

Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

- We, the staff of Stephen F. Austin Elementary, accept the responsibility for providing a safe, orderly environment for learning.
- We believe in every student's ability to learn and realize success. In order to educate the "whole child," we will implement well-balanced educational curriculum that will help each child function in our multi-cultural society.
- We developed this mission based on the following beliefs:
 - All children can learn.
 - All children are unique.
 - All children desire and need a secure environment.
 - All children need opportunities to learn and be successful.

Vision

GATOR PRIDE

Positive and persistent

Relationships strengthened through collaboration

Inspiring others everyday

Developing knowledge and skills to be successful

Empowering students through engagement

Value Statement

Stay committed to being positive and reflective looking within for ways to improve.

Adapt to new situations.

Fully support each other's efforts and encourage one another while working collaboratively to help all students reach their highest potential.

Engage in professional development and professional learning communities to improve student learning and success.

Hold high expectations for student achievement and engage them in meaningful academic experiences while using time effectively and efficiently.

Build relationships with students, parents, colleagues and the community.

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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
- HB3 CCMR goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Study of best practices
- Action research results

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 student scores on the ELA STAAR to 85% Approaches, 55% Meets, and 25% Masters.

If we increase the number of students reading on grade level, then students will be able to read and respond to questions and writing prompts increasing student scores on STAAR.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CUA and CFA Data, Universal Screeners, and TELPAS Results

Strategy 1 Details
<p>Strategy 1: The campus will utilize intentional planning and backwards design within weekly Professional Learning Communities (PLCs). Weekly designated planning time will also be used to unpack standards, internalize lessons, collaboratively plan engaging and rigorous instruction, and analyze data and student artifacts to inform reteach, intervention, and enrichment. Data review within PLCs will occur within two days of summative assessments to promptly analyze data and make instructional decisions. Each content area will have one three hour extended planning time per nine weeks.</p> <p>Strategy's Expected Result/Impact: Improved instructional alignment and lesson delivery will lead to increased student mastery of grade-level standards. By the end of the year, all PLC teams will demonstrate proficiency in using data to drive instructional decisions, as measured by PLC artifacts, walkthroughs, and student growth data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 2 Details
<p>Strategy 2: Teachers will utilize Amira assessment data to identify individual student needs and implement targeted small group interventions focused on foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Strategy's Expected Result/Impact: All students will show growth in foundational reading skills, as measured by Amira progress reports and campus reading assessments. The percentage of students reading on grade level will increase by at least 10% by the end of the academic year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</p>

Strategy 3 Details

Strategy 3: K-5 students will create individualized reading goals and track their progress throughout the school year. Teachers will provide ongoing feedback to students on their progress after each unit assessment, screener, CUA, and benchmark to support growth and ownership of learning.

Strategy's Expected Result/Impact: By the end of the school year, 100% of K-5 students will have established and tracked reading goals, and at least 80% will show growth toward or meet their end-of-year reading targets, as measured by district screeners, CUAs, and benchmark data.

Staff Responsible for Monitoring: Campus Administrators

Teaching and Learning Coach

Teachers

Strategy 4 Details

Strategy 4: K-5 students will engage in regular writing instruction that includes structured writing practice and timely teacher feedback. Teachers will use student writing samples and rubric-based assessments to inform instruction, address skill gaps, and build proficiency in all components of the writing process.

Strategy's Expected Result/Impact: By the end of the school year, 80% of students will demonstrate growth on district writing rubrics and/or STAAR writing indicators.

Staff Responsible for Monitoring: Campus Administrators

Teaching and Learning Coach

Teachers

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 student scores on the Math STAAR to 85% Approaches, 55% Meets, and 25% Masters.

If we plan rigorous instruction and activities that allow students to take ownership of their learning and engage in productive struggle, then students will have a better conceptual understanding of mathematical concepts and will be able to transfer that learning to more difficult problems.

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

Strategy 1 Details
<p>Strategy 1: The campus will utilize intentional planning and backwards design within weekly Professional Learning Communities (PLCs). Weekly designated planning time will also be used to unpack standards, internalize lessons, collaboratively plan engaging and rigorous instruction, and analyze data and student artifacts to inform reteach, intervention, and enrichment. Data review within PLCs will occur within two days of summative assessments to promptly analyze data and make instructional decisions. Each content area will have one three hour extended planning time per nine weeks.</p> <p>Strategy's Expected Result/Impact: Improved instructional alignment and lesson delivery will lead to increased student mastery of grade-level standards. By the end of the year, all PLC teams will demonstrate proficiency in using data to drive instructional decisions, as measured by PLC artifacts, walkthroughs, and student growth data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use ongoing assessment data to implement targeted small group interventions designed to close learning gaps and provide scaffolds that support all students in accessing and mastering grade-level TEKS.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, at least 85% of students receiving targeted small group instruction will demonstrate growth on grade-level TEKS as evidenced by CUA, benchmark, and STAAR performance data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</p>
Strategy 3 Details
<p>Strategy 3: K-5 students will create individualized math goals and track their progress throughout the school year. Teachers will provide ongoing, specific feedback after each unit assessment, screener, CUA, and benchmark to build student ownership of learning and support continuous growth in math achievement.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of students will have established and tracked individual math goals, and at least 80% will demonstrate measurable growth toward their goals, as evidenced by unit assessments, CUAs, benchmarks, and district screeners.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</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 student scores on the Science STAAR to 75% Approaches, 50% Meets, and 20% Masters.

If we provide rigorous instruction and hands-on science investigations that allow students to explore and collaborate their learning, then students will have a better understanding of science concepts and will be able to show their learning on higher level formative and summative assessments.

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

Strategy 1 Details
<p>Strategy 1: K-5 students will engage in science learning a minimum of three times per week through hands-on investigations and inquiry-based activities. Instruction will prioritize student participation, exploration, and discovery rather than teacher-led demonstrations to build conceptual understanding and scientific thinking.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of K-5 classrooms will implement hands-on science lessons at least three times per week. Student engagement and mastery of science TEKS will increase, as evidenced by classroom observations, student science journals, and district science assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</p>
Strategy 2 Details
<p>Strategy 2: The campus will utilize Professional Learning Communities (PLCs) and designated planning time to unpack science standards, internalize lessons, collaboratively plan engaging and rigorous instruction, and analyze assessment data and student artifacts to inform reteach, intervention, and enrichment.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of science PLCs will demonstrate effective planning and data use as evidenced by PLC documentation, lesson plans, and walkthrough observations. At least 80% of students will show growth in science performance based on district assessments and classroom-based measures.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will actively participate in and support parental and community partnerships to provide meaningful opportunities and experiences that enhance student achievement.

Evaluation Data Sources: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets

Strategy 1 Details
<p>Strategy 1: The campus will utilize Parent Square, social media, the school website, and the school marquee to inform students, staff, and the community about important school information, events, and celebrations. This consistent, multi-platform communication approach will strengthen the school-home partnership and foster increased family and community engagement.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, the campus will increase parent and community engagement by 25%, as measured by communication analytics (Parent Square metrics, social media interactions), event attendance, and parent feedback surveys. Consistent multi-platform communication will contribute to a stronger, more informed school community.</p> <p>Staff Responsible for Monitoring: Campus Administrators Webmaster</p>
Strategy 2 Details
<p>Strategy 2: The campus will support the Parent-Teacher Organization (PTO) by actively recruiting parent volunteers, achieving 100% staff membership, and increasing parent and teacher attendance at meetings. To boost engagement, all PTO meetings will include student performances or recognition events to celebrate student success and foster a strong school community.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, the campus will achieve 100% staff membership in PTO and increase parent involvement by 30%, as measured by meeting attendance logs and volunteer sign-in sheets. Student participation in PTO meetings will lead to higher engagement and a stronger school-family partnership.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>
Strategy 3 Details
<p>Strategy 3: The campus will continue to promote and expand the WATCH D.O.G.S. program by increasing outreach efforts and scheduling at least one WATCH D.O.G. volunteer per week. This initiative will provide positive male role models on campus, increase student engagement, and strengthen school-family partnerships.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, the campus will successfully schedule at least one WATCH D.O.G. volunteer per week and increase the number of male role model participants by 25%, contributing to a safer, more connected, and welcoming school environment.</p> <p>Staff Responsible for Monitoring: CSSS Campus Administrators</p>

Strategy 4 Details

Strategy 4: The campus will improve communication between school and home by ensuring consistent teacher-parent contact through phone calls and conferences, increasing volunteer engagement, and utilizing Parent Square as a centralized platform to keep families informed and connected.

Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will maintain regular communication with families through calls, conferences, and Parent Square. Parent engagement will increase by at least 20%, as measured by volunteer sign-in sheets, Parent Square participation analytics, and parent feedback surveys.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Strategy 5 Details

Strategy 5: The campus will fully implement the CATCH program to support the mental and physical well-being of students, families, and staff. Through coordinated activities, nutrition education, movement integration, and community involvement, the school will work toward achieving CATCH Platinum Level status by the end of the year.

Strategy's Expected Result/Impact: By the end of the school year, the campus will meet all criteria for CATCH Platinum Level recognition. Students, families, and staff will demonstrate increased participation in wellness initiatives, as measured by event attendance, classroom implementation logs, and CATCH tracking tools.

Staff Responsible for Monitoring: CSSS
Campus Administrators

Strategy 6 Details

Strategy 6: To foster a more inclusive and engaging environment for Spanish-speaking families, the campus will ensure that key communications, meetings, and school visuals are accessible in Spanish. This includes providing real-time translation at meetings, displaying bilingual bulletin boards, and translating school announcements and digital communication to strengthen family partnerships and involvement.

Strategy's Expected Result/Impact: By the end of the school year, 100% of school-wide communications and major events will include Spanish-language access, and at least 80% of Spanish-speaking families will report feeling informed and included, as measured by participation rates and family engagement surveys.

Staff Responsible for Monitoring: Campus Administrators

Strategy 7 Details

Strategy 7: The campus will provide ongoing parent training and support to ensure families can effectively access and use essential digital platforms, including Google Classroom, Seesaw, Parent Square, and Parent Portal. These tools will enhance family engagement in student learning, communication, and academic progress monitoring.

Strategy's Expected Result/Impact: By the end of the school year, at least 90% of families will be actively using Google Classroom, Seesaw, Parent Square, and Parent Portal, as measured by platform engagement reports and parent surveys. Increased digital engagement will correlate with improved communication and support for student learning at home.

Staff Responsible for Monitoring: CSSS
Campus Administrators

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will provide a safe, positive, and supportive learning environment for all students and staff by implementing consistent safety protocols, behavior expectations, and wellness initiatives.

Evaluation Data Sources: Review 360 reports; Student, Staff, and Parent Surveys; Counselor calendar

Strategy 1 Details
<p>Strategy 1: The campus will provide regular guidance lessons, including anti-bullying education, to address the social and emotional needs of all students. These lessons will promote self-awareness, responsible decision-making, empathy, and respect, while equipping students with strategies to build positive relationships and resolve conflicts.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of students will participate in monthly guidance and anti-bullying lessons. Incidents of bullying and behavior referrals related to peer conflict will decrease by at least 15%, as measured by counselor and discipline records.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement the Character Strong program with fidelity by providing daily Character Strong lessons during PE, incorporating daily announcements to reinforce character traits, and recognizing a Character Strong Student of the Month in each classroom. This initiative will build a positive campus culture and support the development of students' social-emotional and character skills.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of classrooms will participate in the CharacterStrong Student of the Month program, and daily lessons and announcements will be implemented with fidelity. Improvements in student behavior and school climate will be reflected in reduced discipline referrals and increased positive behavior reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor CSSS</p>
Strategy 3 Details
<p>Strategy 3: The campus will implement the district's Positive Behavioral Interventions and Supports (PBIS) and discipline plan with fidelity to support teachers in managing students who exhibit severe or persistent behaviors. Through structured intervention systems, staff training, and collaboration, the campus will reduce disruptive behaviors and increase instructional time.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will have received training on the district PBIS and discipline plan, and behavior incidents involving repeat offenders will decrease by 20%, as measured by discipline referral data and intervention logs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>

Strategy 4 Details

Strategy 4: The campus will promote regular attendance by implementing school-wide incentives for both students and teachers.

Strategy's Expected Result/Impact: By the end of the school year, the campus will reduce chronic absenteeism by at least 15% and increase overall attendance rates to 96% or higher as measured by district attendance reports.

Staff Responsible for Monitoring: Campus Administrators

Teachers

CSSS

Strategy 5 Details

Strategy 5: Through data-driven interventions, regular monitoring, and collaboration with families and staff, the SST will provide tailored support and connect students with necessary resources to improve outcomes.

Strategy's Expected Result/Impact: By the end of the school year, at least 75% of students referred to SST will show improvement in their identified area of concern (attendance, academics, or behavior), as evidenced by progress monitoring data.

Staff Responsible for Monitoring: Campus Administrators

SST Team

Strategy 6 Details

Strategy 6: The campus will implement a clear, unified system for bullying prevention and intervention. This includes comprehensive staff training, student education, parent communication, and the use of standardized procedures to ensure consistent, timely, and equitable responses to all bullying concerns.

Strategy's Expected Result/Impact: By the end of the school year, 100% of staff will be trained on the campus bullying protocol, and student and parent survey results will reflect a 25% increase in confidence that bullying is consistently addressed.

Staff Responsible for Monitoring: Campus Administrators

Counselor

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Staff retention rate, Professional development records, Teacher certifications

Strategy 1 Details
<p>Strategy 1: The campus will encourage and support all teachers in obtaining English as a Second Language (ESL) and Gifted and Talented (GT) certifications to ensure all students, including English learners and advanced learners, receive high-quality, differentiated instruction that meets their academic needs.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 50% or more of teachers will be enrolled in or have completed ESL and GT certification, increasing the campus's capacity to meet the needs of diverse learners and ensuring compliance with state and district program requirements.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: The campus will ensure all instructional paraprofessionals receive ongoing training and support to equip them with the skills and knowledge necessary to provide high-quality academic and behavioral support to students. This includes training aligned with curriculum, instructional strategies, and student needs.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of instructional paraprofessionals will participate in targeted training and demonstrate effective implementation of instructional support strategies, as evidenced by classroom walkthroughs, teacher feedback, and student growth data.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: The campus will provide targeted staff development throughout the year to build teacher capacity in using best practices to support the academic and social-emotional needs of all students, including Gifted and Talented (GT), Special Education, ESL, and Bilingual students. Training will focus on differentiation, scaffolding, culturally responsive instruction, and effective accommodations and modifications.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will participate in targeted professional development aligned to supporting special populations. Classroom implementation of best practices will improve, and student performance across all identified subgroups will increase by at least 10% on district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 4 Details

Strategy 4: The campus will create vertical alignment teams by content area (e.g. Math, ELA, Science) with representatives from each grade level K-5. Vertical alignment teams will meet at least once per grading period to review TEKS progression, share instructional strategies, and identify areas of misalignment.

Strategy's Expected Result/Impact: By the end of the school year, 100% of grade levels will participate in structured vertical alignment meetings, and student performance data will show increased proficiency in vertically aligned standards, particularly in reading and math.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach

Strategy 5 Details

Strategy 5: The campus will ensure that 100% of classroom teachers become Apple Teacher certified to support effective and innovative technology integration. Certification will build teacher capacity to leverage Apple tools in daily instruction, enhance student engagement, and contribute to maintaining Apple Distinguished School status.

Strategy's Expected Result/Impact: By the end of the school year, 100% of classroom teachers will be Apple Teacher certified.

Staff Responsible for Monitoring: Campus Administrators

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>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p>Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p>Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p>Staff Responsible for Monitoring: 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>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 - \$600</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: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</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 - \$500</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 - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement.

Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories

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 - \$8,000

Strategy 5 Details

Strategy 5: 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

Improve teacher capacity

Increase the number of students reading on grade-level

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 - \$100,000

Strategy 6 Details

Strategy 6: 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

Increase in Student Achievement by 10% overall

At least 75% of students referred to SST will show improvement in their identified area of concern (attendance, academics, or behavior), as evidenced by progress monitoring data.

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Campus Student Success Specialist costs - 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 7 Details

Strategy 7: 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 8 Details

Strategy 8: 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: Costs for Campus Student Success Specialist 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 sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$500

Strategy 9 Details

Strategy 9: 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 10 Details

Strategy 10: 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 11 Details

Strategy 11: 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 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	5	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$100,000.00
5	2	6	Harris County CYS Social Worker Contracted Services	Title I Part A Funds	\$20,000.00
5	2	6	Campus Student Success Specialist costs	Title I Part A Funds	\$65,000.00
5	2	8	Materials and supplies for parent academic sessions	Title I, Part A	\$500.00
5	2	8	Costs for Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$189,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$600.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
5	2	4	Costs for Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$8,000.00
Sub-Total					\$79,600.00