 | \$1,600.00          |
| 2  | 3                | 1               | Mentoring Minds  | 199.11.6399.15.101.30 | \$3,125.00          |
| 2  | 3                | 1               | ECS Learning STAAR Math  | 199.11.6399.15.101.30 | \$3,250.00          |
| 2  | 3                | 1               | Curriculum Associates STAAR Ready Math                                 | 199.11.6399.15.101.30 | \$700.00            |
| 2  | 3                | 1               | Istation 1st grade math  | 199.11.6399.15.101.30 | \$7,500.00          |
| 2  | 4                | 2               | Mentoring Minds Science 5th grade                                      | 199.11.6399.15.101.30 | \$1,600.00          |
| 2  | 4                | 2               | Forde Ferrier Science 3-5  | 199.11.6399.15.101.30 | \$7,800.00          |
| 2  | 4                | 2               | Rosen Classroom - Science Intervention                                 | 199.11.6399.15.101.30 | \$5,003.50          |
| <b>Sub-Total</b>                                     |                  |                 |  |                       | <b>\$115,000.00</b> |
| <b>211: Title I, Part A Improving Basic Programs</b> |                  |                 |  |                       |                     |
| <b>Goal</b>  | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>   | <b>Amount</b>       |
| 1  | 1                | 1               | Sharon Wells Contracted Services GR 2-6                                | 211.13.6299.00.101.30 | \$18,000.00         |
| 2  | 1                | 1               | Genre studies for classroom libraries                                  | 211.11.6329.00.101.30 | \$1,600.00          |
| 2  | 1                | 1               | Learning A-Z   | 211.11.6399.00.101.30 | \$8,400.00          |
| 2  | 1                | 1               | Wilson Language  | 211.11.6399.00.101.30 | \$1,600.00          |
| 2  | 1                | 1               | Reading Materials - Library  | 211.12.6329.00.101.30 | \$5,000.00          |
| 2  | 3                | 1               | IXL Learning: Site License for 6th grade                               | 211.11.6329.00.101.30 | \$1,900.00          |
| 2  | 4                | 2               | Accelerate Learning STEMscopes Science                                 | 211.11.6399.00.101.30 | \$2,000.00          |
| 2  | 6                | 1               | Parent Engagement Conference   | 211.61.6239.01.101.30 | \$315.00            |
| 2  | 6                | 1               | Parent monthly literacy session BOM                                    | 211.61.6329.01.101.30 | \$800.00            |
| 2  | 6                | 1               | DR Seuss Family Literacy Night Book Giveaway                           | 211.61.6329.01.101.30 | \$600.00            |
| 2  | 6                | 1               | Materials for parents for literacy sessions                            | 211.61.6399.01.101.30 | \$764.00            |
| 2  | 6                | 1               | Parent Literacy monthly sessions, Family Math Night and Literacy Night | 211.61.6499.01.101.30 | \$1,400.00          |
| 4  | 1                | 1               | Instructional Materials/Resources for Music Appreciation class         | 211.11.6399.00.101.30 | \$1,800.00          |

|   |                  |                 |                                       |                       | <b>Sub-Total</b>   | \$44,179.00   |
|---|------------------|-----------------|---------------------------------------|-----------------------|--------------------|---------------|
| <b>263: Title III, Part A English Language Acq.</b> |                  |                 |                                       |                       |                    |               |
| <b>Goal</b>   | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>               | <b>Account Code</b>   |                    | <b>Amount</b> |
| 3   | 1                | 2               | CDW - Student chromebooks replacement | 263.11.6395.00.101.25 |                    | \$8,793.00    |
|   |                  |                 |                                       |                       | <b>Sub-Total</b>   | \$8,793.00    |
| <b>289: Title IV, Part A Subpart 1</b>              |                  |                 |                                       |                       |                    |               |
| <b>Goal</b>   | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>               | <b>Account Code</b>   |                    | <b>Amount</b> |
| 2   | 1                | 1               | Instructional Resources               | 289.11.6399.00.101.30 |                    | \$728.00      |
| 3   | 1                | 2               | Computers for Computer Lab            | 289.11.6395.00.101.30 |                    | \$21,217.00   |
|   |                  |                 |                                       |                       | <b>Sub-Total</b>   | \$21,945.00   |
|   |                  |                 |                                       |                       | <b>Grand Total</b> | \$288,461.00  |

# Addendums

## Alarcon Elementary--2018 vs. 2019 Comparison; All Grades / All Tests / All Students

| 2018 STAAR Reading     | Approaches | Meets | Masters |
|------------------------|------------|-------|---------|
| Grade 3                | 74%        | 33%   | 15%     |
| Grade 4                | 62%        | 22%   | 11%     |
| Grade 5 (Admins 1 + 2) | 79%        | 44%   | 16%     |
| Grade 6                | 45%        | 17%   | 6%      |

| 2019 STAAR Reading     | Approaches | Meets | Masters | Approaches GL Gain or Loss | Meets GL Gain or Loss | Masters GL Gain or Loss |
|------------------------|------------|-------|---------|----------------------------|-----------------------|-------------------------|
| Grade 3                | 75%        | 33%   | 13%     | 1%                         | 0%                    | -2%                     |
| Grade 4                | 69%        | 24%   | 10%     | 7%                         | 2%                    | -1%                     |
| Grade 5 (Admins 1 + 2) | 73%        | 34%   | 15%     | -6%                        | -10%                  | -1%                     |
| Grade 6                | 67%        | 32%   | 13%     | 22%                        | 15%                   | 7%                      |

| 2018 STAAR Math      | Approaches | Meets | Masters |
|----------------------|------------|-------|---------|
| Grade 3              | 80%        | 49%   | 26%     |
| Grade 4              | 87%        | 53%   | 21%     |
| Grade 5 (All Admins) | 93%        | 37%   | 14%     |
| Grade 6              | 77%        | 33%   | 9%      |

| 2019 STAAR Math        | Approaches | Meets | Masters | Approaches GL Gain or Loss | Meets GL Gain or Loss | Masters GL Gain or Loss |
|------------------------|------------|-------|---------|----------------------------|-----------------------|-------------------------|
| Grade 3                | 89%        | 51%   | 16%     | 9%                         | 2%                    | -10%                    |
| Grade 4                | 73%        | 31%   | 16%     | -14%                       | -22%                  | -5%                     |
| Grade 5 (Admins 1 + 2) | 93%        | 43%   | 23%     | 0%                         | 6%                    | 9%                      |
| Grade 6                | 91%        | 36%   | 9%      | 14%                        | 3%                    | 0%                      |

| 2018 STAAR Writing | Approaches | Meets | Masters |
|--------------------|------------|-------|---------|
| Grade 4            | 60%        | 22%   | 5%      |

| 2019 STAAR Writing | Approaches | Meets | Masters | Approaches GL Gain or Loss | Meets GL Gain or Loss | Masters GL Gain or Loss |
|--------------------|------------|-------|---------|----------------------------|-----------------------|-------------------------|
| Grade 4            | 57%        | 17%   | 2%      | -3%                        | -5%                   | -3%                     |

| 2018 STAAR Science | Approaches | Meets | Masters |
|--------------------|------------|-------|---------|
| Grade 5            | 75%        | 33%   | 12%     |

| 2019 STAAR Science | Approaches | Meets | Masters | Approaches GL Gain or Loss | Meets GL Gain or Loss | Masters GL Gain or Loss |
|--------------------|------------|-------|---------|----------------------------|-----------------------|-------------------------|
| Grade 5            | 60%        | 29%   | 12%     | -15%                       | -4%                   | 0%                      |

**2018-2019 SEISD Cimate Survey: Campus Staff and Faculty Results**

**Lorenzo G. Alarcon Elementary**

| <b>At my school:</b>  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>N/A</b> | <b>Rating Average</b> |
|---|-----------------------|--------------|-----------------|--------------------------|------------|-----------------------|
| 1 I feel safe and secure.   | 22                    | 11           | 2               | 0                        | 0          | 3.57                  |
| 2 Personnel work together as a team.  | 18                    | 14           | 3               | 0                        | 0          | 3.43                  |
| 3 Administrators solve problems effectively   | 18                    | 15           | 1               | 0                        | 1          | 3.5                   |
| 4 I feel that my ideas are listened to and considered.  | 12                    | 20           | 2               | 0                        | 1          | 3.29                  |
| 5 Adequate disciplinary measure are used to deal with disruptive behavior.  | 13                    | 13           | 7               | 1                        | 1          | 3.12                  |
| 6 Students generally come to my class at the beginning of the term prepared for the grade level of courses I teach. | 4                     | 16           | 2               | 1                        | 12         | 3                     |
| 7 I have a feeling of job security in my present position.  | 17                    | 16           | 1               | 1                        | 0          | 3.4                   |
| 8 I like working at my school.  | 27                    | 8            | 0               | 0                        | 0          | 3.77                  |
| 9 Staff morale is high at my school.  | 18                    | 14           | 3               | 0                        | 0          | 3.43                  |
| 10 I frequently feel overworked and overwhelmed while working at my school.   | 4                     | 8            | 13              | 7                        | 3          | 2.28                  |
| 11 Annual evaluations are fair and reasonable.  | 19                    | 14           | 1               | 1                        | 0          | 3.46                  |
| 12 I believe children attending my school are receiving a good education.   | 22                    | 8            | 2               | 0                        | 3          | 3.63                  |
| 13 Professional development provided at my campus enhances my craft in teaching and learning.                       | 7                     | 17           | 3               | 0                        | 8          | 3.15                  |
| 14 The overall climate or atmosphere at my school is positive and helps students learn.                             | 19                    | 13           | 1               | 0                        | 2          | 3.55                  |
| 15 I have received adequate training and support on all new technologies.   | 6                     | 16           | 7               | 1                        | 5          | 2.9                   |
| <b>My Campus Administrators:</b>  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>N/A</b> | <b>Rating Average</b> |
| 16 Is highly visible and supports the teacher/learning process.   | 20                    | 11           | 1               | 0                        | 3          | 3.59                  |
| 17 Is an effective instructional leader.  | 22                    | 10           | 0               | 0                        | 3          | 3.69                  |
| 18 Represents the school in a positive manner.  | 26                    | 8            | 0               | 0                        | 1          | 3.76                  |
| 19 Demonstrate good interpersonal skills.   | 25                    | 9            | 0               | 0                        | 1          | 3.74                  |
| 20 Deals with conflict constructively.  | 18                    | 15           | 0               | 0                        | 2          | 3.55                  |
| 21 Responds in a reasonable time to my concerns.  | 18                    | 15           | 1               | 0                        | 1          | 3.5                   |
| 22 Treats me with respect.  | 30                    | 4            | 0               | 0                        | 1          | 3.88                  |
| 23 Is supportive of teachers.   | 26                    | 7            | 0               | 0                        | 2          | 3.79                  |
| 24 Does the impossible to help ensure the success of my students.   | 17                    | 13           | 1               | 0                        | 4          | 3.52                  |

**Lorenzo G. Alarcon Elementary**

| <b>My school:</b>  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>N/A</b> | <b>Rating Average</b> |
|--|-----------------------|--------------|-----------------|--------------------------|------------|-----------------------|
| 25 Sets high standards for academic performance for all students.  | 24                    | 8            | 1               | 0                        | 2          | 3.7                   |
| 26 Promotes trust and collegiality.  | 22                    | 12           | 0               | 0                        | 1          | 3.65                  |
| 27 Encourages students to enroll in rigorous courses.  | 14                    | 9            | 3               | 0                        | 9          | 3.42                  |
| 28 Emphasize helping students academically when they need it.  | 20                    | 13           | 0               | 0                        | 2          | 3.61                  |
| 29 Encourages and facilitates parental involvement. / Fomenta y facilita el involucramiento de los padres. | 20                    | 13           | 0               | 0                        | 2          | 3.61                  |
| 30 Is clean and has well maintained facilities.  | 20                    | 14           | 1               | 0                        | 0          | 3.54                  |
| <b>My Campus Principal:</b>  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>N/A</b> | <b>Rating Average</b> |
| 31 Is highly visible and supports the teacher/learning process.  | 23                    | 2            | 0               | 2                        | 2          | 3.64                  |
| 32 Is an effective instructional leader.   | 25                    | 0            | 0               | 2                        | 2          | 3.76                  |
| 33 Represents the school in a positive manner.   | 27                    | 0            | 0               | 1                        | 1          | 3.79                  |
| 34 Demonstrates good interpersonal skills.   | 26                    | 0            | 0               | 1                        | 1          | 3.76                  |
| 35 Deals with conflict constructively.   | 21                    | 0            | 0               | 2                        | 2          | 3.64                  |
| 36 Responds in a reasonable time to my concerns.   | 21                    | 0            | 0               | 2                        | 2          | 3.64                  |
| 37 Treats me with respect.   | 31                    | 0            | 0               | 0                        | 0          | 3.89                  |
| 38 Is supportive of teachers.  | 29                    | 0            | 0               | 2                        | 2          | 3.88                  |
| 39 Does the impossible to help ensure the success of my students.  | 20                    | 0            | 0               | 4                        | 4          | 3.65                  |
| <b>My Campus Assistant Principals:</b>   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>N/A</b> | <b>Rating Average</b> |
| 40 Is highly visible and supports the teacher/learning process.  | 28                    | 4            | 1               | 0                        | 2          | 3.82                  |
| 41 Is an effective instructional leader.   | 26                    | 6            | 1               | 0                        | 2          | 3.76                  |
| 42 Represents the school in a positive manner.   | 28                    | 7            | 0               | 0                        | 0          | 3.8                   |
| 43 Demonstrates good interpersonal skills. / Se ve que tiene buenas relaciones interpersonales.            | 26                    | 8            | 0               | 0                        | 1          | 3.76                  |
| 44 Deals with conflict constructively.   | 26                    | 7            | 0               | 0                        | 2          | 3.79                  |
| 45 Responds in a reasonable time to my concerns.   | 23                    | 10           | 0               | 0                        | 2          | 3.7                   |
| 46 Treats me with respect.   | 30                    | 5            | 0               | 0                        | 0          | 3.86                  |
| 47 Is supportive of teachers.  | 26                    | 7            | 0               | 0                        | 2          | 3.79                  |
| 48 Does the impossible to help ensure the success of my students.  | 23                    | 7            | 1               | 0                        | 4          | 3.71                  |

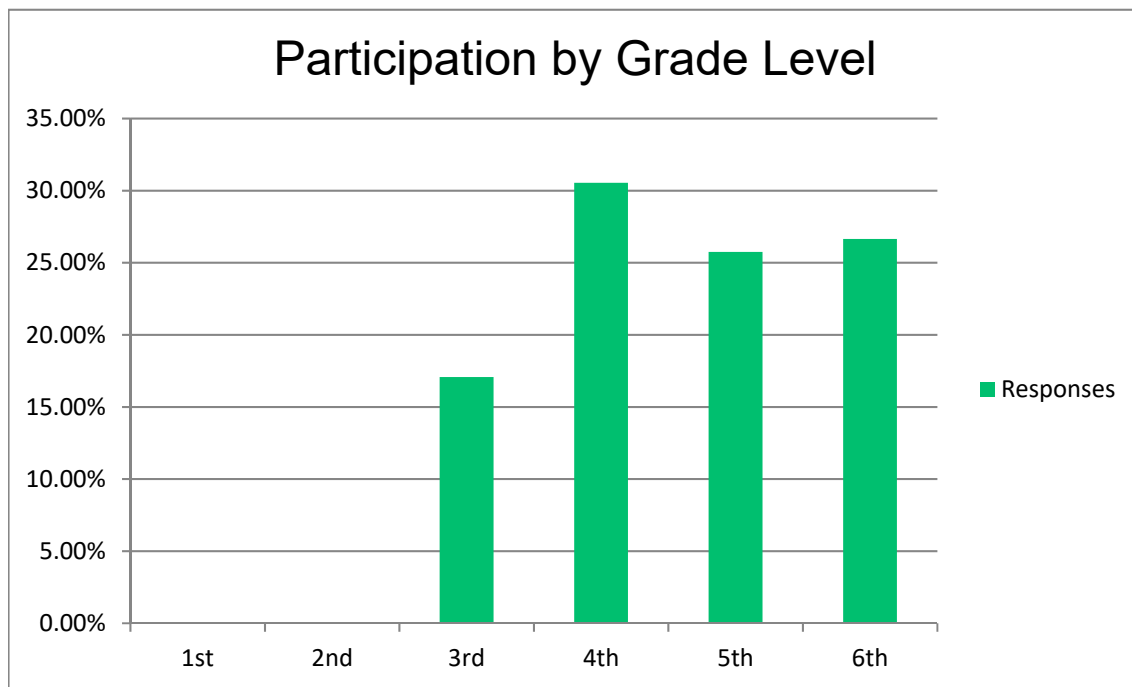
**2018-2019 SEISD Cimate Survey: Parent/Guardian Results**

**Lorenzo G. Alarcon Elementary**

| <b>At my child's school:</b>  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>N/A</b> | <b>Rating Average</b> |
|---|-----------------------|--------------|-----------------|--------------------------|------------|-----------------------|
| 1 Adults who work in my child's school treat students with respect.   | 20                    | 9            | 0               | 1                        | 0          | 3.6                   |
| 2 Students in my child's school respect each other's differences. (i.e. gender, race, culture, etc.)                        | 14                    | 13           | 2               | 1                        | 0          | 3.33                  |
| 3 My child's school tries to get all families to be part of school activities.  | 14                    | 16           | 0               | 0                        | 0          | 3.47                  |
| 4 My child's teachers encourage him/her to try out new ideas (think independently).   | 22                    | 8            | 0               | 0                        | 0          | 3.73                  |
| 5 Parents and teachers work as a team to educate my child.  | 16                    | 13           | 0               | 1                        | 0          | 3.47                  |
| 6 In my child's school, there are clear rules against physically hurting other people (i.e. hitting, pushing, or tripping). | 21                    | 7            | 2               | 0                        | 0          | 3.63                  |
| 7 Adults in my child's school have high expectations for student's success.   | 23                    | 6            | 1               | 0                        | 0          | 3.73                  |
| 8 My child's teachers let him/her know when he/she does a good job.   | 24                    | 5            | 0               | 1                        | 0          | 3.73                  |
| 9 My child feels like he/she belongs at this school.  | 17                    | 11           | 1               | 1                        | 0          | 3.47                  |
| 10 My child likes his/her school.   | 18                    | 10           | 1               | 1                        | 0          | 3.5                   |
| 11 My child's school makes an effort to keep me and my family informed about what's going on in school.                     | 19                    | 10           | 1               | 0                        | 0          | 3.6                   |
| 12 If my child is feeling confused about something in class, he/she feels comfortable saying so.                            | 15                    | 14           | 0               | 1                        | 0          | 3.43                  |
| 13 My child's school building is kept clean.  | 15                    | 13           | 2               | 0                        | 0          | 3.43                  |
| 14 My child feels physically safe in the schoolyard or area right around the school.  | 21                    | 7            | 1               | 1                        | 0          | 3.6                   |
| 15 The school encourages all students to enroll in challenging courses.   | 17                    | 13           | 0               | 0                        | 0          | 3.57                  |
| 16 My child is challenged to do more than he/she thought he/she could do in school.   | 20                    | 8            | 2               | 0                        | 0          | 3.6                   |
| 17 The school returns my phone calls, messages and/or emails promptly.  | 11                    | 8            | 2               | 0                        | 9          | 3.43                  |
| 18 My child's teachers give him/her useful feedback on school work.   | 20                    | 9            | 0               | 1                        | 0          | 3.6                   |
| 19 My child feels good about what he/she accomplishes in school.  | 19                    | 10           | 1               | 0                        | 0          | 3.6                   |
| 20 Parents and family members feel comfortable talking to teachers.   | 16                    | 12           | 0               | 1                        | 1          | 3.48                  |
| 21 I think parents/guardians feel welcome at my child's school.   | 18                    | 11           | 0               | 0                        | 1          | 3.62                  |
| 22 My child's teachers give him/her individual attention on schoolwork.   | 16                    | 12           | 1               | 1                        | 0          | 3.43                  |
| 23 Adults in my child's school are interested in getting to know students.  | 18                    | 10           | 1               | 0                        | 1          | 3.59                  |
| 24 The campus administrator makes me feel good about visiting my child's school.  | 19                    | 11           | 0               | 0                        | 0          | 3.63                  |
| 25 I feel that my child fits in at his/her school.  | 17                    | 11           | 1               | 1                        | 0          | 3.47                  |
| 26 I am satisfied with my child's academic progress.  | 21                    | 8            | 1               | 0                        | 0          | 3.67                  |
| 27 As a parent, I like my child's school.   | 21                    | 6            | 2               | 1                        | 0          | 3.57                  |

**Lorenzo G. Alarcon Elementary**  
**School Climate Survey for Elementary Students 2018-2019**

| Answer Choices | Responses |     |
|----------------|-----------|-----|
| 1st            | 0.00%     | 0   |
| 2nd            | 0.00%     | 0   |
| 3rd            | 17.07%    | 57  |
| 4th            | 30.54%    | 102 |
| 5th            | 25.75%    | 86  |
| 6th            | 26.65%    | 89  |



**2018-2019 SEISD Climate Survey: Student Results**  
**Lorenzo G. Alarcon Elementary**

|  | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A | Rating Average |
|--|----------------|-------|----------|-------------------|-----|----------------|
| 1 I belong.  | 163            | 155   | 11       | 2                 | 3   | 3.45           |
| 2 I am safe.   | 171            | 153   | 6        | 1                 | 3   | 3.49           |
| 3 I have fun learning.                                   | 148            | 156   | 24       | 4                 | 2   | 3.35           |
| 4 I like this school.                                    | 183            | 133   | 14       | 3                 | 1   | 3.49           |
| 5 This school is good.                                   | 197            | 122   | 8        | 5                 | 2   | 3.54           |
| 6 I know the rules.                                      | 230            | 102   | 2        | 0                 | 0   | 3.68           |
| 7 My teacher treats me with respect.                     | 233            | 96    | 5        | 0                 | 0   | 3.68           |
| 8 My teacher cares about me.                             | 220            | 104   | 8        | 1                 | 1   | 3.63           |
| 9 My teacher thinks I will be successful.                | 215            | 113   | 3        | 1                 | 2   | 3.63           |
| 10 My teacher listens to my ideas.                       | 153            | 158   | 19       | 0                 | 4   | 3.41           |
| 11 My teacher believes I can learn.                      | 248            | 82    | 2        | 1                 | 1   | 3.73           |
| 12 I am recognized for good work.                        | 120            | 172   | 34       | 2                 | 6   | 3.25           |
| 13 The work I do in class makes me think.                | 174            | 142   | 13       | 1                 | 4   | 3.48           |
| 14 I know what I am supposed to be learning in my class. | 198            | 131   | 2        | 2                 | 1   | 3.58           |
| 15 I am a good student.                                  | 126            | 175   | 23       | 5                 | 5   | 3.28           |
| 16 I can be a better student.                            | 235            | 91    | 3        | 2                 | 3   | 3.69           |
| 17 Very good work is expected at my school.              | 197            | 131   | 3        | 0                 | 3   | 3.59           |
| 18 I behave well at school.                              | 137            | 168   | 18       | 4                 | 7   | 3.34           |
| 19 Students are treated fairly by teachers.              | 185            | 115   | 21       | 10                | 3   | 3.44           |
| 20 Students at my school treat me with respect.          | 105            | 168   | 41       | 16                | 4   | 3.1            |
| 21 Students at my school are friendly.                   | 98             | 169   | 49       | 8                 | 10  | 3.1            |
| 22 I have lots of friends.                               | 159            | 135   | 28       | 8                 | 4   | 3.35           |
| 23 I have support for learning at home.                  | 221            | 92    | 20       | 0                 | 1   | 3.6            |
| 24 My family believes I can do well in school.           | 282            | 51    | 0        | 1                 | 0   | 3.84           |
| 25 My family wants me to do well in school.              | 297            | 35    | 2        | 0                 | 0   | 3.88           |