

# **Goose Creek Consolidated Independent School District**

## **Alamo Elementary**

### **2025-2026 Goose Creek CISD Board Review - September 2025**



# Mission Statement

The entire staff of Alamo Elementary is strongly committed to the belief each student can and will achieve academically regardless of previous academic performance, socioeconomic status, family, race, or sex. We accept the responsibility to provide a program which will enable each student to reach maximum educational potential; while at the same time helping to develop respect for themselves, others, and our country.

## Vision

Alamo Elementary aims for educational Excellence, strong family connections, and development of responsible, self-directed, and respectful individuals.

Table of Contents

Comprehensive Needs Assessment Data Documentation ..... 4

Goals ..... 6

    Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE ..... 6

    Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT ..... 9

    Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE ..... 10

    Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT ..... 13

    Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP ..... 14

Campus Funding Summary ..... 20

# 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

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **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**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 1:** The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase the number of students who achieve approaches, meets, and masters by 5% on STAAR Reading assessment.

If we deliver solid tier one instruction to all students, and track student data to determine individual student needs and standards that are low performing, we can deliver targeted interventions to help all students meet growth goals.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details
<p><b>Strategy 1:</b> During staff meetings and team data meetings the campus team will build teacher capacity by providing training in high quality instructional strategies and effective writing techniques. Walkthrough data will be used by administrators and campus support to monitor implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in teacher effectiveness, as evidenced by an increase in student academic performance through focused reading classroom visits and data dig/planning support for teachers. The Depth &amp; Complexity framework icons encourage students to move beyond surface level understanding to critical thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus team will implement student goal setting and regular data tracking to analyze individual student progress towards mastery of all TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can use the data to plan targeted student intervention that compliments tier 1 instruction to ensure mastery of all concepts being taught, deeper understanding by the teacher of foundational skills needed to build mastery of content, and empowering students to advocate for themselves and understand their own strengths and opportunities for growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p>

**Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE**

**Performance Objective 2:** The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to increase the number of students who achieve approaches, meets and masters by 5% on STAAR Math assessment.

If we deliver solid tier one instruction to all students, and track student data to determine individual student needs and standards that are low performing, we can deliver targeted interventions to help all students meet growth goals.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details
<p><b>Strategy 1:</b> During staff meetings and team data meetings, the campus team will build teacher capacity by providing training in high-quality instructional strategies. Walkthrough data will be used by administrators and campus support to monitor implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in teacher effectiveness, as evidenced by an increase in student academic performance through focused math classroom visits and data dig/planning support for teachers. The Depth &amp; Complexity framework icons encourage students to move beyond surface level understanding to critical thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus team will implement student goal setting and regular data tracking to analyze individual student progress towards mastery of all TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can use the data to plan targeted student intervention that compliments tier 1 instruction to ensure mastery of all concepts being taught, deeper understanding by the teacher of foundational skills needed to build mastery of content, and empowering students to advocate for themselves and understand their own strengths and opportunities for growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 3:** The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to increase the number of students who achieve approaches, meet, and master by 5% on STAAR Science assessment.

If we deliver solid tier one instruction to all students, and track student data to determine individual student needs and standards that are low performing, we can deliver targeted interventions to help all students meet growth goals.

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details
<p><b>Strategy 1:</b> During staff meetings and team data meetings, the campus team will build teacher capacity by providing training in high-quality instructional strategies. Walkthrough data will be used by administrators and campus support to monitor implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in teacher effectiveness, as evidenced by an increase in student academic performance through focused math classroom visits and data dig/planning support for teachers. The Depth &amp; Complexity framework icons encourage students to move beyond surface level understanding to critical thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus team will plan science writing opportunities using the Depth and Complexity framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to move beyond surface level understanding towards critical thinking necessary for science SCR's.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches</p>



## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** Facilitate communication between home, school, and community, provide family education sessions, foster an active Parent Teacher Organization and maintain community partnerships.

**Evaluation Data Sources:** Reports reflecting Alamo Elementary Family Nights, Parent Sessions, Parent Conferences, PIE

Strategy 1 Details
<b>Strategy 1:</b> Contact parents of students who are working below grade level to provide resources and individualized learning plans. <b>Strategy's Expected Result/Impact:</b> 5% increase in student's achievement level <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 2 Details
<b>Strategy 2:</b> Provide access to campus documents such as report cards, handbooks, events, CIP, etc. through flyers, letters, the student portal, and the campus website as well as through the district website in a format in accordance with district policies. <b>Strategy's Expected Result/Impact:</b> Documents provided in English and Spanish as well as provided through letters, flyers, front office, campus/district website, community events, and home visits to improve student success through increased parent and community awareness and participation. <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 3 Details
<b>Strategy 3:</b> Facilitate communication by staff members with parent and community through the distribution of weekly newsletters, home-visits, parent/teacher conferences, weekly call outs, and family engagement events scheduled both during the school day and after school. <b>Strategy's Expected Result/Impact:</b> Increase in Family and Parent Engagement awareness and participation <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 4 Details
<b>Strategy 4:</b> Conduct family events in conjunction with PTO meetings throughout the course of the year to promote a home-school connection as well as build the Parent Teacher Organization through active participation by all staff members. <b>Strategy's Expected Result/Impact:</b> Increase in Family and Parent Engagement awareness and participation <b>Staff Responsible for Monitoring:</b> Campus Administrators

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** Maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Sources:** Grade/Academic Reports, Attendance Reports, PBIS Data, Survey results, and UIL Participation

Strategy 1 Details
<b>Strategy 1:</b> Implement the Character Strong Program supported by our House System, classroom guidance lessons, positive behavior supports, and monthly House Rallies. <b>Strategy's Expected Result/Impact:</b> 10% decrease in the number of student crisis events as compared to the previous school year <b>Staff Responsible for Monitoring:</b> Counselor
Strategy 2 Details
<b>Strategy 2:</b> Promote SOAR by teaching school wide expectations and honoring students at the monthly Soaring Eagles celebrations and monthly Character Assemblies. <b>Strategy's Expected Result/Impact:</b> 10% decrease in the number of discipline referrals as compared to the previous school year <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 3 Details
<b>Strategy 3:</b> Expand the school-wide attendance programs with an aim of increasing the average daily attendance to 97% by recognizing the grade level with the highest attendance percentage monthly. <b>Strategy's Expected Result/Impact:</b> End of Year Average Daily Attendance Rate of 97% or higher <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 4 Details
<b>Strategy 4:</b> Ensure that classroom, grade level, campus, and district behavior management systems are aligned and effective. <b>Strategy's Expected Result/Impact:</b> 10% decrease in the number of discipline referrals as compared to the previous school year <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 5 Details
<b>Strategy 5:</b> Utilize the PBIS committee monthly meetings to provide feedback about SOAR implementation and set campus wide goals related to positive behavior supports. <b>Strategy's Expected Result/Impact:</b> 10% decrease in the number of discipline referrals as compared to the previous school year <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor

#### Strategy 6 Details

**Strategy 6:** Ensure the appropriate placement and programming for all English language learners and provide assistance and remediation for at-risk students who are not successful in the classroom.

**Strategy's Expected Result/Impact:** No statistically significant achievement gap in Reading and Math for English Language Learners.

**Staff Responsible for Monitoring:** Campus Administrators

#### Strategy 7 Details

**Strategy 7:** Provide interventions to students performing below grade level based on areas of need identified through data analysis and by RTI, 504, and ARD committees.

**Strategy's Expected Result/Impact:** No statistically significant achievement gap in Reading and Math for students in special programs.

**Staff Responsible for Monitoring:** Campus Administrators

#### Strategy 8 Details

**Strategy 8:** All students at Alamo will have opportunities to explore college and career options by participating in activities for College and Career Week.

**Strategy's Expected Result/Impact:** Increase in student identification of post high school plans for work or continuing education

**Staff Responsible for Monitoring:** Counselor

**Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE**

**Performance Objective 2:** The campus will utilize a coordinated school health/wellness approach that fosters a safe and healthy learning and working environment aiming to improve academic performance for all students.

**Evaluation Data Sources:** Documentation (sign-in sheets, agendas, newsletters, flyers) of various offerings to students and staff of health related programs and activities, FitnessGram testing data, and Campus CATCH plan development and implementation, PE and Classroom teacher lesson plans

Strategy 1 Details
<p><b>Strategy 1:</b> Provide PE activities which promote wellness and physical activity with the students, as well as family involvement and knowledge of healthy lifestyle choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PE Teachers</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Incorporate sun safety lessons into health/wellness education over the course of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with GCCISD Sun Safety Policy will increase knowledge about UV radiation and reduce the risk for cancer.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Incorporate nutrition and hygiene education into student's PE classes each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Empowers children with knowledge and skills to make healthy choices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

## Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

**Performance Objective 1:** Strengthen our campus teaching staff by hiring highly effective staff as well as by providing activities that will strengthen their quality of instruction to ensure that all students are successful.

**Evaluation Data Sources:** CUAs, STAAR Interim, NWEA Maps, STAAR Scores

Strategy 1 Details
<p><b>Strategy 1:</b> Campus staff will be assigned to a teaching assignment utilizing certification information (i.e. GT, ESL, Bilingual) in order to provide a highly effective instructional setting for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement from prior year in all sub populations by 5% at the meets level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Conduct weekly Professional Learning Communities weekly during teacher conference periods for vertical planning, data dis-aggregation, and staff development to discuss students' needs, determine best practices, and help all teachers become more successful.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make at least a year's growth in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provide staff development on high quality instructional strategies for all staff members to strengthen tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of high quality instructional practices and strategies in TTESS walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Provide ongoing professional development for all staff on the Depth and Complexity Framework and implement the strategies with fidelity across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> No statistically significant achievement gap in Reading and Math between any sub-population or special program group.</p> <p>Differentiated lessons and student artifacts across all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Teachers will collaborate with the educational technology department during professional development, PLC, and classroom visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher and student proficiency with technology.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

**Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP**

**Performance Objective 1:** The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

**Evaluation Data Sources:** Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p><b>Strategy's Expected Result/Impact:</b> All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p><b>Strategy's Expected Result/Impact:</b> The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 2:** The campus will meet all state and federal program elements, funding, and compliance requirements.

**Evaluation Data Sources:** Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p><b>Strategy 1:</b> Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials. - Coordination of Local and State Funds - GT Funds - \$400</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials. - Coordination of Local and State Funds - Special Education Funds - \$500</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across meets and masters categories</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials. - Coordination of Local and State Funds - Bilingual/ESL Funds - \$700</p>

#### Strategy 4 Details

**Strategy 4:** State Compensatory Education (SCE) State Program - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students.

**Strategy's Expected Result/Impact:** Intervention plans developed and implemented with fidelity  
Progress Monitoring completed to determine student growth

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** Costs for Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000

#### Strategy 5 Details

**Strategy 5:** Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.4 requirements  
All students will make at least one year's growth

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 6 Details

**Strategy 6:** Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.5 requirements  
Documentation of activities aligned to Well Rounded Education

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 7 Details

**Strategy 7:** Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 2.6 requirements  
10% increase in student academic success

**Staff Responsible for Monitoring:** Principal  
District Program Director



### Strategy 8 Details

**Strategy 8:** Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement.

**Strategy's Expected Result/Impact:** TLC Coaching Documentation Reviewed for Effectiveness

10% increase in student achievement scores

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$130,000

### Strategy 9 Details

**Strategy 9:** Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 5.1 requirements

improved academic, attendance, and/or behavior outcomes

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

### Strategy 10 Details

**Strategy 10:** Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.1 requirements

Review, Revise, and Determine annually

Distribute to all parents yearly electronically or by hard copy

Provide to all parents in English or Spanish

Increase in Parent and Family Engagement participation

**Staff Responsible for Monitoring:** Principal

District Program Director

### Strategy 11 Details

**Strategy 11:** Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.2 requirements

Increase parent engagement from prior year

Provide sessions in English and Spanish

Offer sessions during the day, in the evening, and/or on Saturdays

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000

### Strategy 12 Details

**Strategy 12:** Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 1.1 Requirements

CNA Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

All students will make at least one year's growth in Reading and Math

**Staff Responsible for Monitoring:** Principal

District Program Director

### Strategy 13 Details

**Strategy 13:** Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.1 requirements

Documentation results indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes submitted.

**Staff Responsible for Monitoring:** Principal

District Program Director

### Strategy 14 Details

**Strategy 14:** Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.2 requirements

Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.

**Staff Responsible for Monitoring:** Principal

District Program Director

#### Strategy 15 Details

**Strategy 15:** Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 3.1 requirements

Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

Adjust schoolwide plan as determined by the review

**Staff Responsible for Monitoring:** Principal

District Program Director

#### Strategy 16 Details

**Strategy 16:** The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students.

**Strategy's Expected Result/Impact:** Documentation with meeting agendas, sign-in sheets, and minutes

Program Evaluation Documentation indicated in the CIP

**Staff Responsible for Monitoring:** Principal

District Program Director

# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I, Part A Funds	\$130,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$70,000.00
5	2	11	Materials for parent academic sessions	Title I Part A Funds	\$500.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$224,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials.	GT Funds	\$400.00
5	2	2	Supplemental instructional materials.	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials.	Bilingual/ESL Funds	\$700.00
5	2	4	Costs for Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$10,000.00
Sub-Total					\$81,600.00