

# Ector County Independent School District

## Gale Pond Alamo Elementary

### 2025-2026 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designation**

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

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

## Vision

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

## Value Statement

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

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

- Bob Beauprez

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

GP Alamo Academy is a PK - 5, Title 1 campus located in Odessa, Texas. We are a 100% magnet campus and for the 2025-2026 school year will be in our second year implementation of Project Based Learning in conjunction with the New Tech Network. This year we will follow the district calendar and have 175 instructional days. We are one of only 4 elementary campuses that have a full time Art teacher.

Another second year change to our campus is we are the home campus for the Regional Day School Program for the Deaf. The Regional Day school currently has three full time Deaf Ed teachers along with three communication facilitators. There are currently 21 students enrolled in the program from various districts across the region.

As a school of choice we have high behavioral expectations as well as attendance expectations. By keeping expectations and management high, we have minimal discipline issues, with most issues being disruption in the class environment. Our average class size is a 24:1 ratio. For the 2024-2025 school year our overall attendance percentage was 95% (-0.1% from the previous year).

Our enrollment over the last 5 years is as follows: (PK Numbers not included)

Grade	20-21	21-22	22-23	23-24	24-25
KG	57	50	43	45	62
1	65	49	49	48	50
2	68	52	44	43	51
3	62	66	46	48	46
4	61	53	60	47	52
5	46	50	50	53	46
All	359	320	292	284	307

Current enrollment for the 2025-2026 school year is 360 students. This year we are adding a third section of first grade to continue or work in growing the program by one grade level each year. Because of our magnet focus and being a School of Choice, we have very low student mobility which was at 6.55% for the 2024-2025 school year.

Our campus serves a variety of ethnicity's and is a predominantly Hispanic population.

Our campus is 51% male and 49% female. Our ethnicity breakdowns is:

- African American - 3%
- Multi Racial - 3%

- Hispanic - 77%
- Caucasian - 14%
- Asian - 1%

Special Populations breakdown:

- At risk - 35% (109)
- Economically Disadvantaged - 66% (233)
- Emergent Bilingual - 5% (19) (including DHH students)
- Gifted and Talented - 16% (56)
- Dyslexic - 5% (16)
  - 11% of our kinder and first grade students are currently coded at risk for dyslexia
- Special Education - 20% (71)

In the area of Highly Mobile students we have 6 students, five who are military connected and one who is considered homeless.

Our Economically Disadvantaged population over the last 5 years is as follows:

20-21	21-22	22-23	23-24	24-25
59.30%	54.34%	73.19%	66.98%	66.19%

### Demographics Strengths

Because we are 100% magnet, our student mobility is low, and our student populations are static throughout the year and from year to year. The special populations of our campus are well balanced across the campus and provide us with the opportunity to work with a variety of students from a variety of backgrounds and abilities.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Last year 8% of our student population fell into the "chronically absent" category for attendance.

**Root Cause:** Since COVID student attendance has not been seen as important to families and families don't understand how loss of instruction impacts their students academically overall.

# Student Achievement

## Student Achievement Summary

For the 2024-2025 school year our campus has a "B" rating.

Data for STAAR 2024 is as follows:

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	136	136	45	-	317	
Approaches GL or Above	110	109	33	-	252	79%
Meets GL or Above	68	69	13	-	150	47%
Masters GL	14	32	3	-	49	15%
Total Percentage Points						141%
<b>Component Score</b>						<b>47</b>

Our Accountability tables for the last 5 years are as follows:

2022:

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>96</b>	<b>A</b>
<b>Student Achievement</b>		<b>89</b>	<b>B</b>
STAAR Performance	59	89	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>94</b>	<b>A</b>
Academic Growth	90	94	A
Relative Performance (Eco Dis: 54.3%)	59	87	B
<b>Closing the Gaps</b>	<b>100</b>	<b>100</b>	<b>A</b>

2023:

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>90</b>	<b>A</b>	
<b>Student Achievement</b>		<b>90</b>	<b>A</b>	<b>0%</b>
STAAR Performance	60	90		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>91</b>	<b>A</b>	<b>70%</b>
Academic Growth	81	91	A	✓
Relative Performance (Eco Dis: 73.2%)		91	A	
<b>Closing the Gaps</b>	<b>68</b>	<b>86</b>	<b>B</b>	<b>30%</b>

2024:

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>89</b>	<b>B</b>	
<b>Student Achievement</b>		<b>86</b>	<b>B</b>	<b>0%</b>
STAAR Performance	57	86		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>89</b>	<b>B</b>	<b>70%</b>
Academic Growth	75	85	B	
Relative Performance (Eco Dis: 67.0%)		89	B	✓
<b>Closing the Gaps</b>	<b>75</b>	<b>90</b>	<b>A</b>	<b>30%</b>

2025:

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>82</b>	<b>B</b>	
<b>Student Achievement</b>		<b>75</b>	<b>C</b>	<b>0%</b>
STAAR Performance	47	75		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>80</b>	<b>B</b>	<b>70%</b>
Academic Growth	71	80	B	✓
Relative Performance (Eco Dis: 66.2%)		79	C	
<b>Closing the Gaps</b>	<b>70</b>	<b>87</b>	<b>B</b>	<b>30%</b>

For 2024-2025 MAP, there were 297 students tested, and we closed our year with the following data:

Campus:

- Math:
  - Achievement - 63rd %tile

- 213 students (72%) on grade level
  - Growth - 56st %tile
- Reading:
  - Achievement - 58th %tile
    - 202 students (68%) on grade level
  - Growth - 56th %tile

Map breakdown by grade level is as follows:

Grade	Growth Math: (%tile)	Achievement Math: (%tile)	Growth Reading: (%tile)	Achievement Reading: (%tile)
Kinder	72nd	66th	61st	71st
First	61st	63rd	57th	62nd
Second	34th	51st	49th	44th
Third	55th	64th	52nd	57th
Fourth	43rd	61st	40th	48th
Fifth	66th	67th	64th	65th

### Student Achievement Strengths

Historically on STAAR we do well as a campus and we consistently out perform the state and district in several key areas. In data analysis from 2021-2025 STAAR in the area of math we are consistently 15-30 percent above the state in approaches. In reading for that same time frame we are 20-25% and in Science we are 9-31% over the state. When compared to the district for that same time frame we are 10-20% above the district in all grade levels in math, 15-25% in reading, and have consistently out performed the district in Science. We have minimal fluctuation in our performance from year to year which is attributed to stable educational practices.

We are doing well at Closing the Gaps and consistently have a A/B in this area of accountability.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Our STAAR Student achievement score continues to drop year after year.

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

**Problem Statement 2 (Prioritized):** For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels.

**Root Cause:** Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

**Problem Statement 3 (Prioritized):** In 2025 our overall performance on STAAR Science dropped in all three designation levels.

**Root Cause:** This was the first year that the new Science TEKS were tested on STAAR.

# School Culture and Climate

## School Culture and Climate Summary

In relation to other campuses in ECISD Alamo is very small in both student population and staff. This attributes to a "family feel" and provides both the staff and the students the opportunity to get to know each other on a personal level not only with their respective grade levels, but also across the campus.

In regards to school culture and climate our campus has reviewed our most recent Panorama data and compared it to the previous survey data. The breakdown of that data is as follows:

Student School Connectedness Survey (127 students, 3-5):

Connectedness Indicator	Fall 2023	Spring 2024	Spring 2025	District
Overall Connectedness	75%	79%	66%	57%
Engagement (investment in class)	75%	76%	57%	48%
Rigorous Expectations (high expectations)	81%	87%	78%	73%
School Climate (Perceptions of social and learning climate of school)	71%	73%	63%	53%
School Safety (physical and psychological safety at school)	60%	71%	80%	74%
Sense of Belonging (Do students feel that they are a valued member of the community?)	73%	77%	64%	56%

Take aways from this survey would be that 86% of students state that they feel supported by the adults on campus, 82% indicated that they feel their teachers encourage them to do their best.

On the Social Emotional Learning Survey that was administered to the same group of students, 88% of the students indicated that there is a teacher or other adult from school that they can count on no matter what.

In regards of our staff being surveyed about the school culture and climate, they were also give the Panorama survey. The results of that survey are as follows:

Culture Indicator	Spring 2025	District
Belonging (Feel the are valued members of the community)	75%	65%

Culture Indicator	Spring 2025	District
Cultural Awareness (Addressing areas of race, ethnicity, and culture)	50%	47%
Professional Learning (Quality of professional growth and opportunities available)	66%	56%
Feedback and Coaching (Perceptions of feedback received)	71%	62%
School Climate (Perceptions of overall social and learning climate)	87%	58%
School Leadership (Perceptions of leadership's effectiveness)	85%	60%
Well Being (Perceptions about their own well being)	74%	55%

### School Culture and Climate Strengths

Alamo excels at providing an environment where both students, staff and teachers feel like they belong. Both the students and our staff share a mutual respect for each other and that shows in the way that they communicate with each other and work together. We do well at providing an environment where students feel like they belong and are welcome and teachers feel appreciated.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** 32% of our students indicated last year that they do not feel like they belong on our campus.

**Root Cause:** The lack of belonging likely stems from insufficient relationships with caring adults, limited peer connections, exclusion from meaningful activities, and systemic barriers that particularly affect marginalized student populations.

**Problem Statement 2 (Prioritized):** 34% of our students indicated last year that they do not feel connected to the campus.

**Root Cause:** Only 48% of students report favorable levels of respect from peers. This is one of the lowest scores and suggests significant peer-to-peer relationship issues.

**Problem Statement 3 (Prioritized):** Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement.

**Root Cause:** Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 2025-2026 school year we will have 19 classroom teachers. 16 of our classroom teachers are certified, 2 are on a waiver through District of Innovation and one is working on her certification through a certification program. Our classroom teacher years of service breakdown is from 24-25 is:

- Beginning - 0%
- 1-5 years - 28%
- 6-10 years - 30%
- 11-20 years - 24%
- + 20 years - 18%

We have 11 teachers who have received a TIA designation; 8 at the Recognized level, 1 at the Exemplary level and 2 at the Masters level.

Our teacher retention rate from 2024 is 70%. This year we lost staff due to resignation, changing campuses and going to dyslexia.

We are fully staffed for the 2025-2026 school year including the area of Special Education in which we have been very lacking the last two years without our own SPED teacher.

## Staff Quality, Recruitment, and Retention Strengths

Alamo is blessed with a strong group of dedicated educators who work well together as a team. Our teacher retention is also very high which helps us to build a strong academic foundation for students.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** 53% of our SPED population in 3rd grade Did Not Meet standard in Reading.

**Root Cause:** Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.

**Problem Statement 2 (Prioritized):** Teachers do not complete all required annual training (Safe Schools, GT courses, etc.)

**Root Cause:** Lack of time provided to teachers to complete these training during contract time.

**Problem Statement 3 (Prioritized):** Many of our campus discipline referrals come from teachers who have less years of experience in the classroom or who struggle with classroom management.

**Root Cause:** Teachers are no proactive in prioritizing building relationships with all students and setting / carrying out high expectations all year.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our teachers are expected to attend all district created PD as well as to utilize district initiatives for learning. We facilitate weekly PLCs where we review data, discuss district initiatives and provide additional support. Our campus follows the district testing calendar and we fully participate in all district / state tests.

Our campus is in its 2nd year of our work with the New Tech Network / Project Based Learning campus. This is a programmatic change from STEAM. We are now fully trained and implementing and are working to establish a Choice School PBL pipeline with our students culminating their learning experience at New Tech Odessa.

This upcoming year our campus will not have an Instructional Coach, as our previous coach resigned, and due to funding we have elected to not rehire this position.

## Curriculum, Instruction, and Assessment Strengths

Because our teacher retention is high, our teachers have a strong knowledge of the TEKS and the curriculum that is used by the district. Our teachers are able to effectively use a wide variety of data points to drive instruction and to ensure that the needs of all students are being address.

As a campus we have found strong resources that we can use to supplement instruction and provide both intervention and review for students depending on their needs.

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

**Problem Statement 1 (Prioritized):** 53% of our SPED population in 3rd grade Did Not Meet standard in Reading.

**Root Cause:** Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.

**Problem Statement 2 (Prioritized):** 28% of our GT population was at the Masters Level for Reading across all grade levels.

**Root Cause:** Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

**Problem Statement 3 (Prioritized):** 11% of our GT population was at the Masters Level in Science.

**Root Cause:** Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

# Family and Community Engagement

## Family and Community Engagement Summary

As a magnet campus we strive to ensure that parents are positively involved with their student's education. The majority of our parents are connected on Class Dojo. Many of them are active in both the school story and their respective class stories. Parents are welcome to reach out to the campus or the teachers to schedule meetings as needs arise and the campus strives to contact back within 24 hours.

Our campus strives to hold a flexible number of meetings in which all parents of participating students are invited. The meetings will be held in a variety of manners such as, but not limited to: Parent / Teacher Conferences, School Report Card Review, Parent Orientations / Meet the Teacher / Open house, Music Programs and performances.

Parent will be provided with timely information about events happening on campus through email, school planners / binders, Tuesday folders, the campus website, Facebook, Class Dojo, phone calls (as needed), the school marquee and School Status.

Through Fall and Spring parent / teacher conferences, parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

The campus will also work to engage families in various things that they can volunteer for or contribute to. A few of those are: Stock the Fridge, Teacher Appreciation Week, Valentine Grams, Halloween, Class Parties, and Spirit Day.

## Family and Community Engagement Strengths

We have several parents that are very active within the campus and are eager to help out and participate in anything that we do as a campus. A large number of our parents are very active within the campus and on Class Dojo.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** As a campus we do not provide parents with opportunities to volunteer on campus.

**Root Cause:** For many years we have not had a PTA or other way to engage families.

# School Organization

## School Organization Summary

GP Alamo is a School of Choice within the ECISD system. We are full magnet and all students enter through a lottery process.

For the 2025-2026 school year our leadership team will consist of a Principal and Counselor. Key decisions for the campus are made through this team with the Principal of the campus having the final say in all decisions.

The 2025-2026 school year will be our 2nd year working with New Tech Network as we begin to move toward a programmatic focus of Project Based Learning. This year we will be fully implemented PK-5.

There are currently 40 people on the Alamo staff. This includes all certified staff, instructional aides, cafeteria workers and custodial staff. There are 19 classrooms, with two sections of each grade level except Kinder and 1st which have 3.

For the 2025-2026 school year 3rd - 5th will be departmentalized. Our master schedule will allow for vertical planning in 3rd - 5th. Teachers are expected to attend weekly PLCs with campus administration to discuss students, data and other issues as they arise. Teachers have daily planning / conference periods.

We currently have a Campus Improvement Team that is comprised of a lead teacher in each grade level as well as representation from Special Areas staff. This team makes decisions regarding the overarching campus including theme, spirit shirts, areas of need, budget spending, and deciding on a Teacher of the Year Nominee.

Due to changes in the leadership team, our counselor has been taken out of the special area rotation temporarily to help with campus needs in other areas including 504 and AVID. She will also help us to facilitate Student of the Month events. In her off periods she will provide one on one or small group counseling to students as needed.

Our campus was built in 1948 and while it is an older campus we pride ourselves on how well it is holding up. Visitors talk about the cleanliness of the building and how it has a peaceful feel. Our campus provides a safe learning environment for our students.

In addition to general education, our campus provides services to Special Education, Dyslexia, Speech, and Gift and Talented. At this time our students receive speech services through an a virtual therapist. Our Special Education teacher is housed on campus and we share our Dyslexia teacher. We also share out Music teacher and Art teacher. GT is served by a GT specialist that is provided by the district.

This is also the second year that our campus will have the Regional Days School for the regions Deaf and Hard of Hearing students. There are 21 students in this program from PK3 - 5th grade.

## School Organization Strengths

Our campus is excited to be in our 2nd year working with the New Tech Network Our staff works well together and everyone understands the role that they play in providing a solid education for students.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Each grade level only has two team members which makes things like planning and collaboration difficult.

**Root Cause:** Staffing is based off the numbers of applications that are received in the magnet window. Alamo is consistently third choice to the Academic Magnet campuses.

**Problem Statement 2 (Prioritized):** The RDSPD attendance is chronically low, and last year their overall attendance was 90%.

**Root Cause:** Students travel from various districts around the region and also have other help issues that prevent them from coming to school regularly.

# Technology

## Technology Summary

Due to investments by the district, our campus has been one to one for student devices since COVID.

During the 2023-2024 school year all classrooms were equipped with Promethean Boards. All teachers have access to a district provided laptop.

## Technology Strengths

Both our teachers and students are able to use technology efficiently and effectively. Students have access to devices and teachers are able to use technology to enhance learning and the learning environment.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Many of the safety features of our campus are out dated and could pose significant safety threats to our campus.

**Root Cause:** The campus was built in 1948, and has structural deficits as well as lack of funding / timelines to implement upgraded safety systems.

# Priority Problem Statements

**Problem Statement 1:** Our STAAR Student achievement score continues to drop year after year.

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

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The RDSPD attendance is chronically low, and last year their overall attendance was 90%.

**Root Cause 2:** Students travel from various districts around the region and also have other help issues that prevent them from coming to school regularly.

**Problem Statement 2 Areas:** School Organization

**Problem Statement 3:** For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels.

**Root Cause 3:** Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** In 2025 our overall performance on STAAR Science dropped in all three designation levels.

**Root Cause 4:** This was the first year that the new Science TEKS were tested on STAAR.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** 53% of our SPED population in 3rd grade Did Not Meet standard in Reading.

**Root Cause 5:** Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** 28% of our GT population was at the Masters Level for Reading across all grade levels.

**Root Cause 6:** Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** 11% of our GT population was at the Masters Level in Science.

**Root Cause 7:** Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 8:** 32% of our students indicated last year that they do not feel like they belong on our campus.

**Root Cause 8:** The lack of belonging likely stems from insufficient relationships with caring adults, limited peer connections, exclusion from meaningful activities, and systemic barriers that particularly affect marginalized student populations.

**Problem Statement 8 Areas:** School Culture and Climate

**Problem Statement 9:** 34% of our students indicated last year that they do not feel connected to the campus.

**Root Cause 9:** Only 48% of students report favorable levels of respect from peers. This is one of the lowest scores and suggests significant peer-to-peer relationship issues.

**Problem Statement 9 Areas:** School Culture and Climate

**Problem Statement 10:** Last year 8% of our student population fell into the "chronically absent" category for attendance.

**Root Cause 10:** Since COVID student attendance has not been seen as important to families and families don't understand how loss of instruction impacts their students academically overall.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Teachers do not complete all required annual training (Safe Schools, GT courses, etc.)

**Root Cause 11:** Lack of time provided to teachers to complete these training during contract time.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** Many of our campus discipline referrals come from teachers who have less years of experience in the classroom or who struggle with classroom management.

**Root Cause 12:** Teachers are not proactive in prioritizing building relationships with all students and setting / carrying out high expectations all year.

**Problem Statement 12 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 13:** Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement.

**Root Cause 13:** Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

**Problem Statement 13 Areas:** School Culture and Climate

**Problem Statement 14:** Many of the safety features of our campus are out dated and could pose significant safety threats to our campus.

**Root Cause 14:** The campus was built in 1948, and has structural deficits as well as lack of funding / timelines to implement upgraded safety systems.

**Problem Statement 14 Areas:** Technology

# Board Goals

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

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

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

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

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

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

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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

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

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

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

**High Priority**

**Indicators of Success:**

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

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

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

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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

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

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

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

**High Priority**

**Indicators of Success:**

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

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

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



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Achievement

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

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

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

#### Curriculum, Instruction, and Assessment

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

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

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

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

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

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

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

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

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

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

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

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

**Indicators of Success:**

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

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

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

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

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 2 Problem Statements:**

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

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

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

**Indicators of Success:**

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

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

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

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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

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

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

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

**Indicators of Success:**

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

**Evaluation Data Sources:** BOY Panorama

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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>				

**Performance Objective 1 Problem Statements:**

## School Culture and Climate

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

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

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

**Indicators of Success:**

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

**Evaluation Data Sources:** BOY Panorama

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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>				

**Performance Objective 2 Problem Statements:**

## School Culture and Climate

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

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

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

**Indicators of Success:**

Attendance - % of student daily attendance - 2026 Goal: 92.5%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will provide Monthly attendance updates for all staff, students, and parents.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b>                      2.51, 2.52                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture                      - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - School Organization 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will do a monthly grade level attendance reward.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b>                      2.51, 2.52                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture                      - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - School Organization 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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>				

**Performance Objective 3 Problem Statements:**

### Demographics

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

### School Organization

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

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

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

**Indicators of Success:**

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

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

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

**Performance Objective 4 Problem Statements:**

### Staff Quality, Recruitment, and Retention

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

**Board Goal 4:** Classroom Excellence

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

**Evaluation Data Sources:** Talent Development follow up

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Quarterly check ins with teachers who are not fully certified to get progress updates on scheduling their certification tests.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase communication and follow up with Talent Development on what they can do to assist our teachers in getting certified.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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>				

**Performance Objective 1 Problem Statements:**

## Student Achievement

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

**Board Goal 4: Classroom Excellence**

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

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

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

**Performance Objective 2 Problem Statements:**

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

**Board Goal 4: Classroom Excellence**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase and provide ongoing training for teachers on using NTN Blueprint to build effective projects for students.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue utilizing our NTN coach to assist teachers in building their projects.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

**Performance Objective 3 Problem Statements:**

## School Culture and Climate

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

**Board Goal 5:** Culture of Excellence

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Share monthly reports with staff on their completion rates for Safe Schools Training Modules.  <b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline.  <b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

**Performance Objective 1 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 2:** Teachers do not complete all required annual training (Safe Schools, GT courses, etc.) **Root Cause:** Lack of time provided to teachers to complete these training during contract time.

**Board Goal 5: Culture of Excellence**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with safety training at back to school PD to ensure that they know all safety protocols and expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers , Campus Resource Officer</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Technology 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Submit work orders needed for campus safety in a timely manner and follow through to ensure they are addresses by district personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers , Campus Resource Officer</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Technology 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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>				

**Performance Objective 2 Problem Statements:**

## Technology

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

**Board Goal 5: Culture of Excellence**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with teachers who exceed 5 absences in any semester.  <b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      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  <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide random attendance incentives to staff to increase morale and overall teacher attendance.  <b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom Teachers</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      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  <b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**

## Student Achievement

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

# Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.
1	1	2	Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.
1	2	1	Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.
1	2	2	Based on BOY MAP data, the campus will implement a strategic plan for the used of My Math Academy, iReady Math, and ST Math for students who perform below the 41st %tile.
1	3	1	Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.
2	1	1	Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.
2	1	2	Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.
2	2	1	Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.
2	2	2	Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.
2	3	1	Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.
2	3	2	Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile.
3	3	1	Campus will provide Monthly attendance updates for all staff, students, and parents.
3	3	2	Campus will do a monthly grade level attendance reward.