

Goose Creek Consolidated Independent School District

Ashbel Smith Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Ashbel Smith is committed to educate all students to the highest level through rigor, relevance, relationships, and personal responsibility.

Vision

At Ashbel Smith Elementary, we empower students to be lifelong learners through academic excellence, character development, and career readiness.

Value Statement

Every Child Matters; Every Day Counts

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Comprehensive Needs Assessment Data Documentation

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

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 percentage of students meeting or exceeding proficiency in the STAAR ELA by 7%, with a campus-wide focus on improving writing skills through structured writing activities and cross-curricular writing practice.

If we conduct focused walkthroughs paired with effective feedback , provide effective professional developments, and writing across content areas, then our 3rd-5th grade students should meet or exceed proficiency on STAAR by 7%.

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

Strategy 1 Details
<p>Strategy 1: The campus team will conduct focused walkthroughs (campus/district/Region 4) and providing effective feedback and following up.</p> <p>Strategy's Expected Result/Impact: Progress Monitoring Plan; Feedback from TIL Walks; RYG Spreadsheet; PLCs, If so then walks. Strategic monitoring, coaching. By the MOY, we are expecting teachers to be able to analyze their feedback and implement action steps within one week (5 school days) . By EOY, teachers will be able access and monitor their own needs and advocate for professional development and instructional resources.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus team will provide effective professional development opportunities to provide effective strategies to build teacher capacity. Professional development opportunities are based on campus/teacher needs based on feedback and data from walkthroughs.</p> <p>Strategy's Expected Result/Impact: Weekly walk throughs with a set focus. Teacher survey to determine a targeted need. Increasing teacher capacity and effectiveness, which will increase the quality of tier 1 instruction and overall student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus team will implement writing tasks across all grade levels and content areas, incorporating journaling, reflection prompts, and explanatory writing assignments to help students articulate their thinking in a variety of contexts.</p> <p>Strategy's Expected Result/Impact: 1. Writing Samples: Collect writing samples from students at regular intervals (review during weekly PLCs) 2. Ensure samples represent different subject areas. 3. Use the rubric to evaluate key elements such as clarity, organization, grammar, and content evidence. 4. Use checklist tailored to each content area that outline specific writing expectations. Students will improve their ability to articulate their thinking and understanding leading to improve critical thinking, communication skills, and STAAR academic performance.</p> <p>Staff Responsible for Monitoring: Campus Principal</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 percentage of 3rd-5th grade students meeting or exceeding proficiency on the Math STAAR by 7% by the end of the academic year, through targeted interventions, and consistent problem solving strategies.

If we conduct focused walkthroughs paired with effective feedback , provide effective professional developments, and targeted interventions then our 3rd-5th grade students should meet or exceed proficiency on STAAR by 7%.

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

Strategy 1 Details
<p>Strategy 1: The campus will conduct focused walkthroughs (campus/district/Region 4) and providing effective feedback and following up utilizing the red, yellow, green chart.</p> <p>Strategy's Expected Result/Impact: Our Progress Monitoring Plan includes feedback from TIL walks, the RYG spreadsheet, and PLC discussions. If needed, additional strategic walk-throughs and coaching will be conducted. Teachers are expected to analyze feedback and implement action steps within one week (five school days). By the end of the year, teachers will be able to assess and monitor their own instructional needs and advocate for targeted professional development and resources.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus AP/SSA, TLCs</p>
Strategy 2 Details
<p>Strategy 2: The campus will providing effective professional development opportunities to provide effective strategies to build teacher capacity. Professional development opportunities are based on campus needs based on feedback from walkthroughs.</p> <p>Strategy's Expected Result/Impact: Weekly walk-throughs with a set focus, guided by teacher survey data to identify targeted needs, will support increasing teacher capacity and effectiveness. This will lead to improved Tier 1 instruction and overall student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus AP/SSA, TLCs</p>
Strategy 3 Details
<p>Strategy 3: The campus will have targeted interventions with AI Time: Two days a week is mandatory for math. The use of hands on manipulatives to meet the needs of all learners. Implement the Read, Draw, Write process for problem solving.</p> <p>Strategy's Expected Result/Impact: Walk-throughs will show evidence of students using hands-on materials and engaging in the Read, Draw, Write process to effectively articulate their problem-solving strategies and solutions. Student work samples and assessment data will reflect a deeper understanding of mathematical concepts. The integration of differentiated learning through AI tools and hands-on manipulatives will support students at varying levels of proficiency, ultimately resulting in increased academic performance</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus AP/SSA, TLCs</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 percentage of 5th grade students meeting or exceeding proficiency on the Science STAAR by 10% by the end of the academic year, through targeted instruction, hands-on experiments, and data driven interventions.

If we implement targeted interventions and writing across content areas, then students in 5th grade should meet or exceed proficiency by 10% on the Science STAAR test.

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

Strategy 1 Details
<p>Strategy 1: The campus will implement the 5E Model, specifically focusing on engaging students anchoring phenomena, and exploring concepts through hands-on investigations.</p> <p>Strategy's Expected Result/Impact: Weekly Science PLCs utilizing the 5E model planning template and regular use of the science lab will promote increased student engagement through real-world phenomena. Hands-on investigations will support knowledge retention, deepen understanding, and lead to improved academic performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus AP/SSA, TLCs</p>
Strategy 2 Details
<p>Strategy 2: The campus will writing across content areas focusing on SCRs in science will help increase percentages. Students need explicit instruction with using the rubric and writing to meet the criteria specified.</p> <p>Strategy's Expected Result/Impact: Teacher collaboration during PLCs, along with the use of data tracking charts, will support students in producing clear and concise responses to demonstrate their understanding. Writing about scientific concepts will enhance student comprehension, leading to increased science performance and proficiency levels.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus AP/SSA, TLCs</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Sign in sheets and agendas of parent sessions and parent/teacher conferences

Strategy 1 Details
Strategy 1: By utilizing a variety of community resources partnerships including special interest groups, the campus will provide mentors and role models for at-risk students. Strategy's Expected Result/Impact: Close achievement gaps and increase attendance with at-risk students Staff Responsible for Monitoring: Campus Administrators Counselor
Strategy 2 Details
Strategy 2: Host family nights or other daytime opportunities for families to be on campus at least once per month throughout the year. Strategy's Expected Result/Impact: Increase parental involvement and support Staff Responsible for Monitoring: Campus Administrators Teachers CSSS
Strategy 3 Details
Strategy 3: Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community. Strategy's Expected Result/Impact: Increase parent support and involvement Staff Responsible for Monitoring: Campus Administrators
Strategy 4 Details
Strategy 4: Educate parents about attendance and the need for students to be at school. We will review state compulsory attendance laws with parents at orientation and maintain frequent contact with them about attendance through parent/teacher conferences, call-outs, report card messages, campus website, campus social media accounts and SST meetings. Strategy's Expected Result/Impact: Increased attendance rates which leads to increased student achievement by 10% Staff Responsible for Monitoring: Campus Administrators CSSS Counselor

Strategy 5 Details
Strategy 5: Provide immediate parent/guardian contact when students are not meeting and meeting campus behavior expectations. Strategy's Expected Result/Impact: Increase in students returning to class in a timely manner/ receiving positive referrals. Staff Responsible for Monitoring: Campus Administrators
Strategy 6 Details
Strategy 6: Provide parent workshops that focus on student expectations (STAAR, Math/Reading/Science TEKS, early and discipline,and literacy). Provide incentives to parents for attending trainings. Strategy's Expected Result/Impact: Increased parent involvement which will lead to increase in student motivation and achievement Staff Responsible for Monitoring: 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.

Strategy 1 Details
Strategy 1: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers. Strategy's Expected Result/Impact: Requirements met for all student classroom assignments Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Continue the daily implementation of the Character Strong Curriculum to promote character education. Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted. Strategy's Expected Result/Impact: Reduce discipline referrals and student removals Staff Responsible for Monitoring: Teachers Counselor Campus Administrators
Strategy 3 Details
Strategy 3: Analyze discipline data collected from Review 360 to proactively target discipline problems every three weeks. Strategy's Expected Result/Impact: Reduction of student discipline referrals Decrease in student removals from class Staff Responsible for Monitoring: Teachers Campus Administrators Counselor CSSS
Strategy 4 Details
Strategy 4: Utilize the PBIS committee monthly meetings as a way to provide feedback and communication on the effectiveness of the schools current PBIS plans and practices. Strategy's Expected Result/Impact: Increase in student engagement Decrease in student classroom removals Staff Responsible for Monitoring: Campus Administrators

Strategy 5 Details

Strategy 5: Utilize a variety of positive behavior supports, rewards, and recognition for sustained and/or improved behavior (awards assemblies, incentive cash/store, and good choices celebrations).

Strategy's Expected Result/Impact: Decrease in number of referrals that will result in the removal of students from class

Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details

Strategy 6: Implement a campus-wide PBIS framework to provide consistent, positive behavior expectations to ensure a safe, and structured environment for all students and staff.

Strategy's Expected Result/Impact: Decrease in negative behaviors

Staff Responsible for Monitoring: Campus Administrators

Strategy 7 Details

Strategy 7: Provide teacher incentives for teachers with 96% percent attendance and above to increase the frequency of high qualities of learning.

Strategy's Expected Result/Impact: Increase in overall academic success

Staff Responsible for Monitoring: Teachers

Counselor

CSSS

Campus Administrators

PEIMS clerk

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: Strengthen our campus teaching staff by recruiting and retaining 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: Classroom rosters and teacher documentation

Strategy 1 Details
Strategy 1: Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels. Strategy's Expected Result/Impact: Increase in students reaching mastery level on STAAR Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Utilize information regarding certifications (i.e. GT, ESL, Bilingual) to coordinate and place campus personnel to ensure staff are highly effective in their instructional domain. Strategy's Expected Result/Impact: Academic success for all students by increasing the number of individuals taking certification tests. Staff Responsible for Monitoring: Principal Campus Administration
Strategy 3 Details
Strategy 3: Continue to use PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement through vertical planning, answering the 4 essential questions, and staff development to help all teachers become more successful. Strategy's Expected Result/Impact: Increased student achievement through timely and specific interventions Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach
Strategy 4 Details
Strategy 4: Provide support to utilize smart boards, IPADs, laptop carts, and associated technology for classrooms. Strategy's Expected Result/Impact: High yield academic strategies that will lead to academic success for all students Staff Responsible for Monitoring: Campus Administrators
Strategy 5 Details
Strategy 5: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: Highly effective staff will help ensure that students are taught at high levels which will help increase academic success Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Recruit actively to fill vacant positions with highly effective teachers by attending job fairs and recruiting early from pool of highly effective teachers in core academic subject areas.

Strategy's Expected Result/Impact: Filling all vacancies with highly certified teachers will lead to increased achievement for all students

Staff Responsible for Monitoring: Principal
ILT

Strategy 7 Details

Strategy 7: Conduct New Teacher meetings every month to ensure new teachers retention and student success.

Strategy's Expected Result/Impact: Increase student achievement and retention of new teachers.

Staff Responsible for Monitoring: Principal
Mentors
New Teachers

Strategy 8 Details

Strategy 8: Provide staff development relevant for state and district assessment requirements including support for teacher training for all district and campus initiatives.

Strategy's Expected Result/Impact: Increase the number of students that obtain Meets and Masters on STAAR

Staff Responsible for Monitoring: Campus Administrators
Teaching Learning Coaches

Strategy 9 Details

Strategy 9: Provide training opportunities for all staff members focused on student management techniques to increase student engagement and ensure there are effective procedures in the classrooms and on campus.

Strategy's Expected Result/Impact: Decrease in the number of discipline incidents

Staff Responsible for Monitoring: Campus Administrators

Strategy 10 Details

Strategy 10: Building teacher capacity through classroom observations and feedback.

Strategy's Expected Result/Impact: Increase instructional practices by helping teachers identify their strengths and areas of improvement, leading to enhanced teaching methods.

Staff Responsible for Monitoring: Principal, AP, SSA , TLCs

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

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>Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</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 including the utilization of tutors to provide small group instruction to at-risk students.

Strategy's Expected Result/Impact: Intervention plans developed and implemented with fidelity

Progress Monitoring completed to determine student growth

Increase the academic success of at-risk students in the primary grades

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Costs for accelerated instruction/tutorials - Coordination of Local and State Funds - SCE Funds - \$10,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000

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 a well-rounded education" opportunities to increase student success in all instructional areas.

Strategy's Expected Result/Impact: Documentation of activities aligned to Well Rounded Education

Increase in student achievement- Benchmark and STAAR Scores

Meet Title I, Part A Element 2.5 requirements

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

Close achievement gaps

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Coaching support by Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000

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: Improved academic, attendance, and/or behavior outcomes

Increase in Student Achievement by 10% overall

Meet Title I Part A Element 5.1 requirements

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000, 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: 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

Meet Title I Part A Element 4.1 requirements

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: Increase parent engagement from prior year

Provide sessions in English and Spanish

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

Meet Title I Part A Element 4.2 requirements

Staff Responsible for Monitoring: Principal

District Program Director

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

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: 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

Meet Title I, Part A Element 1.1 Requirements

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

Strategy 13: 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: Documentation results indicated in the CIP

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

Meet Title I, Part A Element 2.1 requirements

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

Meet Title I, Part A Element 2.2 requirements

Principal

District Program Director

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	Coaching support by Teaching and Learning Coaches	Title I Part A	\$200,000.00
5	2	9	Student Success Specialist to support student success components	Title I, Part A Funds	\$65,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Materials and supplies for parent academic trainings	Title I Part A	\$500.00
5	2	11	Campus Student Success Specialist costs to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$289,500.00
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	\$400.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
5	2	4	Costs for accelerated instruction/tutorials	SCE Funds	\$10,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$81,300.00