

Midland Independent School District

Alamo Jr. High

2024-2025 Campus Improvement Plan



Mission Statement

All students will be academically prepared and ready for high school and beyond.

Vision

Alamo JH will strategically plan and implement targeted instruction to ensure the engagement and academic growth of all students.

Table of Contents

Comprehensive Needs Assessment 3

Demographics 3

Priority Problem Statements 4

Comprehensive Needs Assessment Data Documentation 5

Goals 8

Goal 1: Board Goal :3 The percentage of 4th-English II students who meet or exceed their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028. (data source: TAPR) The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 54% to 59% by 2025. 8

Goal 2: Board Goal : 4 The percentage of 4th-Algebra 1 students who meet or exceed their Math STAAR Annual Growth will increase from 61% to 71% by 2028. (data source: TAPR) The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 56% to 65% by 2025. 12

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation. 18

Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes. 26

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership. 30

Campus Funding Summary 34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Projected enrollment 24-25 = 820 (30-student increase from 23-24). Approx. 70% Hispanic, 20% Caucasian, 10% all Others. 62% At Risk, 63% Economically Disadvantaged, 23% Emergent Bilingual, 8% Special Education, .3% Career & Technical Ed, 4% EAS (GT) 17% Mobility.

54 FTE: 30 Core, 4 Sped, 20 Elective/Fine Arts/etc. Average class size = 27:1

Teacher Experience: Average years = 10, 30% Turnover 2024

Instructional Initiatives in Place: Opportunity Culture (Year 2)

Cultural Initiatives in Place: iLead (Year 2)

DISCIPLINE: 12 returning students with multiple placements at DAEP,

ATTENDANCE:

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Alamo lacks targeted, sustainable instructional practice.

Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.

Problem Statement 2: Alamo is suffering from a long-term reputation as an unsafe school in which violence reigns and learning is absent.

Root Cause: High administrative turn-over, Inconsistent disciplinary practices, Cultural breakdown.

Problem Statement 3 (Prioritized): Alamo suffers from poor cultural norms and low morale among students and staff.

Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Priority Problem Statements

Problem Statement 1: Alamo lacks targeted, sustainable instructional practice.

Root Cause 1: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff.

Root Cause 2: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Problem Statement 2 Areas: 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Board Goal :3




The percentage of 4th-English II students who meet or exceed their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028. (data source: TAPR)







The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 54% to 59% by 2025.











Performance Objective 1: GPM 3.4: The percentage of 7th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 50% to 54% by 2025.

GPM 3.5: The percentage of 8th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 51% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: English teachers will have protected time built into their daily schedule to view and analyze formative and summative student data, plan and practice effective, high-leverage instructional strategies for all students designed to teach and reteach as necessary according to the PLC/DDI process.</p> <p>Strategy's Expected Result/Impact: Demonstrated increase in student performance ratings in ELAR assessments.</p> <p>Staff Responsible for Monitoring: Campus administrators, Department Head, District Support Personnel, Multi-Classroom Leaders (MCLs)</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: ELAR classes will be double-blocked giving ELAR teachers a 90-minute class period. Strategy's Expected Result/Impact: Demonstrated increase in student performance ratings in ELAR assessments. Staff Responsible for Monitoring: Campus administrators, Department Chair Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	
Strategy 3 Details		Reviews			
Strategy 3: Teachers have access to high-quality, district- and state-approved curricula; research-based, aligned to standards, reaching all students. Strategy's Expected Result/Impact: Demonstrated increase in student performance ratings in ELAR assessments. Staff Responsible for Monitoring: Campus administrators, Department Head, District Support Personnel, MCLs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: Instructional Resources - 211 Title 1 - \$20,000		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Campus instructional leaders will review and analyze data, monitor progress of student and teacher growth providing evidence-based feedback. Strategy's Expected Result/Impact: Students and teachers will demonstrate growth according to assessments. Staff Responsible for Monitoring: Campus administrators, Department Chair, Team Leads/MCLs, District Support Personnel Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: PLC/DDI Training - 211 Title 1 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 5 Details	Reviews			
Strategy 5: The English department will move into Year 2 of Opportunity Culture implementation with a 7th grade MCL II; adding an 8th grade MCL, Reach Associate position and a Teacher Resident. Strategy's Expected Result/Impact: Improvement in student performance on ELAR assessments. Staff Responsible for Monitoring: Campus administrators, Department Chair, Team Leads/MCLs, District Support Personnel Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Teacher Resident - 211 Title 1 - \$32,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.</p> <p>Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>
Student Learning
<p>Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.</p> <p>Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>
School Processes & Programs
<p>Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.</p> <p>Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>
Perceptions
<p>Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>

Goal 2: Board Goal : 4







The percentage of 4th-Algebra 1 students who meet or exceed their Math STAAR Annual Growth will increase from 61% to 71% by 2028. (data source: TAPR)











The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 56% to 65% by 2025.

Performance Objective 1: GPM 4.4: The percentage of 7th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 41% to 46% by 2025.

GPM 4.5: The percentage of 8th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 50% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will have protected time built into their daily schedule to view and analyze formative and summative student data, plan and practice effective, high-leverage instructional strategies for all students designed to teach and reteach as necessary according to the PLC/DDI process. Strategy's Expected Result/Impact: Demonstrated increase in performance ratings on Math assessments. Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Teachers have access to high-quality, district- and state-approved curricula; research-based, aligned to standards, reaching all students. Strategy's Expected Result/Impact: Demonstrated increase in student performance ratings in Math assessments. Staff Responsible for Monitoring: Campus administrators, Department Head, District Support Personnel, MCLs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Educational & Instructional Resources - 211 Title 1 - \$20,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: Campus instructional leaders will review and analyze data, monitor progress of student and teacher growth providing evidence-based feedback. Strategy's Expected Result/Impact: Students and teachers will demonstrate growth according to assessments. Staff Responsible for Monitoring: Campus administrators, Department Chair, Team Leads/MCLs, District Support Personnel Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: PLC/DDI Training - 211 Title 1 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 4 Details	Reviews			
Strategy 4: The Math department will move into Year 2 of Opportunity Culture implementation with an MCL in both 7th and 8th grade; adding a Team Reach Teacher and Reach Associate. Strategy's Expected Result/Impact: Improvement in student performance on Math assessments. Staff Responsible for Monitoring: Campus administrators, Department Chair, Team Leads/MCLs, District Support Personnel Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.
Student Learning
Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.
School Processes & Programs
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.




Goal 2: Board Goal : 4











The percentage of 4th-Algebra 1 students who meet or exceed their Math STAAR Annual Growth will increase from 61% to 71% by 2028. (data source: TAPR)

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 56% to 65% by 2025.

Performance Objective 2: GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 66% to 71% by 2025

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Math teachers will have protected time built into their daily schedule to view and analyze formative and summative student data, plan and practice effective, high-leverage instructional strategies for all students designed to teach and reteach as necessary according to the PLC/DDI process.</p> <p>Strategy's Expected Result/Impact: Demonstrated increase in student performance ratings in Math assessments.</p> <p>Staff Responsible for Monitoring: Campus administrators, Department Head, District Support Personnel, Multi-Classroom Leaders (MCLs)</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	 Accomplished	 Accomplished	 Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: Teachers have access to high-quality, district- and state-approved curricula; research-based, aligned to standards, reaching all students. Strategy's Expected Result/Impact: Demonstrated increase in student performance ratings in Math assessments. Staff Responsible for Monitoring: Campus administrators, Department Head, District Support Personnel, MCLs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Instructional Resources - 211 Title 1 - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 3 Details	Reviews			
Strategy 3: Campus instructional leaders will review and analyze data, monitor progress of student and teacher growth providing evidence-based feedback. Strategy's Expected Result/Impact: Students and teachers will demonstrate growth according to assessments. Staff Responsible for Monitoring: Campus administrators, Department Chair, Team Leads/MCLs, District Support Personnel Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: PLC/DDI Training - 211 Title 1 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 2 Problem Statements:




Demographics
<p>Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.</p> <p>Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>
Student Learning
<p>Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.</p> <p>Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>
School Processes & Programs
<p>Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.</p> <p>Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>
Perceptions
<p>Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.</p>





Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Members of the campus administrative team will attend content-specific PLCs daily with 90% fidelity. Strategy's Expected Result/Impact: Administrators will grow as instructional leaders and be better equipped to coach and grow teachers; ensuring instructional fidelity. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: Training - 211 Title 1 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: In addition district-led initiatives, the principal will grow campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, modeling, and observation feedback. Strategy's Expected Result/Impact: Campus leaders will have a strong instructional presence on campus giving effective, timely support to teacher while fostering student achievement and growth. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: Book study & Training - 211 Title 1 - \$2,500	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 3 Details		Reviews			
Strategy 3: An Advisory Period will be added to the daily schedule increasing opportunities for students to engage in deeper, more rigorous learning. Strategy's Expected Result/Impact: Increased levels of student performance campus-wide. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Accomplished	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability. Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability. Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
School Processes & Programs
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability. Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Perceptions
Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details		Reviews			
Strategy 1: Members of the campus administrative team will attend content-specific PLCs daily with 90% fidelity. Strategy's Expected Result/Impact: Administrators will grow as instructional leaders and be better equipped to coach and grow teachers; ensuring instructional fidelity. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	
Strategy 2 Details		Reviews			
Strategy 2: In addition district-led initiatives, the principal will grow campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, modeling, and observation feedback. Strategy's Expected Result/Impact: Campus leaders will have a strong instructional presence on campus giving effective, timely support to teacher while fostering student achievement and growth. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. **Root Cause:** High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.

Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Student Learning

Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. **Root Cause:** High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.

Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

School Processes & Programs

Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. **Root Cause:** High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.

Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Perceptions







Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.








Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
Strategy 1: All personnel and students at Alamo will follow all federal, state and local laws and procedures set in place for safety and operations: conducting drills, audits, and trainings. Strategy's Expected Result/Impact: All personnel will be educated and ready to act in an appropriate manner should an incident occur. Staff Responsible for Monitoring: Administration Title I: 2.4, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Alamo Junior High will promote a safe, welcoming environment for all stakeholders through the implementation of a school-wide behavior system. Strategy's Expected Result/Impact: A protected learning environment in which students are free to learn. Staff Responsible for Monitoring: All campus personnel. Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2 Funding Sources: Training & Resources - 211 Title 1 - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	

Strategy 3 Details		Reviews			
Strategy 3: Alamo Junior High will maintain a tiered behavioral system with clear student expectations. Strategy's Expected Result/Impact: Increase in daily attendance, positive student and teacher interactions, and a decrease in disciplinary referrals. Staff Responsible for Monitoring: All campus personnel Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2 Funding Sources: Materials - 211 Title 1 - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Accomplished	 Accomplished	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:








Demographics
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
School Processes & Programs
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Perceptions
Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details		Reviews			
Strategy 1: Campus administration will work closely with local and state officials to practice and adhere to all guidelines as well as track progress and success. Strategy's Expected Result/Impact: Students and staff enjoy a safe learning environment. Staff Responsible for Monitoring: Asst. Principal with Principal support. Title I: 2.5 Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Accomplished	 Accomplished	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
School Processes & Programs
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.







Perceptions




Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.





Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will work with district vetting and recruiting processes to attract and retain quality personnel. Strategy's Expected Result/Impact: High-quality candidates are hired in appropriate positions. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Teacher assignments will be made prioritizing student need and teacher strength(s). Strategy's Expected Result/Impact: Student and teacher success. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 3 Details	Reviews			
Strategy 3: Teacher leaders will be used to support, develop and coach teachers. Strategy's Expected Result/Impact: Student and teacher growth and success. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: Leadership & Instructional Resources - 211 Title 1 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability. Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability. Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.
School Processes & Programs
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability. Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Perceptions
Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will coordinate and implement a sustained system of appreciate and recognition for teachers and staff. Strategy's Expected Result/Impact: Increase retention and lower occurrences of teacher burn-out. Staff Responsible for Monitoring: Department Chairs Title I: 2.5, 4.1 Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: Resources and Materials - 211 Title 1 - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 2: Alamo lacks targeted, sustainable instructional practice. Root Cause: High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.

School Processes & Programs

Problem Statement 1: Alamo lacks targeted, sustainable instructional practice. **Root Cause:** High administrative turn-over, Little instructional activism/influence from Administrators, Teacher complacency, Lack of stable implementation of initiatives, Lack of coaching and accountability.

Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.








Perceptions

Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
Strategy 1: Alamo Junior High will host a series of events as well as partner within the feeder pattern to foster parent engagement through education and partnership. Strategy's Expected Result/Impact: Alamo becomes a positive, lively place where stakeholders feel empowered and well-informed. Staff Responsible for Monitoring: Administrative Team, Parent Liaison Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2 Funding Sources: Resources and Materials - 211 Title 1 - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:








Demographics
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

School Processes & Programs
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Perceptions
Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Alamo Junior. High will use various methods of media to communicate pertinent, timely information and opportunities for involvement to all stakeholders including appropriate response time. Strategy's Expected Result/Impact: Increased community engagement and higher instances of trust among parents/guardians and the campus. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2	 Considerable	 Considerable	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.
Student Learning
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.
School Processes & Programs
Problem Statement 3: Alamo suffers from poor cultural norms and low morale among students and staff. Root Cause: Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary. practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Perceptions

Problem Statement 2: Alamo suffers from poor cultural norms and low morale among students and staff. **Root Cause:** Lack of community involvement appropriate to the enrolled demographic, High administrative turn-over, Inconsistent disciplinary practices, Lowered expectations in instruction, Lack of cultural training and discourse.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources		\$20,000.00
1	1	4	PLC/DDI Training		\$5,000.00
1	1	5	Teacher Resident		\$32,000.00
2	1	2	Educational & Instructional Resources		\$20,000.00
2	1	3	PLC/DDI Training		\$5,000.00
2	2	2	Instructional Resources		\$10,000.00
2	2	3	PLC/DDI Training		\$5,000.00
3	1	1	Training		\$5,000.00
3	1	2	Book study & Training		\$2,500.00
3	3	2	Training & Resources		\$3,000.00
3	3	3	Materials		\$2,000.00
4	1	3	Leadership & Instructional Resources		\$5,000.00
4	2	1	Resources and Materials		\$2,000.00
5	1	1	Resources and Materials		\$3,000.00
Sub-Total					\$119,500.00
Budgeted Fund Source Amount					\$116,754.00
+/- Difference					-\$2,746.00
Grand Total Budgeted					\$116,754.00
Grand Total Spent					\$119,500.00
+/- Difference					-\$2,746.00