Alief Independent School District

Alexander Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Beginning with end in mind…

Alexander Elementary Motto: Growing Leaders Every Day, in Every Way!

Mission Statement: "Developing a diverse group of individuals that learn in an equitable, creative, and positive environment, to become independent & interdependent problem-solvers, that lead their own learning."

Vision

Alexander's Vision: Develop the whole person; Empowering students through unlimited leadership opportunities to change the world as a well-balanced individual…everyone has genius

Alexander will be recognized as a school of choice because

- We are student-centered
- We are dedicated to serving our community
- We create lifetime learners who are independent thinkers and leaders
- We model and teach students how to be respectful, responsible, honest, and safe
- We give opportunities for all to lead

Value Statement

Core Values: fuel "Our Why"

Honesty, Justice, Equity, Integrity, Respect, Trust, Dignity, Fairness

At Alexander Elementary

- Everyone can be a leader
- Everyone has genius
- All change starts with me
- Parents empower children to lead their own learning
- Develop the whole person

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: March 28, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Alexander Elementary School

Comprehensive Needs Assessment Overview

Completed April 24, 2024 for the 2024-2025 School Year

The committee met for their first meeting on February 14, 2024, at 4:00 PM via Zoom.

The following members were present:

- Kathleen DiFelice, Principal, standing in for SDC Facilitator
- Carol Chang, Professional Non-Classroom Member
- Fernanda Gembe, Community Member
- Magdalena Ramirez, PreK Teacher
- Gail Fontenette, 1st Grade Teacher
- Angie Paiuk, 2nd Grade Teacher
- Ashley Umaña, 3rd Grade Teacher
- Jinsook Jo, Special Education Teacher
- Karen Gleason, Block Teacher
- Rosy Reyes, Paraprofessional
- Fatima Sandoval, Paraprofessional

[sub committee (ILT)] Tiffany Bell, Kera Mathews, Jung Banh, Maria Alfaro, Ebony Williams, Dyana Figueroa, Sonal Walker, Dana Hood, Rosilyn Skinner, Marjorie Garcia

Both groups began with a discussion of the purpose of the Comprehensive Needs Assessment and how it related to the Campus Improvement Plan and therefore informs our direction as a campus for the 2024-2025 school year.

It was explained to committee members that the 2024-25 CNA will be completed in the March meeting due to two CNA meetings being required.

The committee was placed in breakout groups, reviewed information, and determined:

Demographics

We have diversity of student population African American 25.6% Hispanic 58.8% Asian 13.1%

School environment

6 Suspensions 46 office referrals 7 TMO As February 6 our attendance rate is 92.8%, and our goal is 98%

Student Performance

3rd grade STAAR math is 34% ,and the district rate is 33% 4th-grade STAAR math is 34%, and the district rate is 35% Our students progress to annual typical growth on Iready is 50%, and the district rate is 52% We have 75% of our students performing one or more grade levels below on Iready MOY

Perceptions

We don't have data. We will review it later.

Professional practices

New teacher mentoring Edthena is a resource for exemplary videos of instruction Team leaders Lighthouse Team Opportunities to lead clubs, action teams, etc Leadership training

Programs and opportunities for students

STEM Academy Fall and Spring PBLs District Digital Learning showcase CIA

Procedures

Pacing guides Learning management system - Schoology Nearpod Innovation cohort team Master schedule PLCs Transition activities with Mata and Youngblood PreK transition activity Kinder Round Up CHAMPS expectations LIM framework We will continue with the CNA review next month.

The second meeting was held on March 28, 2024, at 4:00 PM via Zoom.

The following members were present:

- Kathleen DiFelice, Principal, filling in for SDC Facilitator
- Carol Chang, Professional Non-Classroom Member
- Fernanda Gembe, Community Member
- Magdalena Ramirez, PreK Teacher
- Gail Fontenette, 1st Grade Teacher
- Angie Paiuk, 2nd Grade Teacher

- Ashley Umaña, 3rd Grade Teacher
- Jinsook Jo, Special Education Teacher
- Karen Gleason, Block Teacher
- Rosy Reyes, Paraprofessional
- Fatima Sandoval, Paraprofessional

During this meeting, the following items were on the agenda:

Approve February's minutes

- Review the March agenda and edit as needed
- Review and revise the 20223-2024 Parent Compact and Parent Policy with the committee or ensure that the FAME committee is reviewing and revising it for 2024-2025
- Complete the third "Formative Review" of strategies in Plan 4 Learning (review from ILT revision)
- Review data from 2023-2024 and finish the 2024-2025 CNA template
- Finish the 2024-2025 Needs Assessment tab in P4L under Needs Assessment > Summary > Multiple Measures of Data
- Finish the 2024-2025 Data Documentation area in P4L under the Needs Assessment > Data Documentation -did not complete
- Finish the 2024-2025 CNA Narrative

February's minutes were approved by the committee. Ms. Di Felice made a motion to add Transition Activities to the agenda for March and the motion was approved. The remaining agenda was approved as is.

It was determined that the Parent Policy and Parent Compact would be prepared for 2024-2025 by the FAME committee under the direction of the Family Center Liaison, Rosy Reyes. Additionally, it was determined that the administrators and Instructional Leadership Team would complete the Formative Review for the 3rd marking period in Plan 4 Learning.

Breakout groups were assigned and data and drafts from the February SDC meeting were reviewed and refined. New information was to be later input into the CIP by Mrs. Coffey.

Because the Needs Assessment was determined to only be edited by a small group of people with P4L login credentials, the Instructional Leadership Team was assigned completion in P4L using the information provided by the SDC committee. Additionally, the ILT was assigned to complete data documentation after checking and verifying the data used.

It was determined that Mrs. Coffey would complete the CNA narrative based on information provided over the past two SDC meetings.

Transition activities were then discussed. PreK transition was conducted by district centers and it was shared that Kindergarten Roundup would occur on April 13 at 5:00 PM on individual campuses. The Roundup was to be led by Primary Language Arts Specialist Kera Mathews and her team.

Ms. Chang discussed the 4th-grade transition activities. These activities are field trips to both Mata and Youngblood Intermediate School. The trip to Mata occurred on March 9. The trip to Youngblood was scheduled to occur on April 11. The program of information was scheduled to include information on

intermediate mode of dress, behavior expectations, the administration team, and information about clubs and electives. The meeting was adjourned at 4:58 PM. After completing the CNA process, it was determined that the campus would focus on the following areas: student academic achievement, student attendance, and family engagement.

The May SDC meeting is scheduled to begin to develop the Campus Improvement Plan.

Demographics

Demographics Summary

Alexander Elementary is a Title 1 school with a current enrollment of 692 students (April 20, 2024) and has served the Alief community for the past 39 years.

- 471 students make up our Emergent Bilingual population (66% EB)
- 34% Non-EB students
- 15% Special Education (Structure, Reach, ECSE 4 years, Life Skills, ECSE 3 years)

The grade levels span from EE - 04. Alexander has a variety of ethnicities that make up our campus community. Over 30 different languages are spoken and our staff is well-trained on strategies to help parents and students of all backgrounds. Our community is intertwined with the International District of Houston. 88.5% of our student body is considered economically disadvantaged with a mobility rate of 24%. As a result, Alexander provides various opportunities for events and clubs to help meet the social-emotional needs of students.

Demographics Strengths

A variety of programs, co-curricular activities, and extracurricular activities are offered at Alexander to serve our diverse population.

- Gifted and Talented Program for students identified as GT or Talent Pool (one year placement)
- Homework Help
- Backpack Buddies
- Family Center
- In-Class Support
- Continuing Education Courses for Parents through the Family Center

- Leader in Me school process (Classroom and school-wide leadership opportunities)
- Multicultural Activities (monthly focus for different cultures, Accommodations for students observing Ramadan or other religious events)
- SIOP Trained Staff
- APTT and other Parent Engagement Events
- Paraprofessionals
- Participation in various Student Clubs (Battle of the Books, Kindness Club, Girls' Club, Boyz of Steel, Girls Start)
- School-wide events (Fall Festival, Basketball Night, Open House, STEM Night, Dances, and other types of family fun events each month)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Emergent Bilingual population continues to increase and resources (teachers and materials) are not available or available in limited supply at Alexander. **Root Cause:** The population is increasing due to migration and the Alief area being recognized as the International District.

Problem Statement 2 (Prioritized): The population of students with special needs continues to increase campus-wide. **Root Cause:** Students are being identified earlier and greater numbers due to the Dyslexia screener and RTI process.

Student Achievement

Student Achievement Summary

At Alexander Elementary, our teachers, administrators, specialists, and interventionists continuously analyze student data to drive our instruction.

We will continue to enhance student achievement by collecting and analyzing student assessment data after campus and district assessments to determine areas to target instruction.

Teachers use monthly ISIP assessments and iReady to differentiate reading and math instruction.

PLDs will be utilized in order to determine language proficiency in listening, speaking, reading, and writing.

Data-driven and SIOP PLCs will continue being conducted so that teachers are able to incorporate sheltered instruction for all ELL students.

Research-based interventions are utilized for our Tier 3 learners.

Additional summary information to be included upon receipt of STAAR data and TELPAS data.

Student Achievement Strengths

- Whole-Group Instruction
- PLCs/Planning
- Interventions
- Students track their progress in leadership binder/Student goals/SLOs
- Tutorials are provided

- Analyzing module, unit, CBA, and interim data to drive instruction
- Using I-ready and I-station data to form guided math and reading small groups
- Math in Focus implementation/curriculum
- PBL Showcase/STEAM

Additional Information to be added or amended once staffing (vacancies) is finalized for 2024-2024.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement (Domain 1) has not increased for the past three years.   **Root Cause:** The campus is not prioritizing growth of all students, along with filling the gaps for students who are on level.

Problem Statement 2 (Prioritized): TELPAS needs to increase to 49% years growth. It is currently at 43%.   **Root Cause:** Students need more experience with the four domains (Listening, Speaking, Reading, and Writing).

School Culture and Climate

School Culture and Climate Summary

Alexander Elementary is committed to fostering our school culture and climate through the implementation of the Leader in Me framework to promote a safe and orderly environment. We strive to uncover the leader within our students, staff, and families through this logical, sequential, and balanced process. The Leader in Me framework supports Alexander Elementary's culture and vision (culture-leadership-academics equally important).

Content from *The 7 Habits of Highly Effective People* is a key component of the overall *Leader in Me* process. *The 7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration, and renewal, which are secular and common to all people and cultures. (leaderinme.org)

With our Lighthouse Team/Above and Beyond committee facilitating this, our teachers and administrators meet regularly (biweekly) to ensure positivity among staff and instill the best for students to reach their potential. Additionally, time is routinely scheduled for Action Team Members to meet during our monthly staff meetings.

School Culture and Climate Strengths

- Classroom Leaders
- Classroom Behavior Charts that go to block with the class
- Leader in Me Seven Habits
- Leader in Me Assemblies
- Academic and Behavior Celebration
- Student-Led Morning Announcements

- Rise and Shine Announcements (ZOOM in classrooms)/Maker Space (Interactive Library Activities for students)
- Morning Recess
- Interest-based clubs
- STEM opportunities within Girl Start, STEM Academy, Saturday Learning Adventures, STEM Club
- Action Based Learning
- Monthly/Seasonal Staff Team Building Activities
- Student Led Safety Patrol
- Monthly Staff Motivators
- Monthly Birthday Recognition of Staff
- Sole Mate activities for staff members
- Breakfast with Administrators

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In 2023-2024 classrooms were staffed with new teachers and staff members who were not trained in depth with the Leader in Me process. **Root Cause:** There is a shortage of certified teachers, and new staff was needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Alexander builds positive staff relationships by providing opportunities for effective lesson planning to include small group best practices. In addition, new teacher training, PLCs, and staff professional development are provided. 100% of teachers at Alexander have been trained in Franklin Covey's 7 Habits of Highly Effective People. Alexander is a Leader in Me campus where the 7 Habits are implemented daily. Students and teachers are provided with ongoing leadership opportunities gained from effective team planning, new teacher training, PLCs, and staff professional development.

Staff Quality, Recruitment, and Retention Strengths

- Staff appropriate (K-3rd grade, interventionists, some associate teachers) for attending TEA's Reading Academy training (60 hours)
- ELA content specialists and reading interventionists attended the Region 4 Dyslexia Conference
- 95% of professional staff is certified
- Staff maintains updated PD hours as required
- New teachers have mentors
- Grade-level team ILT liaisons
- Teachers plan weekly with specialists and attend PLCs that serve as ongoing professional development
- 87% retention rate for employees (to be updated when numbers are finalized)
- 100% professional and paraprofessional staff trained in Covey's 7 habits

- The staff consists of 6 content specialists to assist teachers

- 100% of professional staff T-TESS trained and created SLOs and WIGS to track student growth

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In 2023-2024 some classrooms are not staffed permanently with certified teachers of record.   **Root Cause:** There is a shortage of certified teachers.

Problem Statement 2 (Prioritized): There is an increase in the number of Associate Teachers.   **Root Cause:** There is an increase in the number of Associate Teachers who are not fulfilling certification requirements in one year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Alexander Elementary aims to align Curriculum, Instruction, and Assessment throughout the grade levels and across the campus. Currently, our Math department uses Math in Focus which vertically aligns curriculum from grade level to grade level. Our Language Arts Department currently uses HMH which is a shared accountability resource that teachers use across the curriculum.

Assessments are modified for students who meet eligibility criteria. Designated supports are provided to students routinely, independently, and effectively during classroom instruction and testing. Due to the percentage of students reading below grade level expectations, providing oral administration, in small group, helps to ensure that each student interacts appropriately with test content and demonstrates their knowledge of the content, without the format of the test being a barrier. Because 68% of our students are English Language Learners, we provide extended time, realizing the need for additional processing time for acquisition of the second language.

Curriculum, Instruction, and Assessment Strengths

- Curriculum vertical alignment across all content areas

- Consistent data driven planning

- Use of data to drive whole group instruction

- Extended time for Emergent Bilingual students

- Use of SIOP strategies to support Emergent Bilingual students

- Collaborative planning (weekly and with long-range planning days)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: To be determined upon receipt of data from EOY 23-24

Parent and Community Engagement

Parent and Community Engagement Summary

Alexander Elementary strives to build positive relationships with families and the community. To do so, the campus hosts a variety of events throughout the school year.

The Family Center is open four days per week and provides education in areas of interest to families. For example, health related instruction is provided including cooking classes. Additionally, second language learning support is provided through English language instruction. A feeling of efficacy is achieved when family center participants give back to Alexander through Breakfast with Administrators when they act as hosts and hostesses.

Our counselor and Communities in Schools Student Support Specialist work together to meet the needs of not only our students but also our families and community. They provide direct services to meet the need of the food insecure through Backpack Buddies and Houston Food Bank Mobile Food Pantries. Again, the self-efficacy of recipients is boosted when they aid in distribution to other families and the community. Indirect services are provided through recommendations to outside to agencies that meet needs such as uniform vouchers, legal needs, medical needs and financial needs to support families during times of crises.

Alexander regularly provides opportunities for families to visit the school and enjoy positive interactions with staff. A favorite event is Alexander's annual Basketball Night. Additionally, families enjoy other opportunities to visit the school for positive interactions with staff and teachers through events such as Leadership Day, STEM Night, Fall Festival, music performances, and Open House. The pro-Dad series allowed students and parents to connect and learn together on topics such as resilience, teamwork, integrity, etc.

Through the Leader in Me process, Alexander's connection with families has become even stronger.

Families are provided with information and practice in living the Habits at home through our monthly newsletter and direct lessons that provides reinforcement in the ways in which the Habits provide a structure for both effective students and families.

Parent and Community Engagement Strengths

- Family center available four days per week on campus
- Parent/Community volunteers serve in multiple roles such as LPAC committee members, SDC Committee members, and chaperones for field trips (grade level, STEM Academy)
- Breakfast with Administration
- Pro-Dads Program
- Communities in Schools (CIS)
- Backpack Buddies
- Website/social media keep families informed

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 100% of parents are not able to participate in on-campus activities. **Root Cause:** Parents work during the day and are not always available to attend campus events during the day.

School Context and Organization

School Context and Organization Summary

Each classroom teacher follows the Alexander Master Schedule. Teachers are asked to organize the schedule at the beginning of the year to best suit their needs. Not only do teachers have input on the master schedule, but they also have a voice in content planning, PLCs, assessment content, and professional development. Their input is valued as it relates to the creation of assessments. To protect instructional time and reduce the number of interruptions during the school day, workshops are scheduled at the beginning of the day (overlapping student arrival) and PLCs are scheduled at the end of the day (extending during student dismissal). Student interventions are strategically scheduled to coordinate with respective subject areas. Tutorials and enrichment take place after school during the week along with Saturdays.

School Context and Organization Strengths

- Campus-wide Master Schedule
- Content Planning
- PLCs
- Workshop times (7:40-8:30)
- Student Interventions/enrichment
- Saturday Learning Adventures

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Campus PLCs are affecting dismissal coverages. **Root Cause:** PLCs are designed and scheduled to minimize the loss of direct first line instruction for students.

Technology

Technology Summary

Alief ISD has its own professional development department and, as such, provides many opportunities for teachers to further develop their skill set with regard to technology. On campus, we are working to integrate technology PD into our PLC and workshop times; however, because these are limited opportunities integration is not as abundant as we would like.

Alief ISD is making great strides in technology with our learning management system, Schoology, and AliefHUB! (powered by Classlink). At Alexander, we have been moving towards providing 1:1 devices in classrooms and, have added an additional computer lab to our campus.

Technology Strengths

- Alief HUB
- SSO with Class Link
- Increased student access to devices
- Ability to use school-issued device at home for students in grades 3 and 4
- Tech Team resolves in house tech issues
- Schoology homework before school
- Life Skills curriculum online
- Technology integration

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Many devices are damaged due to student negligence. **Root Cause:** Students are not explicitly taught how to care for the mobile devices.

Priority Problem Statements

Problem Statement 1: Student achievement (Domain 1) has not increased for the past three years.
Root Cause 1: The campus is not prioritizing growth of all students, along with filling the gaps for students who are on level.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The Emergent Bilingual population continues to increase and resources (teachers and materials) are not available or available in limited supply at Alexander.
Root Cause 2: The population is increasing due to migration and the Alief area being recognized as the International District.
Problem Statement 2 Areas: Demographics

Problem Statement 3: The population of students with special needs continues to increase campus-wide.
Root Cause 3: Students are being identified earlier and greater numbers due to the Dyslexia screener and RTI process.
Problem Statement 3 Areas: Demographics

Problem Statement 4: There is an increase in the number of Associate Teachers.
Root Cause 4: There is an increase in the number of Associate Teachers who are not fulfilling certification requirements in one year.
Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: TELPAS needs to increase to 49% years growth. It is currently at 43%.
Root Cause 5: Students need more experience with the four domains (Listening, Speaking, Reading, and Writing).
Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Many devices are damaged due to student negligence.
Root Cause 6: Students are not explicitly taught how to care for the mobile devices.
Problem Statement 6 Areas: Technology

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 Reading and math goals for PreK-3
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: ESF Lever 5.2 Annual Goal:
By May 2025, 83% (10 out of 12) 3rd and 4th-grade reading teachers will show proficiency in utilizing formative and summative data to adjust instruction, delivered during small group, as evidenced by 80% (4 out of 5 components) mastery on the reading small group section of the walkthrough form.

By May 2025, 83% (10 out of 12) 3rd and 4th-grade math teachers will show proficiency in utilizing formative and summative data to adjust instruction, delivered during small group, as evidenced by 75%(5 out of 6 components) mastery on the math small group section of the walkthrough form.

How are we judging proficiency?

Cycle 1 (August-October): Goal:
By the end of Cycle 1, 50% (6 out of 12) teachers will show proficiency in using data to create and determine instructional needs for small group instruction as evidenced by 50% mastery on the small group section of Walkthrough Form. Proficiency is considered if teachers have 4 out of 6 components on the math or 4 out of 5 components on the reading form.

Cycle 2 (December-February) Goal:
By the end of Cycle 1, 50% (6 out of 12) teachers will show proficiency in using data to create and determine instructional needs for small group instruction as evidenced by 50% mastery on the small group section of Walkthrough Form. Proficiency is considered if teachers have 4 out of 6 components on the math or 4 out of 5 components on the reading form.

(EDIT)Cycle 3 (March-May) Goal:
63% (7 out of 11) 3rd and 4th-grade Reading teachers will demonstrate proficiency in small group as outlined in the campus walkthrough form.
78% (7 out of 9) 3rd and 4th grade Math teachers will demonstrate proficiency in small group as outlined in the campus walkthrough form.

(EDIT) Cycle 4 (June-August) Goal: (Due December 8)

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Campus Reflections for Cycles (Reflections to be completed by due dates listed):	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Cycle 1 reflections (Due December 8) In Cycle 1, 4 out of 12 (33%) third and fourth-grade teachers demonstrated proficiency in utilizing formative and summative data to adjust instruction delivered in small group. We were unable to achieve our cycle one goal. One main challenge that we faced was that teachers showed a need for ongoing professional development with using data to inform instruction for small group. We will continue to use PLCs to build teacher capacity with using formative assessment data to inform instruction. Cycle 2 reflections (Due March 3) In Cycle 2, 6 out of 12 (50%) third and fourth-grade teachers demonstrated proficiency in utilizing formative and summative data to adjust instruction delivered in small group. We were able to achieve our cycle two goal due to consistent PLC sessions to inform instruction for small group. We will continue to use PLCs and planning sessions to build teacher capacity with using formative assessment data to inform instruction. Cycle 3 reflections (Due June 2) Did you achieve the 90-day goal? Why or Why not? **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams				

Strategy 2 Details		Reviews			
Strategy 2: CY 1: Action Step 1: system of accountability /Calibrate desired outcome based on UWF by August 18, 2023, with Content Team		Formative			Summative
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: To provide teachers with a calibrated outcome in order to analyze and discuss data while making adjustments to instruction. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**					

Strategy 3 Details		Reviews			
Strategy 3: CY 1: 3rd and 4th-grade teachers will be trained by admin and specialists on the components of the UWF form to be used for the Learning Environment. Action step 2: Admin. And Content Teams will do a PD review for classroom teachers for the UWF criteria (starting with the environment and small group) during the week of August 21, 2023		Formative			Summative
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers have a clear understanding of the UWF. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**					

Strategy 4 Details	Reviews			
Strategy 4: CY 1: Teachers will participate in a Data PLC following each module or CBA where they will collaborate on strategies and build a plan of action for their next steps.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will use disaggregated data to track the progress of their students and drive instruction **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams Classroom Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: CY 1: Content and ESL Specialists will provide teachers feedback regarding core instruction and/or small group instruction within 3 school days of the observation. Collaboration on the next steps will be determined during the coaching session.	Formative			Summative
	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood ESL Specialist Gabby Cuevas Science / Technology Specialist Ebony Williams				

Strategy 6 Details	Reviews			
Strategy 6: CY 1: Develop a plan for when a teacher receives a score of developing or below after two walkthroughs and a coaching cycle.	**Formative**			**Summative**
Accountability Tier for Best Practices:	**Oct**	**Jan**	**Mar**	**May**

Strategy 6: CY 1: Develop a plan for when a teacher receives a score of developing or below after two walkthroughs and a coaching cycle.
Accountability Tier for Best Practices:
-Classroom Teacher -1st line of accountability-using information, visuals, and documents for best practices given
-Content Specialist-scheduling PD, modeling, weekly walk-throughs (5 per week), collaborative feedback and review cycle with classroom teachers, and weekly review of progress with Administration.
-Administration-support of PD sessions, weekly walk-throughs (5 per week), collaborative feedback and review cycle with classroom teachers and content specialists, a weekly review of progress with Content Specialists, and follow-up with classroom teachers or specialists when needed to support growth and refinement of Best Practices Expectations.

> **Strategy's Expected Result/Impact:** We will increase the percentage of teachers scoring at least proficient on the ESF walkthrough forms that impact student achievement. The accountability system will be strengthened.

> **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice
> Assistant Principal, Rosilyn Skinner
> Primary Language Arts Specialist Kera Mathews
> Intermediate Language Arts Specialist Tiffany Bell
> Primary Math Specialist Ebony Frank
> Intermediate Math Specialist Dana Hood
> Science / Technology Specialist Ebony Williams

> **TEA Priorities:**
> Recruit, support, retain teachers and principals
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
> - **Targeted Support Strategy**

Strategy 7 Details	Reviews			
Strategy 7: Cy 1 continued: Content and ESL Specialists will provide teachers feedback regarding core instruction and/or literacy environment during the workshop within 2 school days of the observation. Collaboration on the next steps will be determined during the coaching session.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 7: Cy 1 continued: Content and ESL Specialists will provide teachers feedback regarding core instruction and/or literacy environment during the workshop within 2 school days of the observation. Collaboration on the next steps will be determined during the coaching session.
Action step 5: Give feedback to teachers within 24 hours of a walk-through (Content and Admin. Began walking classrooms for the physical environment, using the Universal Classroom Design criteria Friday, August 11, 2023.).

> **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice
> Assistant Principal, Rosilyn Skinner
> Primary Language Arts Specialist Kera Mathews
> Intermediate Language Arts Specialist Tiffany Bell
> Primary Math Specialist Ebony Frank
> Intermediate Math Specialist Dana Hood
> Science / Technology Specialist Ebony Williams
> ESL Specialist Gabby Cuevas

Strategy 8 Details	Reviews			
Strategy 8: CY 1: Admin. and Content Specialists will create tiered lists of teachers to establish guidelines for the frequency of walkthroughs. Teachers in red tier one will be observed and given feedback weekly. Green Tier 2 teachers will be observed and given feedback biweekly. Blue Tier 3 will be observed and given feedback once a month.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We will increase the percentage of teachers scoring at least proficient on the ESF walkthrough forms that impact student achievement. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams				

Strategy 9 Details	Reviews			
Strategy 9: CY 1 Action Step 4: Set schedule for walk throughs (Content Team Meeting-August 14, 2023) beginning the week of August 28, 2023 (include baseline data week for all 3rd and 4th grade teachers)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We will increase the percentage of teachers scoring at least proficient on the ESF walkthrough forms that impacts student achievement. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 10 Details	Reviews			
Strategy 10: CY 1 Action step 6: Follow-up to review any refinement or corrections needed within seven days (person giving feedback).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We will increase the percentage of teachers scoring at least proficient on the ESF walkthrough forms that impacts student achievement. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 11 Details	Reviews			
Strategy 11: CY 1: During the week of 9/4/23 Math specialist will train 3rd and 4th-grade teachers on the SiNiDi protocol and the district reteach plan.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: To develop a system for analyzing data and determining actions to take to increase student achievement. **Staff Responsible for Monitoring:** Intermediate Math Specialist Dana Hood				

Strategy 12 Details	Reviews			
Strategy 12: CY 1: Teachers will participate in PLCs focused on small group creation, management, and instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus and grade level alignment with small group instruction	**Oct**	**Jan**	**Mar**	**May**
Increase in student outcomes. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews Intermediate Language Arts Specialist Tiffany Bell Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Science / Technology Specialist Ebony Williams				

Strategy 13 Details	Reviews			
Strategy 13: CY 1: Math specialists will use the Flex Group section of the walkthrough form to collect baseline data on Small Group Reteach implementation during the first 12-day reteach cycle.	Formative			Summative
	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: Reading:
The AMM average on 3rd Grade STAAR reading will increase from 33% to at least 41% (ENG) and on 4th Grade STAAR reading from 50% to 52% (ENG) by June of 2025

> **High Priority**

> **Evaluation Data Sources:** Assessment Reports,
> Module Assessments
> STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Utilize data from I-Ready, CBAs, and Interim Assessments to determine specific students' strengths and areas of concern to drive targeted small-group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased student achievement due to analysis and utilization of Campus Based Assessment data to drive instructional decision-making.
    Staff Responsible for Monitoring: Primary Language Arts Specialist (SCE funded), Kera Mathews
Intermediate Language Arts Specialist (SCE funded), Tiffany Bell
First-Fourth Grade Classroom Teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
    Funding Sources: - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Data PLCs will be utilized to inform instructional decisions once per marking period.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positively guide classroom instruction and support students' areas of concern.	**Oct**	**Jan**	**Mar**	**May**
Teacher efficacy will increase through collaborative professional learning. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews (SCE funded) Intermediate Language Arts Specialist Tiffany Bell (SCE funded) First-Fourth Grade Classroom Teachers **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 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)				

Strategy 3 Details	Reviews			
Strategy 3: Accelerated small group instruction will be provided to all students who did not pass the STAAR. The targeted support is designed to help these students close learning gaps and develop the skills needed to meet grade-level expectations	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The impact will shown in CBA, iReady, and Interim Assessment results. Provide students who are significantly below grade level with intensive interventions to ensure we close learning gaps. **Staff Responsible for Monitoring:** Intermediate Reading Specialist, Tiffany Bell Classroom Teachers of Record for Reading ILT Block Team	N/A			

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Tutorials will be available beginning in October 2024 to targeted groups of students (Tier 2 Approaches and Tier 3 Did Not Meet) throughout the school year and across contents. (Research ELA 4, 5, 7, 9, 11, 12/Math EM 5, iReady)	**Oct**	**Jan**	**Mar**	**May**

Strategy 4: Tutorials will be available beginning in October 2024 to targeted groups of students (Tier 2 Approaches and Tier 3 Did Not Meet) throughout the school year and across contents. (Research ELA 4, 5, 7, 9, 11, 12/Math EM 5, iReady)

Strategy's Expected Result/Impact: Students (2nd -4th grade) will show growth in content areas targeted.

Promote reading readiness while supporting educational standards.

Staff Responsible for Monitoring: Principal, Kathleen DiFelice
Assistant Principal, Rosilyn Skinner
Primary Language Arts Specialist Kera Mathews (SCE funded)
Intermediate Language Arts Specialist Tiffany Bell (SCE funded)
Primary Math Specialist Ebony Frank (SCE funded)
Intermediate Math Specialist Dana Hood (SCE funded)
Science Technology Specialist Ebony Williams (SCE funded)
Tutorial Site Coordinators Desslyn Cole and Davida Curtis-August
Tutorial Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: - State Comp Ed (SCE), - Title I - $18,000, - ESSER III - $9,000

Strategy 5 Details	Reviews			
Strategy 5: Interventions will be made available to students during the fall and spring semesters in three forms: 1. Person (Classroom Teacher/Certified Teacher and/or Paraprofessional) (Tier 2) 2. Person (Certified Teacher/Interventionist) 3. Computer-based (I-Ready) (Tier 3)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of teachers will pull small groups based on student needs across content areas. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews (SCE funded) Intermediate Language Arts Specialist Tiffany Bell (SCE funded) Interventionist Sonal Walker Classroom Teachers Paraprofessionals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - ESSER III - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: Library: The Alexander Library will provide a balanced and current (overall collection age of 2013 or newer) collection of at least 16 items per student. (Research IL 1, IL3, IL5, IL 6, IL 7)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have current, high interest, diverse titles that are attractive for selection for independent reading. **Staff Responsible for Monitoring:** Librarian, Lea Ann Coffey **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title I - $6,000, - Local - $4,000	5%			

Strategy 7 Details	Reviews			
Strategy 7: I-Ready usage for Kindergarten through 4th grade students for reading diagnostic and reading instruction: All RLA teachers grades Kinder-4th will be trained with I-Ready before the end of September (9-12-2024)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: Math:
The AMM average on 3rd Grade STAAR math will increase from 25% to at least 41% and on 4th Grade math from 46% to 48% by June of 2025.

High Priority

Evaluation Data Sources: Campus Walk-Throughs by Intermediate Math Specialist, Dana Hood
District Interim Assessments
STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize data from iReady, CBAs, and Interim assessments to determine specific students' strengths and areas of concern to drive targeted small group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student data is disaggregated at the end of each unit to ensure that reteaching is done swiftly and purposefully. The impact is shown in Progress Reports, Report Cards, CBA, iReady Math, and SchoolCity instructional reports. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Content Specialists and classroom teachers will participate in Data PLCs utilizing the Data-Driven Instruction Proctol after every unit assessment to make informed instructional decisions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Identify areas of needed intervention and guide classroom instruction. Increase Teacher's Ability to Analyze, Interpret Data, and Use Findings to Plan for Small Group Instruction **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)				

Strategy 3 Details	Reviews			
Strategy 3: Accelerated small group instruction will be provided to all students who did not pass the STAAR. The targeted support is designed to help these students close learning gaps and develop the skills needed to meet grade-level expectations	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The impact will shown in CBA, iReady, and Interim Assessment results. Provide students who are significantly below grade level with intensive interventions to ensure we close learning gaps. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math ILT Block Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - ESSER III - $5,000				

Strategy 4 Details		Reviews			
Strategy 4: Tutorials will be available beginning in October 2024 to targeted groups of students (Tier 2-approaches and Tier 3-did not meet) throughout the school year and across contents.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students (2nd -4th grade) will show growth in content areas targeted. Promote numeracy and reading readiness while supporting educational standards. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews (SCE funded) Intermediate Language Arts Specialist Tiffany Bell (SCE funded) Primary Math Specialist Ebony Frank (SCE funded) Intermediate Math Specialist Dana Hood (SCE funded) Science / Technology Specialist Ebony Williams (SCE funded) Tutorial Site Coordinators Desslyn Cole and Davida Curtis-August Tutorial Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - ESSER III - $9,000					

Strategy 5 Details		Reviews			
Strategy 5: Interventions will be made available to students in three forms: Person (Classroom Teacher/Certified Teacher and/or Paraprofessional) (Tier 2) Person (Certified Teacher/Interventionist) and/or Computer-based (Tier 3)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Implemented using Campus Curriculum Assessments, data spreadsheets, iReady reports, and Interim Assessments. Closing/narrowing the gap in student achievement The impact is shown in Tutorials, DMAC reports, COGNOS reports, and iReady. **Staff Responsible for Monitoring:** Intermediate Math Specialist, Dana Hood Classroom Teachers of Record for Math Primary Language Arts Specialist Kera Mathews (SCE funded) Intermediate Language Arts Specialist Tiffany Bell (SCE funded) Primary Math Specialist Ebony Frank (SCE funded) Intermediate Math Specialist Dana Hood (SCE funded) Science / Technology Specialist Ebony Williams (SCE funded) **ESF Levers:** Lever 5: Effective Instruction					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: ****Accountability Team will be providing this goal. They will let us know when it has been updated.****
HB3 ECLM Reading Annual: By June 2025 the percentage of 3rd grade students that score "Meets Grade Level or Above" on STAAR Reading will be at least 31%.

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Utilize data from I-Ready, CBAs, and Interim assessments to determine students' strengths and areas of need to drive targeted instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be better able to continue their education as on-level learners thereby increasing opportunities. **Staff Responsible for Monitoring:** Intermediate Language Arts Specialist, Tiffany Bell				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Provide consistent and differentiated, targeted instruction, in a small group setting.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student needs will better met thereby increasing their achievement. **Staff Responsible for Monitoring:** Intermediate Language Arts Specialist, Tiffany Bell Teachers of Record for Reading				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Lessons will be designed with opportunities for students to apply their learning through the "You do" component of the gradual release model, ensuring that lesson delivery provides ample opportunities for hands-on practice.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student needs will be better met and the ability to see which students need additional support will be more apparent. **Staff Responsible for Monitoring:** Intermediate Language Arts Specialist, Tiffany Bell Classroom Teachers of Record for Reading				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Teachers will use I-Ready Personalized Instruction as an form of intervention to accelerate and monitor student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The use of computerized instruction allows for servicing of a great number of students at once as well as increasing their intervention time thereby increasing their achievement. **Staff Responsible for Monitoring:** Intermediate Language Arts Specialist, Tiffany Bell Classroom Teachers of Record for Reading				

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Library: The Alexander Library will provide a balanced and current (overall collection age of 2013 or newer) collection of at least 16 items per student. (Research IL 1, IL3, IL5, IL 6, IL 7)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have current, high interest, diverse titles that are attractive for selection for independent reading. **Staff Responsible for Monitoring:** Lea Ann Coffey **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	5%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: 49% of EB who have not yet achieved a rating of Advanced-High on the TELPAS will attain at least one year of growth as measured by the TELPAS Assessment in Spring of 2025, compared to 43% in 2023.

Evaluation Data Sources: TELPAS results
ESL lead checks
PLDs for all LEP students at the end of every marking period that are reported at LPAC meetings.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Daily, Teachers will include language building activities in all content areas to help EB's gain language proficiency.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Implement through: various activities described in the language objective for example: pairs, cooperative groups, small group, and large group Impact data collected from SIOP/Differentiated Instruction Rubric. **Staff Responsible for Monitoring:** EB Teachers of Record ELL/Bilingual Lead Maria Alfaro ELL Interventionist Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist Kera Mathews (SCE funded) Intermediate Language Arts Specialist Tiffany Bell (SCE funded) Primary Math Specialist Ebony Frank (SCE funded) Intermediate Math Specialist Dana Hood (SCE funded) Science / Technology Specialist Ebony Williams (SCE funded) **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)				

Strategy 2 Details		Reviews			
Strategy 2: Strategy 2: Teachers will implement the use of PLD's to determine student progress throughout the year and will monitor every grading period.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement through: completed PLDs every nine weeks. Impact using: PLC support, content Tuesdays' planning, TELPAS/ELPS Connections continuous follow up. **Staff Responsible for Monitoring:** Teachers ELL/Bilingual Lead, Gabby Cuevas **Funding Sources:** - State Comp Ed (SCE)					

Strategy 3 Details		Reviews			
Strategy 3: Strategy 3: ESL intervention will be provided for individual students who have not yet mastered one of the language domains. (Research SLE 2,3,6, SELA 8, RTI 2, RTI 4, RTI 9, RTI 10)		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement through: small group instruction, including language-building opportunities. Impact using: language acquisition activities Use of K-12 Summit intervention program **Staff Responsible for Monitoring:** ELD Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title I - $12,000					

Strategy 4 Details		Reviews			
Strategy 4: Strategy 4: ESL specialist and interventionist will work with teachers to provided targeted opportunities for oral development.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement through: scheduled RTI meeting Impact using: LPAC reports as needed **Staff Responsible for Monitoring:** ESL Lead, Gabby Cuevas ELD interventionist RTI2 Team **Funding Sources:** - State Comp Ed (SCE)					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: **Will be updated by district**
HB3 ECLM Reading Goal Progress Measure 1:
English- By May 2025, the percentage of 2nd grade students at "Level 3-5" on Istation will be at least 42%.
Spanish- By May 2025, the percentage of 2nd grade students at "Level 3-5" on Istation Spanish will be at least 54%.

HB3 Goal

Evaluation Data Sources: I-Ready Reports

Strategy 1 Details		Reviews			
Strategy 1: Utilize data from I-Ready, CBAs, and Interim assessments to determine students' strengthens and areas of need to drive targeted instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be better able to continue their education as on-level learners thereby increasing opportunities. **Staff Responsible for Monitoring:** Intermediate Language Arts Specialist, Tiffany Bell		**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews			
Strategy 2: Strategy 2: Provide consistent and differentiated, targeted instruction, in a small group setting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student needs will better met thereby increasing their achievement. **Staff Responsible for Monitoring:** Intermediate Language Arts Specialist, Tiffany Bell Teachers of Record for Reading		**Oct**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: **Will be updated by district**
HB3 ECLM Reading Goal Progress Measure 2:
English- By May 2025, the percentage of 1st grade students at "Level 3-5" on I station will be at least 45%.
Spanish- By May 2025, the percentage of 1st grade students at "Level 3-5" on I station Spanish will be at least 67%.

HB3 Goal

Evaluation Data Sources: iReady and Amplify data reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize data from I-Ready, CBAs, and Interim assessments to determine students' strengthens and areas of need to drive targeted instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement due to analysis and utilization of Campus data to drive instructional decision-making.				
Staff Responsible for Monitoring: Primary Language Arts Specialist, Kera Mathews (SCE funded) Intermediate Langugage Arts Specialists, Tiffany Bell (SCE funded) Kinder-Fourth Grade Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Provide consistent and differentiated, targeted instruction, in a small group setting.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will have a working knowledge of student abilities as well as their needs to ensure growth.				
Staff Responsible for Monitoring: Primary Language Arts Specialist, Kera Mathews (SCE funded) Intermediate Language Arts Specialist, Tiffany Bell (SCE funded) Kinder-Fourth Grade Classroom Teachers				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 8: *Will be updated by district**

HB3 ECLM Reading Goal Progress Measure 3:
English- By May 2025, the percentage of Kindergarten students at "Level 3-5" on I station will be at least 43%.
Spanish- By May 2025, the percentage of Kindergarten students at "Level 3-5" on I station Spanish will be at least 42%.

Evaluation Data Sources: I-Ready and Amplify reports

Strategy 1 Details		Reviews			
Strategy 1: Strategy 1: Utilize Amplify, I-Ready, and interim assessment data in a systematic manner for lessons targeting foundational strategies.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student needs will better met thereby increasing their achievement. **Staff Responsible for Monitoring:** Primary Language Arts Specialist, Kera Mathews Kindergarten Teachers of Record					

Strategy 2 Details		Reviews			
Strategy 2: Provide consistent, differentiated, and targeted instruction, in a small group setting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student needs will be better met and the ability to see which students need additional support will be more apparent.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Primary Language Arts Specialist, Kera Mathews Kindergarten Teachers of Record					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 9: HB3 ECLM Math Annual: By June 2025 the percentage of 3rd grade students that score "Meets Grade Level or Above" on STAAR Math will be at least 45%.

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Utilize data from iReady, CBAs, and Interim assessments to determine specific students' strengths and areas of concern to drive targeted small-group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student data is disaggregated at the end of each unit to ensure that reteaching is done swiftly and purposefully. The impact is shown in Progress Reports, Report Cards, CBA, iReady Math, and SchoolCity instructional reports **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 2 Details	Reviews			
Strategy 2: Provide consistent, differentiated, and targeted instruction, in reteach and flex small groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall progress towards mastery of grade-level skills and standards.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 3 Details	Reviews			
Strategy 3: Core instruction will be planned using the gradual release structure. This approach ensures that lesson delivery provides opportunities for students to engage in concrete, pictorial, and abstract practice and application. The use of headphones will also be incorporated so that students can work independently during assessments.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in students' mathematical problem-solving and critical thinking abilities. **Staff Responsible for Monitoring:** Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use i-Ready Personalized Instruction and fact fluency games as a form of intervention to accelerate and monitor student growth.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Computerized instruction allows teachers to serve a larger number of students at the same time. By reaching more students and increasing their learning time, computerized instruction will lead to improved student achievement. **Staff Responsible for Monitoring:** Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 10: HB3 ECLM Math Goal Progress Measure 1: By May 2025, the percentage of 2nd grade students that score "mid-on" or higher on the end of the year i-Ready Diagnostic will be at least 22%.

HB3 Goal

Evaluation Data Sources: i-Ready reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize data from iReady, CBAs, and Interim assessments to determine specific students' strengths and areas of concern to drive targeted small-group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student data is disaggregated at the end of each unit to ensure that reteaching is done swiftly and purposefully. The impact is shown in Progress Reports, Report Cards, CBA, iReady Math, and SchoolCity instructional reports. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 2 Details	Reviews			
Strategy 2: Provide consistent, differentiated, and targeted instruction, in reteach and flex small groups.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in overall progress towards mastery of grade-level skills and standards. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 3 Details	Reviews			
Strategy 3: Core instruction will be planned using the gradual release structure. This approach ensures that lesson delivery provides opportunities for students to engage in concrete, pictorial, and abstract practice and application.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students' mathematical problem-solving and critical thinking abilities. **Staff Responsible for Monitoring:** Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use i-Ready Personalized Instruction and fact fluency games as a form of intervention to accelerate and monitor student growth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Computerized instruction allows teachers to serve a larger number of students at the same time. By reaching more students and increasing their learning time, computerized instruction will lead to improved student achievement. **Staff Responsible for Monitoring:** Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 11: HB3 ECLM Math Goal Progress Measure 2: By May 2025, the percentage of 1st grade students that score "mid-on" or higher on the end of the year i-Ready Diagnostic will be at least 30%.

HB3 Goal

Evaluation Data Sources: i-Ready Diagnostic report

Strategy 1 Details	Reviews			
Strategy 1: Utilize data from iReady, CBAs, and Interim assessments to determine specific students' strengths and areas of concern to drive targeted small-group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student data is disaggregated at the end of each unit to ensure that reteaching is done swiftly and purposefully. The impact is shown in Progress Reports, Report Cards, CBA, iReady Math, and SchoolCity instructional reports. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 2 Details	Reviews			
Strategy 2: Provide consistent, differentiated, and targeted instruction, in reteach and flex small groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall progress towards mastery of grade-level skills and standards.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 3 Details	Reviews			
Strategy 3: Core instruction will be planned using the gradual release structure. This approach ensures that lesson delivery provides opportunities for students to engage in concrete, pictorial, and abstract practice and application.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students' mathematical problem-solving and critical thinking abilities. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Teachers will use i-Ready Personalized Instruction and fact fluency as a form of intervention to accelerate and monitor student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: TComputerized instruction allows teachers to serve a larger number of students at the same time. By reaching more students and increasing their learning time, computerized instruction will lead to improved student achievement. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 12: HB3 ECLM Math Goal Progress Measure 3: By May 2025, the percentage of Kindergarten students that score "mid-on" or higher on the end of the year i-Ready Diagnostic will be at least 43%.

Evaluation Data Sources: i-Ready reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize data from iReady, CBAs, and Interim assessments to determine specific students' strengths and areas of concern to drive targeted small-group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student data is disaggregated at the end of each unit to ensure that reteaching is done swiftly and purposefully. The impact is shown in Progress Reports, Report Cards, CBA, iReady Math, and SchoolCity instructional reports. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 2 Details	Reviews			
Strategy 2: Provide consistent, differentiated, and targeted instruction, in reteach and flex small groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in overall progress towards mastery of grade-level skills and standards.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 3 Details	Reviews			
Strategy 3: Core instruction will be planned using the gradual release structure. This approach ensures that lesson delivery provides opportunities for students to engage in concrete, pictorial, and abstract practice and application.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students' mathematical problem-solving and critical thinking abilities. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use i-Ready Personalized Instruction and fact fluency games as a form of intervention to accelerate and monitor student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Computerized instruction allows teachers to serve a larger number of students at the same time. By reaching more students and increasing their learning time, computerized instruction will lead to improved student achievement. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal Rosilyn Skinner Primary Math Specialist Ebony Frank Intermediate Math Specialist Dana Hood Classroom Teachers of Record for Math				

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ❌ **Discontinue**

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 13: Coordinated Health Program: By the end of the 2025 school year, Alexander Elementary will improve overall student health by scoring 70% or higher on the Alief Wellness Survey.

    Evaluation Data Sources: Alief Wellness Survey (EOY completion)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: 100% of Alexander students will participate in structured activity through PE, structured recess, Action Based Learning, and music class for a minimum of 135 minutes per week. Movement will also be done in the classroom in the form of brain boosters and academic based activities. To ensure the 135 minutes, students will not be pulled from these times for academic interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will be more active physically enabling them greater ability to maintain their health and wellness.
    Staff Responsible for Monitoring: PE Teacher, Rhea Brookter
PE Teacher, Jordan Camel
Music Teacher, Henry Jonthan
Classroom Teachers
ABL Facilitator
 	
    Funding Sources: CATCH activity guides/resources for the campus - Local				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Alexander will have a Wellness/CATCH committee that meets a mimimum of 3 times per year to ensure that all departments (cafeteria, nurse, classroom teachers, and administrators) are involved in promoting wellness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Participation from staff in campus wellness activities **Staff Responsible for Monitoring:** Wellness/CATCH Committee				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Alexander will provide a coordinated school health program (CATCH) for grades K-4. Nutrition lessons will be taught in health/tech or PE classes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students are more informed about nutrition and healthy habits
    Staff Responsible for Monitoring: Health/Tech Teacher, Adrian Szarowicz
PE Teacher, Rhea Brookter
PE Teacher, Jordan Camel
 	
    Funding Sources: CATCH activity guides/resources for the campus - Local				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Alexander will provide a coordinated school health program (CATCH) for grades K-4. CATCH physical activities will be done in PE classes.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students are more active during the school day **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner PE Teacher, Rhea Brookter PE Teacher, Jordan Camel **Funding Sources:** CATCH activity guides/resources for the campus - Local				

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: At Alexander a minimum of 60% of the staff will participate in wellness screenings or district sponsored wellness events (FitBit challenges, Wellness portal challenge, flu shots, biometrict screening, etc.).	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Participation from staff in campus wellness activities **Staff Responsible for Monitoring:** Wellness Champion, Rhea Brookter CATCH/Wellness Committee Members School Staff **Funding Sources:** Access to Alief Wellness Portal - Local				

Strategy 6 Details	Reviews			
Strategy 6: Strategy 6: Alexander campus wide family fitness events will address healthy lifestyles through health check-ups, snack and food samples, and other fitness or wellness activities.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Families are more engaged and informed about healthy habits and nutrition **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner CATCH/Wellness Committee Members **Funding Sources:** Health Vendors - Local				

Strategy 7 Details	Reviews			

Strategy 7: Strategy 7: Alexander will participate in National School Lunch Week and Breakfast Week. The CATCH/ Wellness Committee will work with the cafeteria to plan a minimum of 1 cafeteria activity per semester.
 	
    Strategy's Expected Result/Impact: Students are choosing healthier foods and learning about the good nutrition of the school food program.
    Staff Responsible for Monitoring: Cafeteria Manager
CATCH/Wellness Committee Members
 	
    Funding Sources: CATCH activity guides/resources for the campus - Local
	Formative			**Summative**

	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			

Strategy 8: Strategy 8: Alexander will send wellness newsletters home every 9 weeks to provide families with information about wellness initiatives occurring at school and suggestions for wellness activities at home.
    Strategy's Expected Result/Impact: Families are more informed about healthy activities on campus.
    Staff Responsible for Monitoring: CATCH/Wellness Committee
	Formative			**Summative**

	Oct	Jan	Mar	May

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 14: Science:
The AMM average on 3rd and 4th grade Alief Interim Assessments will grow by 10 points.
The passing percentage for 2nd grade Alief Interim Assessments will grow by 10%.

High Priority

Evaluation Data Sources: Formative Assessments, CBAs, interim assessments, and Observation Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Alexander Elementary teachers will identify process skills and demonstrate hands-on learning experiences for 100% of students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Formative Assessments, CBAs, interim assessments, and Observation Data Traditional and holistic data will be used promote discussion during Science Committee Meetings, PLC's, and planning sessions. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Science/Technology Specialist, Ebony Williams Classroom Science Teachers Grade Level Lead Teachers Science Committee Classroom LA Teachers **Funding Sources:** - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Teachers will promote literacy in science by modeling Claim, Evidence, and Reasoning to develop scientific explanations for 100% of students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased student achievement and growth evidenced by Formative Assessments, CBAs, interim assessments, and Observation Data **Staff Responsible for Monitoring:** Science / Technology Specialist, Ebony Williams K-4 Classroom Teachers **Additional Targeted Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Teachers will use McGraw Hill, and Edusmart software programs as a form of intervention to accelerate and monitor student growth throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Formative Assessments, CBAs, interim assessments, and Observation Data, Student Tech Competency Ratings, Stemscopes.com systems usage data Teachers will be able to check out student laptops for the entire class to do scientific research, conduct investigations, or view streaming videos/material that will promote engagement and increase student achievement. When the Health/Tech Computer lab is not being used for Block classes, teachers may check out the lab for McGraw Hill usage. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Science/Technology Specialist, Ebony Williams Classroom Science Teachers Grade Level Science Lead Teachers Science Committee **Title I:** 2.4, 2.5 - **Additional Targeted Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Teachers will promote hands-on science by giving students real-life experiences by visiting various museums, and other STEM experiences in the community to develop scientific understanding for grade level TEKS/Content Objectives for 100% of students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Science/Technology Specialist, Ebony Williams				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 15: Social Studies: Alexander teachers will plan collaboratively, once per month, to focus on improving engaging, first-line instruction to develop informed, active citizens.

   Evaluation Data Sources: Student work, classroom walk-throughs, PLCs, planning

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Teachers will collaborate during PLCs or planning sessions to create engaging lessons, find resources, and strategies that can be utilized to support student work.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student interest and growth in the content of social studies **Staff Responsible for Monitoring:** Primary Language Arts Specialist, Kera Mathews Intermediate Language Arts Specialist, Tiffany Bell Social Studies Teachers **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 16: Leader in Me: By the end of May 2025, 100% of students in PK through 4th will track their progress toward their academic goals in Reading and Math by using 4DX (4 Disciplines of Execution).

High Priority

Evaluation Data Sources: Student Wildly Important Goals (WIGs)
Student Leadership Notebooks containing Compelling Scoreboards

Strategy 1 Details	Reviews			
Strategy 1: Strategy: Students will identify and act on the lead measures for their Reading and Math WIGs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will determine their most important goal and focus their time and attention upon it	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Lighthouse Coordinator Kera Mathews Lighthouse Coordinator Tiffany Bell Classroom Teachers of Record Lighthouse Action Team Members **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: Strategy: Students will keep a scoreboard to track their progress towards their WIG beginning October 2024 through May 2025.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student scoreboards will show progress towards growth goals **Staff Responsible for Monitoring:** Lighthouse Coordinator Kera Mathews Lighthouse Coordinator Tiffany Bell Classroom Teachers of Record Lighthouse Action Team Members **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: Strategy: During buddy-up conferences students will create a cadence of accountability by discussing their progress towards their WIGS and lead measures. Buddy-up conferences will take place at least 2 times in the fall, and 2 times in the spring.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Participating in buddy up conferences will ensure that students are able to focus on meeting their WIG growth goals. **Staff Responsible for Monitoring:** Classroom Teachers of Record Lighthouse Coordinator Kera Mathews Lighthouse Coordinator Tiffany Bell **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture					

0% No Progress   100% Accomplished   Continue/Modify   X Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 17: Additional state and federal improvement planning requirements not addressed elsewhere: Alexander Elementary will be 100% compliant by implementing the following strategies for 2024-2025 school year regarding specific student categories including homeless (McKinney/Vento), dyslexic, 504, special education, and GT students.

Evaluation Data Sources: This goal will be considered completed if all reports, materials, and paperwork have been completed on time.

Strategy 1 Details			Reviews			
Strategy 1: Special Education: Alexander will use specialized documentation with 100% of special education students to provide stronger Individualized Education Plan's Present Level of Academic Achievement and Functional Performance.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Develop stronger Individualized Education Program's Present Level of Academic Achievement and Functional Performance in order to provide measurable and obtainable goals. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **Title I:** 2.4, 2.6						

Strategy 2 Details			Reviews			
Strategy 2: Special Education: Alexander will use written Individualized Education Programs with 100% of Special Education students to ensure that goals are mastered.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Develop stronger Individualized Education Program's Present Level of Academic Achievement and Functional Performance in order to provide measurable and obtainable goals. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **Title I:** 2.4, 2.6						

Strategy 3 Details			Reviews			
Strategy 3: Special Education: Alexander will transcribe Present Level of Academic Achievement and Functional Performance (PLAAFP) with 100% of Special Education students documenting the students' strengths and weaknesses.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strategy Expected Result/Impact: Develop stronger Individualized Education Program's Present Level of Academic Achievement and Functional Performance in order to provide measurable and obtainable goals. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals						

Strategy 4 Details	Reviews			
Strategy 4: Special Education: Alexander In-Class Support Staff will use Specifically Designed Instruction Strategy (SDI) with 100% of Special Education students they service in order to focus on the individual student's goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strategy Expected Result/Impact: Develop stronger Individualized Education Program's Present Level of Academic Achievement and Functional Performance in order to provide measurable and obtainable goals. **Staff Responsible for Monitoring:** Certified Teachers and Paraprofessionals. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Special Education: Alexander In-Class Support Staff will use Goal Book Tool Kit to formulate effective Present Level of Academic Achievement and Functional Performane, goals, and strategies for 100% of the students they service.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strategy Expected Result/Impact: Develop stronger Individualized Education Program's Present Level of Academic Achievement and Functional Performance in order to provide measurable and obtainable goals. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Special Education: Alexander Structure Staff will use Review 360 technology to monitor the behavior of 100% of Structure students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strategy Expected results: Implement strategies for behavior and best practice approaches for common behavior issues. Provide data to access student improvement and program effectiveness. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **Title I:** 2.5 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Special Education: Alexander Structure Staff will use a documentation log of data collected on student academic performance for 100% of Structure students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strategy Expected results: Implement strategies for behavior and best practice approaches for common behavior issues. Provide data to access student improvement and program effectiveness. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
Strategy 8: Special Education: Alexander Early Childhood Special Education (ECSE) staff will use the Rethink curriculum resources with 100% of students in ECSE in order to speficially focus on 100% of ECSE students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improve student learning and progress and keeping transparent and updated communication with parents with assignments class and school related communication. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
Strategy 9: Special Education: 100% of Alexander Early Childhood Special Education (ECSE) staff will use the Remind application to communicate with parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improve student learning and progress and keeping transparent and updated communication with parents with assignments class and school related communication. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
Strategy 10: Special Education: Alexander Life Skills Staff will collect data and document students academic goals for 100% of Life Skills students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve student independent by using strategies to control behavior and improve academically. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 11 Details	Reviews			
Strategy 11: Special Education: Alexander Life Skills Staff will collect behavior data on 100% of Life Skills students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve student independence by using strategies to control behavior and improve academically. **Staff Responsible for Monitoring:** Special Education Department certified teachers and paraprofessionals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 12 Details	Reviews			
Strategy 12: GT: Alexander Elementary will identify GT students and provide enrichment instruction opportunities for 100% of identified students for a total of 1 hour per week, grades 1-4. Identified Kindergarten students will have enrichment opportunities provided beginning March 1 for a total of 1 hour per week,	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: GT students will continue to grow academically through opportunities not provided in the regular classroom **Staff Responsible for Monitoring:** Campus GT Coordinator, Rhea Brookter GT Trained ILT Members **Title I:** 2.5, 2.6				

Strategy 13 Details	Reviews			
Strategy 13: Students identified as homeless will be identified upon registration and monitored closely to determine needs and allocate appropriate resources to meet those needs.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Psycho-social, emotional, and academic needs of homeless students will be addressed and student achievement will improve. **Staff Responsible for Monitoring:** Rosario Barrera, Registrar Carol Chang, Counselor Kathleen DiFelice, Administrator Rosilyn Skinner, Administrator Teachers of Record Madison Wimmer, CIS Project Manager **Title I:** 2.4, 2.5, 2.6				

Strategy 14 Details	Reviews			
Strategy 14: Title I Alexander will be in compliance with designated requirements in order to maintain its status as a Title I campus.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: The campus will be able to access additional supports by maintaining its Title I status. **Staff Responsible for Monitoring:** ESL Specialist Gabby Cuevas Interventionist Sonal Walker				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 18: Technology: 100% of students will engage in digital learning through effective technology integration, planning, and purchasing deployment of technology devices and peripherals.

Strategy 1 Details			Reviews		
Strategy 1: Purchase and maintain hardware and peripherals for PK-4 classrooms to support 21st century learning environments, including laptops, iPads, computers, printers, and ink as well as peripherals that support their use (TEC 6).			**Formative**		**Summative**
Staff Responsible for Monitoring: Science and Technology Specialist, Ebony Williams			Oct	Jan	Mar	May
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - Title I - $6,000						

Strategy 2 Details			Reviews		
Strategy 2: Professional Development will be offered to teachers through Tech Tuesday courses, PLC learning, and Morning Workshop times in order to develop their technology integration skills.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Teachers will grow in their use of technology integration.			Oct	Jan	Mar	May
Staff Responsible for Monitoring: Science and Technology Specialist, Ebony Williams						
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments						

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 19: Transition Events: Alexander staff will provide at least one transitional activity/event for incoming and outgoing students.

    Evaluation Data Sources: Yearly transition activities for PreK, KN and 4th grade.

Strategy 1 Details				Reviews			
Strategy 1: Strategy 1: Alexander staff will provide Meet the Teacher Night, Kinder Roundup, Open House, 4th-grade intermediate campus visitation and 4th-grade promotional exercises from 4th grade to intermediate. **Staff Responsible for Monitoring:** Primary Language Arts Specialist, Kera Mathews Counselor, Carol Chang Grade 4 Teachers of Record PreK Teachers of Record				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 1: By May 2025, 100% of all students at Alexander Elementary will participate in 5 or more activities to develop an awareness of different college and career opportunities.
RENEW FOCUS FOR 24-25

   Evaluation Data Sources: Flyers for events
   School calendars
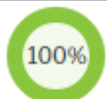   Campus Website Postings
   Campus call-out reports
   Social media postings
   Bluebonnet (CIS) reports
   Sign in sheets
   Rosters of participants
   Surveys of students

Strategy 1 Details	Reviews			
Strategy 1: Alexander staff will promote college awareness by implementing College Week and Future Finders. Staff members will communicate with students to encourage them to wear college T-shirts in support of a college or university of their choice during College Week. (AVID 4, 5) Presenters will be invited in to share their careers during PLC time. **Staff Responsible for Monitoring:** Counselor, Carol Chang	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				→

Strategy 2 Details	Reviews			

Strategy 2: Alexander Staff will promote college awareness by providing Grades 3 and 4 college campus visits virtually and/or in person. Students will be able to visit campuses to get an idea of what college life is like, what majors are offered, what classes need to be taken, and an overall view of the college itself. (Research SEL 12, SEL 14, TEC 6, STEM 5)
 	
   Staff Responsible for Monitoring: Counselor, Carol Chang
 	
   TEA Priorities:
   Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
   Lever 3: Positive School Culture
   Funding Sources: - Title I - $600
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
				100%

Strategy 3 Details	Reviews			
Strategy 3: Classrooms teachers and staff will present information to students about their university through discussion and by displaying information on a bulletin board to show what one can study at their particular university. **Staff Responsible for Monitoring:** Counselor, Carol Chang	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				→

Strategy 4 Details	Reviews			
Strategy 4: Teachers and staff will wear college shirts to promote college awareness on LIMA Fridays. LIMAs will include college/career readiness information. 2023-2024 **Staff Responsible for Monitoring:** Counselor, Carol Chang	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				100%

Strategy 5 Details	Reviews			
Strategy 5: Alexander Clubs will explore careers related to community service projects and field trips. **Strategy's Expected Result/Impact:** Develop well-rounded students, and connect learning to real-life experiences **Staff Responsible for Monitoring:** Counselor, Carol Chang **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - ESSER III - $14,000	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				100%

Strategy 6 Details	Reviews			
Strategy 6: Students will be exposed to weekly STEM activities that will teach them about engineering design process, problem based learning, coding, problem solving in Math and Science fields. **Strategy's Expected Result/Impact:** Build student efficacy, and soft skills with real life experiences **Staff Responsible for Monitoring:** Science and Technology Specialist, Ebony Williams **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - ESSER III - $8,500	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				→

Strategy 7 Details	Reviews			
Strategy 7: Students are encouraged to research a career of their choice or interest and stakeholders will be invited to an evening event where students share their information. **Staff Responsible for Monitoring:** Counselor, Carol Chang **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				→

Strategy 8 Details	Reviews			
Strategy 8: Alexander students will attend assemblies, workshops and field trips (CTE) related to career choices and interest. (Research SEL 12, SEL 14, TEC 5, TEC 6, STEM 2, STEM 5) **Strategy's Expected Result/Impact:** Build student efficacy, and soft skills with real-life experiences **Staff Responsible for Monitoring:** Counselor, Carol Chang **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I - $2,000	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
				→

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment by training all staff and students on the Code of Civility and safety protocols.

Performance Objective 1: By the last day of school in May 2025, Alexander Elementary will reduce the number of office referrals by 5 %.

    Evaluation Data Sources: Campus reports

Strategy 1 Details			Reviews		
Strategy 1: All Alexander teachers are required to attend CHAMPS training and implement it in their classroom (PASS 13)			**Formative**		**Summative**
Strategy's Expected Result/Impact: Implementing CHAMPS provides clear behavioral expectations for students thereby increasing time on task for learning. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner		**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details			**Reviews**		
Strategy 2: In order to decrease the number of referrals, we are implementing bimonthly meetings (following safety guidelines related to COVID 19) for our Above and Beyond Committee/Lighthouse Team to discuss behavior concerns and provide strategies to teachers. (PASS 16)			**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Crowdsourcing ways to support students leads to a greater number of ideas to support them. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Staff Lighthouse Coordinator, Kera Mathews Staff Lighthouse Coordinator, Tiffany Bell Staff Lighthouse Team					

Strategy 3 Details	Reviews			
Strategy 3: Alexander will continue to improve our school-wide positive reinforcement program. The program will consist of students earning "Balloon Bucks" when they follow our campus behavior expectations. Balloon Bucks will be honored at the Balloon Buck Store. (RTI 15)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tangible rewards are appropriate for students of this age and will result in greater effort to follow behavior guidelines. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Classroom Teachers of Record Block Teachers All Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I - $800, - Local - $1,470				

Strategy 4 Details	Reviews			
Strategy 4: Behavior Interventionist (Reflection Room Monitor) will track the number of special education students placed in ISS. (PBMAS)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tracking the number of students provides data for review and possibly make changes that will better suit the needs of the student. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner				

Strategy 5 Details	Reviews			
Strategy 5: Ensure that the campus has plans for embedding curriculum and documentation meeting Children's Internet Protection Act (CIPA) guidelines within CAP (USDE).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Meeting CIPA guidelines is required for the district to receive special pricing on internet services and by doing so money can be allocated elsewhere. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner				

Strategy 6 Details	Reviews			
Strategy 6: Implement strategies concerning discipline management such as PBIS, Safe and Civil Schools, and Leader in Me process. (TEC)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Using strategies for discipline management benefits all learners in that it allows for greater time on task and increased instructional time. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner				

Strategy 7 Details	Reviews			
Strategy 7: Continue implementation of the Leader in Me (following safety guidelines related to COVID 19) process to encourage leadership by students and adults and to support appropriate behavior in school at home and throughout life. (Research CASEL research, SEL 12, SEL SEL 13, SEL 14)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Engaging in the Leader in Me process allows students to find the greatness within thereby leading them to a greater feeling of self-efficacy as well as developing soft skills that employers demand. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Lighthouse Coordinator, Kera Mathews Lighthouse Coordinator, Tiffany Bell Teachers of Record Block Teachers All Staff **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title I - $23,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment by training all staff and students on the Code of Civility and safety protocols.

Performance Objective 2: By the last day of school in May 2022, Alexander Elementary's Average Daily Attendance will be 97 %.

    Evaluation Data Sources: Daily Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Daily monitoring of student attendance with phone calls to parents for students that are absent. Letters will also be sent home to advise parents about student absences and tardies. When needed, attendance conferences and home visits will be scheduled.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Attendance Clerk, Andrea Tzoc Registrar, Rosario Barrera Counselor, Carol Chang				

Strategy 2 Details	Reviews			
Strategy 2: A bulletin board is visible that shows students the monthly attendance percentage.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk, Andrea Tzoc				

Strategy 3 Details	Reviews			
Strategy 3: A daily announcement is made to let staff and students know which classes had perfect attendance, and which classes had all students present with some tardies (these announcements are a day behind). (A 1)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Counselor, Carol Chang Rise and Shine Facilitator, Fernanda Gembe				

Strategy 4 Details	Reviews			
Strategy 4: Attendance is recorded daily and the class with the highest attendance percentage at the end of each month receives a Traveling Trophy and classes with the most days of perfect attendance per grade level receive a Golden Balloon. (A 1)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will become more aware of attendance and thereby attend school more. **Staff Responsible for Monitoring:** Counselor, Carol Chang				

Strategy 5 Details	**Reviews**			
Strategy 5: Attendance is recorded daily and students that have improved attendance will participate in an Attendance Jam as well as receive other awards for their accomplishments. (A 1, 5)	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Counselor, Carol Chang **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I - $850				

Strategy 6 Details	**Reviews**			
Strategy 6: Incentives will be provided for perfect attendance, AB honor roll, and Principal's Honor Roll at the end of each marking period. (Research AE 1, A 1, A 5, DP 1, FAME 6, FAME 15)	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Counselor, Carol Chang **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I - $500				

Strategy 7 Details	**Reviews**			
Strategy 7: Homeless students will be enrolled immediately and provided appropriate services. (H 3, 4, 5)	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Registrar, Rosario Barrera Counselor, Carol Chang				

Strategy 8 Details	**Reviews**			
Strategy 8: Students with improved attendance will be recognized monthly starting at the end of September for Aug/Sept.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Counselor, Carol Chang Attendance Clerk, Andrea Tzoc				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment by training all staff and students on the Code of Civility and safety protocols.

Performance Objective 3: By the last day of school in May 2025, Alexander Elementary will continue to be designated a Leader in Me Lighthouse School.

Evaluation Data Sources: Leader in Me Lighthouse Campus Rubric scoring for Leadership Day, Campus Observations, notes, agendas

Strategy 1 Details	Reviews			
Strategy 1: Lighthouse Teams will promote campus meetings monthly for specific initiatives needed for Leader in Me to make progress. Funds will be provided in order for Action Teams to carry out tasks in relationship to Leader and Me. (Research CASEL research, SEL 12, SEL SEL 13, SEL 14)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Providing dedicated time to engaging in Leader in Me work serves to make the program stronger thereby affecting more students positively. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Lighthouse Coordinator, Kera Mathews Lighthouse Coordinator, Tiffany Bell Staff Lighthouse Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title I - $23,000				

Strategy 2 Details	Reviews			
Strategy 2: Professional Development will be offered for the Lighthouse Team to ensure growth and progression of Leader in Me.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Continued professional growth in the Leader in Me process allows Lighthouse Team Members to grow in their knowledge and ability to affect furthering the Leader in Me process on campus.. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment by training all staff and students on the Code of Civility and safety protocols.

Performance Objective 4: By the last day of September 2024 100% of students and staff will be trained in AUP, RUP, CIPA, BYOD, Internet Safety, Cyberbullying and Copyright.

Evaluation Data Sources: Lesson Plans
Signed agreements from students
Signed agreements from staff

Strategy 1 Details		Reviews			
Strategy 1: Students will be trained in AUP, RUP, Internet Safety, and cyberbullying in Health/Tech class. (PASS 15)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student safety when using technology		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principal, Rosilyn Skinner, Block Evaluator Health/Technology Teacher Adrian Szarowicz					

Strategy 2 Details		Reviews			
Strategy 2: 100% of staff will watch all Beginning of the Year videos that include AUP/RUP, BYOD, and Copyright.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be in compliance with AUP/RUP, BYOD, and Copyright policies and laws.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Science and Technology Specialist , Ebony Williams Librarian, Lea Ann Coffey					

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment by training all staff and students on the Code of Civility and safety protocols.

Performance Objective 5: By the last day of school in May 2025, 100% of Alexander Elementary students and staff will participate in the different types of emergency drills.

    Evaluation Data Sources: Drill records kept on file

Strategy 1 Details		Reviews			
Strategy 1: Drills will be held with regularity to meet the requirements set forth by authoritative organizations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased preparedness in the event of an actual emergency. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner		**Oct**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Alexander will retain at least 90% of our highly qualified personnel by providing ongoing, relevant professional development.

    Evaluation Data Sources: 2021-2022 percentage of returning staff (88%)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Alexander's leadership team will assess the needs of teachers and offer professional development and coaching to meet these needs weekly and monthly throughout the year. *PLC *Workshops *Content Planning (Weekly & Long Range) *LIM Training and Onboarding for New Staff (ELA 6, PD2)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Classroom walk-throughs Feedback from walkthrough within 48 hours Improved teacher lesson delivery using a normed tool (rubric) Critical elements of the lesson delivery will produce effective instruction. **Staff Responsible for Monitoring:** ILT Administrators Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: "Strategy 2: Alexander's mentors and buddies will have on-going communication to support and coach new teachers during their first year of teaching and teachers new to the campus. (ELA 6)" *Mentor/Mentee Assignments * Monthly New Teacher Meeting	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: New teachers who are supported are more likely to remain in the profession. **Staff Responsible for Monitoring:** Assistant Principal, Rosilyn Skinner Alexander Teacher Mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title I - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Administration will attend job fairs to recruit high quality teachers throughout the school year as needed and when Job Fairs are scheduled). *Alief Virtual Job Fairs	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teacher Retention: Increase efficacy and acclimate teachers to Alief's and Alexander's culture, processes and structures. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Mentors and mentees will schedule visits with Alief campuses teachers to observe instructional techniques, routines, and procedures, of experienced Alief teachers. (Research PD 3, PD 6, mentoring research studies from Defour)	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Observation, Summaries, Administrator Walk-Throughs: Increase efficacy and acclimate teachers to Alief's and Alexander's culture, processes, structures and improve professional practice. **Staff Responsible for Monitoring:** Assistant Principal, Rosilyn Skinner Teacher Mentors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** - Title I - $400				

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: The Principal, STEAM coordinator, reading specialist, three third grade teachers, and fourth grade STEAM academy teachers will continue coding and PBL training as professional development for 2023-2024 STEAM Academy school year. PENDING UPDATE	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase staff attendance and increase positive responses on the staff survey, including those that address school morale **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner STEAM Coordinator, Ebony Williams Intermediate Language Arts Specialist, Tiffany Bell Designated Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Alexander Elementary will recruit highly qualified staff members when a position becomes vacant by screening applicants during recruitment job fairs, information obtained from Winocular, and any resumes obtained during the interview process.

High Priority

Evaluation Data Sources: End of year staffing reports that show all positions filled by high qualified teachers will determine that this goal was accomplished.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Administration will attend job fairs and solicit referrals from the school community to recruit highly qualified teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The positions are filled with highly qualified staff. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Oct**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 3: By the Alief ISD deadline of February 29, 2025, all Alexander professional staff (100%) will participate in 14 or more hours of professional development to ensure continued growth in content areas, relationships with students, and classroom management.

High Priority

Evaluation Data Sources: T-TESS, SLO, staff member's professional development certificates, EOY conversations, Behavior Reports, Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: All Alexander teacher PD hours will be monitored throughout the school year and new teachers will check in monthly with admin to ensure they are up to date on PD sessions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Continued growth in content areas, relationships with students, and classroom management of highly qualified teachers **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Campus Secretary, Liliana Kerby				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 4: All Alexander Teachers of Record will participate in weekly team planning and weekly Professional Learning Communities to increase their professional knowledge from August 2024 through April 2025.

High Priority

Evaluation Data Sources: T-TESS, SLO, staff member's professional development certificates, EOY conversations, Behavior Reports, Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Admin, ILT, and teachers will identify targeted team planning and weekly professional learning communities topics based on staff and student needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase teacher knowledge
 Provide professional development opportunities to analyze student data and curriculum throughout the year
 Ensure continued growth in content areas, relationships with students, and classroom management
 Staff Responsible for Monitoring: Principal, Kathleen DiFelice
 Assistant Principal, Rosilyn Skinner
 ILT
 	
 Title I:
 2.6
  - TEA Priorities:
 Recruit, support, retain teachers and principals
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 1: During the 2024-2025 school year, Alexander Elementary will increase family engagement from 35% to 40% by sponsoring events that develop families and students in the areas of basic needs, academic growth, personal growth, and social and emotional learning.

Evaluation Data Sources: Sign-in sheets from events
Flyers for events
School calendars
FAME committee follow up discussions
Family engagement rate
Campus Website Postings
Campus call-out reports
Social media postings
Bluebonnet (CIS) reports

Strategy 1 Details	Reviews			
Strategy 1: Students and families will have their basic needs supported through:	**Formative**			**Summative**
No cost breakfast and lunch (with application)	**Oct**	**Jan**	**Mar**	**May**
Uniform vouchers				
Backpack Buddy Club				
Houston Food Bank Mobile Food Pantry				
Parent services such as emergency assistance, health, and human services referrals, supportive guidance, supportive counseling, advocacy, stress management strategies, and behavioral strategies.				
Strategy's Expected Result/Impact: * Improved support of students and families increasing their readiness to learn				
Staff Responsible for Monitoring: CIS Student Support Specialist, Madison Wimmer				
Counselor, Carol Chang				
Family Liaison, Rosie Reyes				
Principal, Kathleen DiFelice				
Assistant Principal, Rosilyn Skinner				
Title I:				
2.6				

Strategy 2 Details		Reviews		
Strategy 2: Parent conferences will be offered once per semester to include: how the school aids students in meeting state standards how parents can support students in meeting state standards, additional assistance (intervention, tutorials, computer based learning), Title I School/Parent Compact and Family Engagement Policy, APTT will host at least 3 sessions for 1st, 2nd and 3rd grade families to discuss student data and strategies to target Reading and Math.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: Parent conferences will be offered once per semester to include:
how the school aids students in meeting state standards
how parents can support students in meeting state standards, additional assistance (intervention, tutorials, computer based learning),
Title I School/Parent Compact and Family Engagement Policy,
APTT will host at least 3 sessions for 1st, 2nd and 3rd grade families to discuss student data and strategies to target Reading and Math.
 	
    Strategy's Expected Result/Impact: Improved student achievement
    Staff Responsible for Monitoring: Principal, Kathleen DiFelice
Assistant Principal, Rosilyn Skinner
Primary Language Arts Specialist, Kera Mathews
Primary Math Specialist, Ebony Frank
1st, 2nd, and 3rd Grade Teachers of Record
Family Liaison, Rosie Reyes
	Formative: Oct / Jan / Mar			**Summative: May**

Strategy 2 Details

	Reviews			
Strategy 2: Parent conferences will be offered once per semester to include: how the school aids students in meeting state standards how parents can support students in meeting state standards, additional assistance (intervention, tutorials, computer based learning), Title I School/Parent Compact and Family Engagement Policy, APTT will host at least 3 sessions for 1st, 2nd and 3rd grade families to discuss student data and strategies to target Reading and Math.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Primary Language Arts Specialist, Kera Mathews Primary Math Specialist, Ebony Frank 1st, 2nd, and 3rd Grade Teachers of Record Family Liaison, Rosie Reyes				

Strategy 3 Details

	Reviews			
Strategy 3: The Family Center will offer opportunities for personal growth Tuesday - Thursday for seven months of the school year. ESL Classes Nutrition Classes Parenting skills classes Financial Services Legal Services	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased family engagement will lead to empowering the participant's personal growth. **Staff Responsible for Monitoring:** Family Center Liaison, Rosie Reyes				

Strategy 4 Details	Reviews			
Strategy 4: Alexander will develop a sense of belonging amongst all families by offering regular communication, student clubs, competitions, and special events for both students and families that are scheduled throughout the school year. (Research CASEL research, SEL 12, SEL SEL 13, SEL 14, FAME 6, FAME 11)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Assist students and families with basic needs, mental health services, academic support and social and emotional development **Staff Responsible for Monitoring:** CIS Student Support Specialist, Madison Wimmer Counselor, Carol Chang Family Liaison, Rosie Reyes Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Sponsors of Clubs and Events **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I - $6,900				

Strategy 5 Details	Reviews			

Strategy 5: Strategy 5: (Combination of Academic/Personal/Social and Emotional growth, along with leadership opportunities)
Alexander will continue in the Leader in Me initiative for the 2023-2024 School Year
* Staff Lighthouse Action Team
* Student Lighthouse Action Team
* Implement Parent Lighthouse Action Team
* Student-Led Parent Conferences
* Implement Covey's 7 Habits for Highly Effective Families training
* Students will set WIGs (Wildly Important Goals) in the areas of attendance, Math and Reading
* Students will work to meet their Goals through the 4DX
 (Research CASEL research, SEL 12, SEL SEL 13, SEL 14, FAME 6, FAME 11)
 	
    Strategy's Expected Result/Impact: Leader in Me grows personal leadership in students, educators, and families, and equips them with the life skills and resilience needed to thrive, adapt, and contribute in a dynamic world.
    Staff Responsible for Monitoring: Principal, Kathleen DiFelice
    Assistant Principal, Rosilyn Skinner
    Staff Lighthouse Action Team
    Family Learning Action Team
    Teachers of Record
 	
    TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
    Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: - Title I - $12,000
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Alexander Elementary will give a stipend for Title I Coordinator/Compliance. This strategy will ensure the campus is in compliance with the Title I Schoolwide Program that supports strategies addressing student and staff needs that are clearly identified in the Comprehensive Needs Assessment and clearly incorporated in the Campus Improvement Plan (TEA Requirement).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Ensure the campus is in compliance with the Title I Schoolwide Program that supports strategies addressing student and staff needs that are clearly identified in the Comprehensive Needs Assessment and clearly incorporated in the Campus Improvement Plan. **Staff Responsible for Monitoring:** Sonal Walker, Title I Coordinator Dana Hood, Title I Coordinator **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Human Capital - Title I - $1,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 2: During the 2024-2025 school year, Alexander Elementary's school to family communication will be multi-channel and multi-lingual 100% of the time.

    Evaluation Data Sources: Campus Flyers
Campus Website Postings
Campus Social Media Postings
Campus Smores
Call Out System Reports

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: (Multi-Channel)	**Formative**			**Summative**
Alexander will use a multi-channel approach to communicate with families. For example * Thursday folders * Planners where developmentally appropriate * Flyers * Campus Website * Campus Twitter account * Campus Facebook account * Marquee * Blackboard call out system * Breakfast with Administrators * Round Table Discussions * Family SMORE Newsletter on the website * Teacher REMIND accounts * Kinvolved	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Using a multi-channel approaches to communication increasing the likelihood of families receiving the information need to support their child. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Campus Website Coordinator, Adrian Szarowicz Campus Communication Coordinator, Family Center Liaison, Rosie Reyes				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Alexander will use a multi-lingual approach to communicate with families. BIL When families visit campus	**Oct**	**Jan**	**Mar**	**May**
For example * Flyers will be provided in English and Spanish * SMORES are available in multiple languages * The campus website is available in multiple languages * The Blackboard call-out system provides calls in both English and Spanish * Campus-wide family meetings such as Round Table Discussions will have information in English, Spanish, and Vietnamese **Strategy's Expected Result/Impact:** Using a multi-lingual approach to communication increasing the likelihood of families receiving the information need to support their child. **Staff Responsible for Monitoring:** Principal, Kathleen DiFelice Assistant Principal, Rosilyn Skinner Campus Website Coordinator, Adrian Szarowicz Campus Communication Coordinator, Family Center Liaison, Rosie Reyes				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 3: 100% of students will have the opportunity to participate in extracurricular/co-curricular activities provided by Alexander Elementary in order to build positive relationships thereby addressing social-emotional learning.

> **Evaluation Data Sources:** Sign in sheets
> Rosters of participants
> Surveys of students

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Alexander will develop a sense of belonging amongst all students by offering clubs, competitions, and special events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 1 Details	Oct	Jan	Mar	May
Strategy 1: Strategy 1: Alexander will develop a sense of belonging amongst all students by offering clubs, competitions, and special events. * Leadership opportunities in classrooms, specific areas, and campus-wide through the Leader in Me process * Fine Arts events such as Music Programs and Art Events * Morning Recess * Morning Make (Library) * Morning Computer Lab Time * KDBA Rise and Shine Morning Announcements * Kindness Club * Battle of the Books * Rose Club * Boyz Club * STEM Club * GirlStart * Alexander Girl Start Club * Breakfast Club (Research CASEL research, SEL 12, SEL SEL 13, SEL 14, FAME 6, FAME 11) * Lunch Bunch * Soccer Club * National Honor Society * Adopt an Adventurer * Cheer Club **Strategy's Expected Result/Impact:** Students will develop a sense of belonging by engaging with other students and staff in a positive manner without regards for their academic abilities. **Staff Responsible for Monitoring:** Club Sponsors Activities Monitors **Title I:** 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title I - $6,000, - ESSER III - $8,500	5%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 4: By the last day of school in May 2025 Alexander Elementary students will have 5 or more opportunities to participate in campus-wide special events.

    Evaluation Data Sources: Campus events calendar on Alexander website

Strategy 1 Details	Reviews			
Strategy 1: Alexander will develop a sense of belonging amongst students by offering extra and co curricular opportunities such as * Leader in Me opportunities * Monthly Storytime * Rise and Shine Morning Make * Morning Recess * Fall Open House * Fall Festival * Leadership Day *Texas Public Schools' Week (Spring Semester) * Winter Fest * Basketball Night * Museum Night * STEAM Night * APTT and APTT to post on the website for parents who cannot attend in person Add Family Center Events * Sweetheart dance * Grandparents' Day (Research CASEL research, SEL 12, SEL SEL 13, SEL 14, FAME 6, FAME 11)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will develop a sense of belonging by engaging with other students and staff in a positive manner without regards for their academic abilities.
    Staff Responsible for Monitoring: Principal, Kathleen DiFelice
Assistant Principal, Rosilyn Skinner
Event Sponsors
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: - Title I - $4,500				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Facilitator	Brianna Miller	Facilitator (Professional Staff)
Principal	Kathleen DiFelice	Principal
Non-Classroom Professional 1	Rosilyn Skinner	School Leader #1
Councelor	Carol Chang	School Leader #2
Non-Classroom Professional 4: District Rep	Angie Baker	District Rep
Non-Classroom Professional 3: District Rep	Samantha Tung	District Rep
Non-classroom Professional	Madison Wimmer	Communities in Schools Student Support
Parent #1	Diela Bello	Parent
Parent #2	Alfaro Erlin	Parent
Parent #3	Kimbery Rojas	Parent
Parent #4	Angel Diaz	Parent
Community Representative #1	Mariella Larrea	Community Business Rep #1
Community Representative #2	Jose Luis Ortega	Community Business Rep #2
Paraprofessional 1	Rosie Reyes	Paraprofessional 1
Paraprofessional 2	Adriana Vazquez	Paraprofessional 2
Classroom Teacher	Lynette Sam	Classroom Teacher Special Education
Classroom Teacher	Karen Gleason	Classroom Teacher Block
Classroom Teacher	Magdalena Ramirez	Classroom Teacher Pre-K
Classroom Teacher	Gonzalez Rossy	Classroom Teacher Kinder
Classroom Teacher	Carmen Moreno	Classroom Teacher Grade 1
Classroom Teacher	Daniel Rios	Classroom Teacher Grade 2
Classroom Teacher	Blanca Magueyal	Classroom Teacher Grade 3
Classroom Teacher	Martha Aitken	Classroom Teacher Grade 4

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$9,000.00
1	2	5			$5,000.00
1	3	3			$5,000.00
1	3	4			$9,000.00
2	1	5			$14,000.00
2	1	6			$8,500.00
5	3	1			$8,500.00
				Sub-Total	$59,000.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$18,000.00
1	2	6			$6,000.00
1	5	3			$12,000.00
1	18	1			$6,000.00
2	1	2			$600.00
2	1	8			$2,000.00
3	1	3			$800.00
3	1	7			$23,000.00
3	2	5			$850.00
3	2	6			$500.00
3	3	1			$23,000.00
4	1	2			$2,000.00
4	1	4			$400.00
5	1	4			$6,900.00
5	1	5			$12,000.00
5	1	6	Human Capital		$1,000.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	1			$6,000.00
5	4	1			$4,500.00
				Sub-Total	$125,550.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$4,000.00
1	13	1	CATCH activity guides/resources for the campus		$0.00
1	13	3	CATCH activity guides/resources for the campus		$0.00
1	13	4	CATCH activity guides/resources for the campus		$0.00
1	13	5	Access to Alief Wellness Portal		$0.00
1	13	6	Health Vendors		$0.00
1	13	7	CATCH activity guides/resources for the campus		$0.00
3	1	3			$1,470.00
				Sub-Total	$5,470.00
State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	14	1			$0.00
1	14	2			$0.00
1	14	3			$0.00
1	15	1			$0.00
				Sub-Total	$0.00