

**Fort Stockton Independent School District**  
**Alamo Elementary**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as lifelong learners and productive, self-sustaining contributors to society.

## **Vision**

Through the implementation of a rigorous education program based on the Texas Essential Knowledge and Skills, Alamo Elementary staff will provide superior learning opportunities so that each student is prepared for grade level expectations and academic success each school year.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alamo Elementary serves grades 2-3 in Fort Stockton ISD and operates a Title I Schoolwide Program.

Enrollment 2023-2024: 342 2022-2023: 346 Enrollment 2021-2022: 340; 2020-21: 421

Ethnic Distribution 2023-2024 - African American 3%; Hispanic 85%; White 8%; American Indian 0%; Asian 2%; and Two or More Races 2.5%

Ethnic Distribution 2022-2023 - African American .9%; Hispanic 86.7%; White 9.2%; American Indian 0%; Asian 1.7%; and Two or More Races 1.4%

Ethnic Distribution 2021-2022 - African American 1.47%; Hispanic 85.6%; White 10.3%; American Indian 0%; Asian 1.76%; and Two or More Races .59%

Ethnic Distribution 2020-2021 - African American 1.2%; Hispanic 87.4%; White 8.4%; American Indian 0%; Asian 2.2%; and Two or More Races 0.7%

Economically Disadvantaged 2023-2024 - 77% (state average approximately 60.2%)

Economically Disadvantaged 2022-2023 - 60.1% (state average approximately 60.2%)

Economically Disadvantaged 2021-2022 - 77% (state average approximately 60.2%)

Economically Disadvantaged 2020-2021 - 79% (state average approximately 60.3%)

English Language Learners 2023-2024 - 13.4%(state average approximately 18.4%)

English Language Learners 2022-2023 - 12.4 %(state average approximately 18.4%)

English Language Learners 2021-2022 - 11.8%(state average approximately 18.4%)

English Language Learners 2020-2021 - 14.5%(state average approximately 20.3%)

At-Risk 2023-2024 - 45%

At-Risk 2022-2023 - 50 %

At-Risk 2021-2022 - 48.2%

At-Risk 2020-2021 - 56.3.% (state average approximately 49.1%)

Students with Disciplinary Placements 2023-2024 - 0.0% (state average approximately 1.5%)

Students with Disciplinary Placements 2022-2023 - 0.0% (state average approximately 1.5%)

Students with Disciplinary Placements 2021-2022 - 0.0% (state average approximately 1.5%)  
Students with Disciplinary Placements 2019-2020 - 0.0% (state average approximately 1.2%)  
Mobility rate for 2019-20- 14.9% (state average approximately 13.8%)  
Students enrolled in Special Education 2023-2024- 26% (state average approximately 11.3%)  
Students enrolled in Special Education 2022-2023- 19.9% (state average approximately 11.3%)  
Students enrolled in Special Education 2021-2022- 16.5% (state average approximately 11.3%)  
Students enrolled in Special Education 2020-2021- 14.8% (state average approximately 10.7%)  
Students enrolled in Gifted and Talented 2023-2024- 4%(state average approximately 8.3%)  
Students enrolled in Gifted and Talented 2022-2023- 1.4%(state average approximately 8.3%)  
Students enrolled in Gifted and Talented 2021-2022- 1.76%%(state average approximately 8.3%)  
Students enrolled in Gifted and Talented 2020-2021- 0.2%%(state average approximately 8.3%)  
Attendance rate 2023-2024 - 91.9 %  
Attendance rate 2022-2023 - 92.4 %  
Attendance rate 2021-2022 - 91.7%  
Attendance rate 2020-2021- 89.3%  
Teachers with 0-5 years of Experience in 2022-23 - 18%; (state average approximately 27.8%)  
Average Years of Experience of Teachers in 2020-2021 - 12.7%; (state average approximately 11%)  
Number of Students per Teacher in 2020-2021 - 13.4; (state average approximately 14.5)  
Teachers with 0-5 years of Experience in 2020-21 - 36%; (state average approximately 27.8%)  
Average Years of Experience of Teachers in 2020-2021 - 12.7%; (state average approximately 11%)  
Number of Students per Teacher in 2020-2021 - 13.4; (state average approximately 14.5)

### **Demographics Strengths**

Campus Leadership - 29 years with FSISD  
Alamo Elementary  
Generated by Plan4Learning.com

Alamo Elementary employs highly qualified teachers and paraprofessionals. New teachers are assigned a mentor. The campus leadership team is also available for addressing questions and supporting various needs throughout the school year. Region 18 is also used as a support system.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas. **Root Cause:** Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.

**Problem Statement 2 (Prioritized):** Alamo Elementary has struggled to keep the student attendance rate at above 95 percent. **Root Cause:** There is a lack of motivation for our parents to value the importance of strong daily instruction from our teachers and staff.

# Student Learning

## Student Learning Summary

### Student Learning Summary

Four-year (2024, 2023, 2022, 2019, 2018) STAAR Reading Performance by student group:

All students at Approaches - 63%, 67%, 78%, 67%, 71%; at Meets - 27%, 37%, 44%, 41%, 31%; at Masters - 7%, 8%, 19%, 19%, 16%

Hispanic students at Approaches - 62%, 65%, 74%, 68%, 72%; at Meets - 26%, 31%, 40%, 39%, 28%; at Masters - 6%, 4%, 18%, 18%, 13%

White students at Approaches - 90%, 100%, 95%, 55%, 69%; at Meets - 50%, 86%, 60%, 55%, 46%; at Masters - 20%, 36%, 20%, 27%, 38%

Eco Dis students at Approaches - 60%, 63%, 78%, 61%, 64%; at Meets - 22%, 33%, 8%, 32%, 20%; at Masters - 3%, 4%, 16%, 14%, 7%

Four-year (2024, 2023, 2022, 2019, 2018) STAAR Math Performance by student group:

All students at Approaches - 57%, 72%, 62%, 81%, 73%; at Meets - 31%, 40%, 48%, 52%, 39%; at Masters - 12%, 17%, 17%, 23%, 19%

Hispanic students at Approaches - 57%, 71%, 61%, 82%, 73%; at Meets - 28%, 34%, 35%, 49%, 28%; at Masters - 9%, 7%, 11%, 22%, 19%

White students at Approaches - 90%, 100%, 70%, 73%, 69%; at Meets - 80%, 86%, 10%, 73%, 46%; at Masters - 50%, 36%, 3%, 27%, 31%

Eco Dis students at Approaches - 53%, 69%, 58%, 77%, 65%; at Meets - 23%, 34%, 31%, 47%, 31%; at Masters - 10%, 8%, 8%, 21%, 15%

2024 Accountability: Rating- Currently not released

2023 Accountability: Rating- Currently not released

2022 accountability rating - Alamo Elementary was rated as "C"

STAAR Student Achievement score was scaled at 70; School Progress score was scaled at 74; Closing the Gaps score was scaled at 70.

## Student Learning Strengths

ILT is set up to guide the campus in instructional strategies and mentoring teachers.

Data and PLC Meetings are set up to be more intentional with lesson internalization and target instruction.

The Response to Intervention committee meets regularly to discuss student academic and or behavioral needs and interventions. This committee is comprised of classroom teachers, counselor, campus curriculum director, administrators, and special education personnel.

Alamo Elementary did not meet state standards.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Problem Statement 1 (Prioritized): 100% of students have not met growth projections on MAPS predictor expectations. **Root Cause:** Root Cause: Our diverse population of students enter school with different levels of preparedness.

**Problem Statement 2 (Prioritized):** Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas. **Root Cause:** Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.

**Problem Statement 3 (Prioritized):** Alamo Elementary has struggled to keep the student attendance rate at above 95 percent. **Root Cause:** There is a lack of motivation for our parents to value the importance of strong daily instruction from our teachers and staff.



# School Processes & Programs

## School Processes & Programs Summary

Alamo teachers meet together regularly in common planning meetings by grade level and subject area to study student data and plan to improve instruction. Campus administration monitors regularly to assess opportunities to build teacher capacity and improve student engagement.

Campus ILT meets with each department/grade level team to discuss objectives, instructional lessons, small group progress, and student products being differentiated so that they will challenge, reteach, or meet the various needs of individual students. Alamo Elementary educators hold themselves to a very high standard and work consistently to help create experiences that will foster academic success.

The Response to Intervention (RTI) committee meets regularly to discuss student academic and or behavioral needs and interventions. This committee consists of classroom teachers, counselors, instructional coaches and campus administrators.

## School Processes & Programs Strengths

The curriculum is vertically and horizontally aligned through Amplify and Eureka. The curriculum and assessments are closely aligned. Intervention is implemented early in the year and the Response to Intervention process is understood school-wide. Intervention strategies used, but not limited to small guided learning groups, computer program interventions, Saturday school, and tutorials for all students. We also have extended Fridays, for reteach, make-up work, and intervention time.

The master schedule was created to provide a block schedule for instruction and ensure that all special program times are addressed. Teachers have planning time to understand grade-level TEKS and design student work.

Teachers collaborate through weekly department and grade level meetings, as well as in regular staff meetings and vertical alignment meetings. Common assessments are used in all core areas at all grade levels. Alamo focuses on data to guide instruction.

Alamo Elementary has an assortment of technology available for student use. Alamo also has 22 mobile Chromebook labs. All students and staff have access to the technology.

Staff and students have a variety of technology tools to improve instruction and engage students in the learning process. Teachers have a variety of programs to help guide instruction. The district technology department provides regular training for teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Problem Statement 1 (Prioritized): Parent Involvement and Community partnerships are not as strong as we would like. **Root Cause:** Root Cause: There may be limited opportunities in activities parents and community members feel confident in participating.

**Problem Statement 2 (Prioritized):** Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas. **Root Cause:** Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and

expectations as a school.

**Problem Statement 3 (Prioritized):** Alamo Elementary has struggled to keep the student attendance rate at above 95 percent. **Root Cause:** There is a lack of motivation for our parents to value the importance of strong daily instruction from our teachers and staff.

# Perceptions

## Perceptions Summary

We have a variety of events for families and community members to attend, such as Alamo Book Fair Parent Night, music programs, open house, academic award assemblies, play days, Family Nights, and parent meetings. Alamo encourages parental and community involvement on our campus and has an active PTO.

The administration utilizes Parent Square, Remind, flyers, phone calls, and emails to communicate with parents about various events. In addition, important news and information is included with report cards and progress reports. Teachers use Remind and Parent Square mobile messaging to communicate with parents. The district website and social media are also included in the variety of ways we communicate with parents.

## Perceptions Strengths

Teachers work to have safe, respectful, structured classrooms that promote learning. We have added many new areas to help improve our facilities. They are still working on some areas.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas. **Root Cause:** Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.

**Problem Statement 2 (Prioritized):** Alamo Elementary has struggled to keep the student attendance rate at above 95 percent. **Root Cause:** There is a lack of motivation for our parents to value the importance of strong daily instruction from our teachers and staff.

# Priority Problem Statements

**Problem Statement 1:** Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas.

**Root Cause 1:** Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.

**Problem Statement 1 Areas:** Demographics - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** Alamo Elementary has struggled to keep the student attendance rate at above 95 percent.

**Root Cause 3:** There is a lack of motivation for our parents to value the importance of strong daily instruction from our teachers and staff.

**Problem Statement 3 Areas:** School Culture and Climate - Parent and Community Engagement - Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Goal 1: Alamo Elementary will ensure that all students receive a high-quality education and will improve student performance for all student groups.

**Performance Objective 1:** Alamo Elementary will implement a well-rounded program of instruction to meet the academic needs of all students.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The students will show a minimum of 55% growth in MAPS by the end of year 2024.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> FSISD will coordinate with campus staff to develop and implement a plan for staff development.</p> <p><b>Staff Responsible for Monitoring:</b> District &amp; campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional staff will be provided time to plan Eureka and Amplify to implement the scope and sequence for each grade level and core subject area through horizontal and vertical team planning meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.</p> <p>Staff Development days built into school calendar</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>


Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will receive high-quality ongoing training in subject matter knowledge and teaching skills. This also includes providing principals with instructional leadership skills to help teachers. This practice will allow students to meet the challenging state and local student academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of a mentoring program &amp; instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Staff and students will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the use of discipline practices that remove students from the classroom; increase in student performance for all student groups</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselor &amp; teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>




Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Facilitate effective transitions for students from early childhood programs or home to Pre-Kindergarten or Kindergarten; from campus to campus (elementary - high school); and for students new to Alamo, students in foster care, and/or students experiencing homelessness.</p> <p><b>Strategy's Expected Result/Impact:</b> 1st grade students will be encouraged to visit our campus in May to make the transition easier when they move into the upcoming school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Offer enrichment classes and activities that enhance students' educational experiences and engagement in school and continue to emphasize student participation in extra-curricular activities; provide specialized support and enrichment programs to meet the unique needs of students identified as Gifted &amp; Talented. This includes STEM room, UIL, Field Trips, and Student of the Month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, increased attendance, and decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills. Technology coordinators will provide training to staff on the use of campus based technology hardware and software and how to integrate technology into the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups; increased student engagement and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Technology Coordinator, Principal, &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with requirements for students to participate in moderate to vigorous physical activity</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PE Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Alamo Elementary will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.





**Performance Objective 1:** Alamo Elementary will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and continuously unenrolled students, and at-risk students.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The Closing the Gaps Domain rating for Alamo Elementary will improve at least one letter grade by August, 2024 as measured by the 2024 Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS staff, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students identified as Limited English Proficient will receive support through the bilingual program or ESL program; FSISD will provide professional development to teachers and instructional supplies to supplement the Title III, LEP program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in English Learner student performance in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; LPAC committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Summit K-12 - Title III</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's IEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> FSISD Special Education Staff, Principals &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - IDEA B - Formula - \$236,819</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students eligible for 504 in all grades and content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students identified as at-risk in all grades and content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Alamo Elementary will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

**Performance Objective 1:** Alamo Elementary will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

**Evaluation Data Sources:** By May, 2024, Alamo Elementary will host parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap</p> <p><b>Strategy's Expected Result/Impact:</b> Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families and build parent capacity in support of student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison &amp; Teachers &amp; Counselor &amp; Bilingual Coordinator &amp; Special Education Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. Communication will be provided in English and Spanish and in multiple formats.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Coordinate family engagement priorities and structures between campuses such as EB NIGHTS; transition activities, including school visits for new enrolling students at elementary campuses will be held, as well as transition activities for students going from Alamo to Intermediate.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will successfully move from one school to another, become part of the new school, and maintain social and academic status, leading to improved student performance for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principals &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify ways to extend educational goals through existing events frequented by families, such as holiday programs to eliminate the separation between academics and extracurricular activities.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective family engagement that supports student achievement and closes the achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Offer campus-based workshops to promote effective family engagement that supports student achievement and closes the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide parents and families with timely notification of school events; flexible meeting times; and relevant data on attendance, behavior, and academic progress and performance of their child. Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards &amp; progress reports, and phone calls and written communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be given access to school information through technology such as Ascender, Facebook, Twitter, Parent Square, Remind. School-home communication will be available in English and Spanish. Interpreters will be provided for meetings, conferences, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide professional development and diversity awareness training to teachers and staff; , such as special educators and administrators, to facilitate ongoing, meaningful communication and collaboration with families</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will build capacity to work effectively with students' families; improved school-home communication; improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Alamo Elementary will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.





**Performance Objective 2:** Alamo Elementary will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including at least one special education teacher, classroom teachers, as well as parents of students enrolled at the campus, business representatives, and community members.

**Evaluation Data Sources:** Annual review and revision of CIP; annual public meeting; annual Board approval of campus goals and objectives

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the entire school as part of the continuous improvement planning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Outcome-Focused SMART Goals and Performance Measures; improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient allocation and use of financial resources while improving the quality of education provided to students</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop a comprehensive plan that includes a description of strategies used to address school needs, uses methods and instructional strategies that strengthen the academic program, increases the amount and quality of learning time, and helps provide an enriched and accelerated curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Outcome-Focused SMART Goals &amp; Performance Measures; improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> The CIP will delineate improved instructional methods for addressing the needs of student groups not achieving full potential as well as improvement in low-student groups for special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.</p> <p><b>Strategy's Expected Result/Impact:</b> The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Committee, &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# 2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Counselor	Alejandro Gonzalez	Counselor
Classroom teacher	Pamala Maloney	Teacher
Parent	Samara Terrazas	parent
Classroom Teacher	Clara Lichty	Teacher
Classroom Teacher	Ruben Gonzales	Teacher
District-level Professional	Amanda Urias	Assistant Superintendent of Curriculum
Classroom Teacher	Criselda Aguirre	Teacher
Classroom Teacher	Danielle Saler	Teacher
Community Representative	Sarah Vega	Community Member
Parent	Adrianna Freeman	Parent
Business Representative	Kramer Hall	Business Owner
Business Representative	Linda Morales	Business Owner
Classroom Teacher	Lisa Gossett	Teacher
Classroom Teacher	Angela Lujan	Teacher
Classroom Teacher	Denise Crenshaw	Teacher
Classroom Teacher	Kimberly Parras	Teacher
Classroom Teacher	Adriana Sanchez	Teacher
Classroom Teacher	Becky Rojas	Teacher
Classroom Teacher	Patricia Ramirez	Teacher
Administrator	Crystal Payne	Campus Curriculum Director
Administrator	Sylvia Bernal	Assistant Principal
Administrator	Karina Pacheco	Principal

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Summit K-12		\$0.00
<b>Sub-Total</b>					\$0.00
IDEA B - Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$236,819.00
<b>Sub-Total</b>					\$236,819.00