

Goose Creek Consolidated Independent School District

Dr. Antonio Banuelos Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Dr. Antonio Bañuelos Elementary will provide a stimulating and safe learning environment where each student is provided an individualized education that addresses students' unique learning styles, cultivates independent thought, promotes the building of character, develops college and career readiness and enables them to contribute to their communities in meaningful and positive ways.

Vision

Our school will be a safe place where we are all learning together and collaborating for the success of all students.

Value Statement

We value our students and are dedicated to their success.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local benchmark or common assessments data

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The ELAR Campus Accountability Action Plan for the 2025-2026 school year is to close the achievement gap by implementing targeted, just-in-time interventions in 3rd and 4th grade RLA, with the goal that each student demonstrates at least one year's worth of growth in reading based on the 2026 RLA STAAR. Additionally, we will work to eliminate zeros on STAAR ECR (Extended Constructed Response) across grades 3-5 through consistent scaffolding, feedback, and instructional support

If we implement targeted, just-in-time interventions in 3rd and 4th grade RLA and deliver structured writing instruction with modeling, guided writing, and frequent feedback, then each student will demonstrate at least one year's worth of growth in reading and writing, and we will eliminate zeros on the STAAR ECR across grades 3-5.

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

Strategy 1 Details
<p>Strategy 1: Teachers will implement just-in-time interventions based on real-time assessment data (Amira data, CUAs, exit tickets, and formative checks) to address specific skill gaps in 3rd and 4th grade RLA. Intervention groups will be flexible and adjusted as-needed based on student performance, ensuring timely and targeted support that prevents students from falling behind. Additionally, teachers will be trained on scaffolding strategies during our August back to school training.</p> <p>We will monitor progress through regular data analysis, ongoing PLC collaboration, and the use of a student data tracker to record student performance on End of Module assessments.</p> <p>Strategy's Expected Result/Impact: The expected outcome is growth in reading and overall performance leading to increased student success on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Principal TLC/Administrator over Reading</p>

Strategy 2 Details

Strategy 2: The campus team will strengthen student ECR writing by providing explicit instruction in sentence structure, grammar, and idea development, supported by modeled writing, guided practice, and targeted feedback during small group and whole class instruction.

We will monitor progress through collaborative PLC data reviews, use of student data trackers to document ECR writing performance, and analysis of CUA results to identify students in need of additional support.

Strategy's Expected Result/Impact: Our expected outcome is that all 4th and 5th grade students will complete their assessments, resulting in zero zeros on CUAs and the STAAR, while 3rd grade students will show a decrease in scores of 0 or 1 over the course of the year--resulting in more than 90% of students earning a score of 2 or higher on their ECRs on CUAs and STAAR.

Staff Responsible for Monitoring: Campus Principal
TLC/Administrator over ELAR

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is strengthen math instruction across K-5 by focusing on conceptual understanding, computational fluency, and problem-solving. Through aligned pacing, scaffolded instruction, and student engagement strategies, our goal is 85% of students to meet their project growth on NWEA MAP from Beginning of Year (BOY) to End of Year (EOY) assessments.

If we strengthen math instruction across K-5 by focusing on conceptual understanding, computational fluency, and problem-solving through aligned pacing, scaffolded instruction, and engaging learning experiences, then 85% of students will meet their projected growth on the NWEA MAP from Beginning-of-Year to End-of-Year assessments.

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

Strategy 1 Details
<p>Strategy 1: The campus team will focus on foundational math skills during targeted small group instruction by prioritizing number sense, place value, and basic operations in grades K-2. Instruction will be guided by Bluebonnet Learning curriculum resources and will incorporate manipulatives, visual models, and differentiated tasks to build conceptual understanding. Teachers will also be trained in effective scaffolding strategies to support students who are not yet on grade level, ensuring they can access core content through the use of step-by-step modeling, guided practice, and intentional questioning to bridge learning gaps.</p> <p>We will monitor progress through the use of student data trackers, frequent formative checks (such as exit tickets and math fluency probes), and analysis of Common Unit Assessments (CUAs) during PLCs. These tools will help identify misconceptions, track growth in foundational skills, and inform adjustments to small group instruction.</p> <p>Strategy's Expected Result/Impact: Our expected outcome is that students will demonstrate growth in foundational math skills, leading to increased accuracy and fluency in computation, improved CUA performance, and greater readiness for grade-level problem solving resulting in an increase of students performing at the Meets Grade Level standard on End of Module assessments.</p> <p>Staff Responsible for Monitoring: Campus Principal TLC/Administrator over Math</p>
Strategy 2 Details
<p>Strategy 2: The campus team will and deepening understanding of multiplication, division, fractions, and advanced place value in grades 3-5. Instruction will be guided by Bluebonnet Learning curriculum resources, incorporating manipulatives, visual models, and differentiated tasks to build conceptual understanding.</p> <p>We will monitor progress through the use of student data trackers, frequent formative checks (such as exit tickets and math fluency probes), and analysis of Common Unit Assessments (CUAs) during PLCs. These tools will help identify misconceptions, track growth in foundational skills, and inform adjustments to small group instruction.</p> <p>Strategy's Expected Result/Impact: Our expected outcome is that students will demonstrate measurable growth in foundational math skills, leading to increased accuracy and fluency in computation, improved CUA performance, and greater readiness for grade-level problem solving resulting in an increase of students performing at the Meets Grade Level standard on the STAAR Math assessment by 10 percentage points.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is increase STAAR Science performance by 10 percentage points in each reporting category. To meet this goal and address the full scope of the revised STAAR Science assessment, which includes standards from grades 3, 4, and 5, the campus will ensure: Grades 3-5 teachers implement weekly hands-on science labs and investigations aligned to the K-5 Science Look Fors and the new Science TEKS; Teachers will use Science Penguin, Edusmart, and McGraw Hill as core resources to deliver TEKS-aligned, inquiry-based instruction; All students will maintain a science notebook to document investigations and learning reflections throughout the year.

If Grades 3-5 teachers implement weekly hands-on science labs aligned to the new Science TEKS and K-5 Science Look Fors, use high-quality instructional resources such as Science Penguin, Edusmart, and McGraw Hill, and ensure all students maintain science notebooks to document their learning, then STAAR Science performance will increase by 10 percentage points in each reporting category by the end of the 2025-2026 academic year.

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

Strategy 1 Details
<p>Strategy 1: The campus team will conduct biweekly walkthroughs using a Science Look Fors checklist to ensure that grades 3-5 teachers are facilitating hands-on labs aligned to the new TEKS and K-5 Science Look Fors. Observations will focus on student engagement, use of science notebooks, and alignment between instruction and lab investigations. Data collected will be reviewed during PLCs to guide coaching and resource support.</p> <p>Strategy's Expected Result/Impact: Increase by 10 percentage points in each reporting category</p> <p>Staff Responsible for Monitoring: Campus Principal TLC</p>
Strategy 2 Details
<p>Strategy 2: Teachers will conduct monthly checks of student science notebooks, in grades 3-5, to monitor the quality and consistency of student reflections, vocabulary use, and documentation of lab investigations. Samples will be reviewed collaboratively in PLCs to calibrate expectations and ensure alignment to grade-level TEKS and inquiry practices.</p> <p>Strategy's Expected Result/Impact: Increase by 10 percentage points in each reporting category</p> <p>Staff Responsible for Monitoring: Campus Principal TLC</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

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

Evaluation Data Sources: Surveys, Session Reports, Community Reports

Strategy 1 Details
Strategy 1: Grow communication between school and home through home visits, Tuesday Folder communication, phone calls, parent conferences, and volunteers. Strategy's Expected Result/Impact: Increase communication with the campus and parents as measured by parent survey. Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Utilize Parent Square, school marquee, Facebook, and Banuelos web page as ways to communicate with our parents and community. Strategy's Expected Result/Impact: Increased awareness of campus events for parents and community members as measured by parent survey. Staff Responsible for Monitoring: Campus Administrators
Strategy 3 Details
Strategy 3: Support PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend meetings. Strategy's Expected Result/Impact: Increase attendance at PTO meetings measured by increase in participation from previous year. Staff Responsible for Monitoring: Campus Administrators
Strategy 4 Details
Strategy 4: Continue to promote our Watch Dog program. Conduct a kick-off evening event for dads to join our Watch Dog team. Strategy's Expected Result/Impact: Increase Watch Dog participation measured by increase in participation from previous year. Staff Responsible for Monitoring: Campus Administrators Counselor
Strategy 5 Details
Strategy 5: Utilize the CATCH program to enhance the mental and physical well being of students, families, and staff. Strategy's Expected Result/Impact: Increase student, family, and staff well being measured by End of Year survey results. Staff Responsible for Monitoring: Campus Administrators Nurse

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: Banuelos Elementary will 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: Attendance Reports
Discipline Reports

Strategy 1 Details
<p>Strategy 1: The campus will use data driven groups so that students performing at or above grade level expectations have opportunities to engage in meaningful enrichment opportunities that promote promote critical thinking such as: UIL, academic preparation, Career Week, Spelling Bee, GT showcase and 21st century learning skills (increase Masters rates and college preparedness).</p> <p>Strategy's Expected Result/Impact: Increased Math and Reading Assessment scores with a targeted 10% growth at the Meets and Masters level for above grade level students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 2 Details
<p>Strategy 2: The campus will use the RTI process to develop and implement student plans for tier-specific interventions based on identified academic needs. Instructional planning will be guided by the use of appropriate resources and materials, with clearly defined strategies for each RTI tier to ensure effective and differentiated support.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Tests Increased Local Assessments Increased Screener Scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 3 Details
<p>Strategy 3: Banuelos Elementary will monitor at-risk students , plan interventions accordingly (including, but not limited to: PALS, counseling sessions, parent conferences, attendance contracts, tutoring), and reassess as necessary to ensure they progress through school successfully.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach CS3 and SST Committee</p>

Strategy 4 Details

Strategy 4: Disaggregate and analyze students' test data (STAAR and local assessments) in all core subject areas to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups with a specific focus on sub-populations to include: Special Education, LEP, and African American

Strategy's Expected Result/Impact: Increase STAAR Results overall but specifically targeted sub-populations from previous year.
Increase District Interim, MAP, CUA, CUO

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach

Strategy 5 Details

Strategy 5: Banuelos Elementary will provide enrichment opportunities for students that prepares them for career and college readiness.

Strategy's Expected Result/Impact: Increased participation with Career Day and GATE Showcase from previous year.

Staff Responsible for Monitoring: Campus Administrators
Counselor

Strategy 6 Details

Strategy 6: Monitor average daily attendance and provide attendance awards and incentives for both students and staff.

Strategy's Expected Result/Impact: Increased student achievement from previous year as compared by overall attendance.
Utilize PEIMS report to monitor Perfect Attendance/class, Perfect attendance awards every 9 weeks, and Staff Awards every 9 weeks.

Staff Responsible for Monitoring: Campus Administrators

Strategy 7 Details

Strategy 7: The campus will continue to implement the House System for all students and utilize the Positive Behavior and Intervention Support (PBIS) model to establish systems.

Strategy's Expected Result/Impact: Improve Campus Connections
Improve Student Behavior

Staff Responsible for Monitoring: Campus Administrators

Strategy 8 Details

Strategy 8: Grade level discipline plans will be consistently followed. Plans will include a way to communicate to parents both consequences and positive praise for students behavior reporting. Specials and cafeteria plans will be constructed to be proactive and preventive of student discipline infractions.

Strategy's Expected Result/Impact: Improvement in student behavior with decrease in office referrals by 10% as compared to 2024-2025.

Staff Responsible for Monitoring: Campus Administrators

Strategy 9 Details

Strategy 9: Continue to implement an anti-bullying awareness plan that includes our weekly bullying pledge, PBIS/anti-bullying committee, bullying contract, teacher awareness training, student programs, and routine monitoring of discipline data.

Strategy's Expected Result/Impact: Decrease in bullying reports from students and parents by 10% from 2024-2025.

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: Campus staff reports

Strategy 1 Details
Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Recruit and employ highly qualified teachers from job fairs and interviews. Staff Responsible for Monitoring: Administrators
Strategy 2 Details
Strategy 2: Encourage 100% of the teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase the number of teachers with ESL and GT certification Staff Responsible for Monitoring: Administrators
Strategy 3 Details
Strategy 3: Hire and recruit paraprofessionals that meet or exceed the required effective 60 college hours or certificate. Strategy's Expected Result/Impact: Requirements met for a highly certified staff Staff Responsible for Monitoring: Administrators
Strategy 4 Details
Strategy 4: Use common planning time for team members to collaborate on rigorous TEKS based instruction that increases well-rounded opportunities and learning for all students. Strategy's Expected Result/Impact: All student's should make a year's growth in Reading and Math. Staff Responsible for Monitoring: Campus Administrators
Strategy 5 Details
Strategy 5: Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining students work/response to assessments. Strategy's Expected Result/Impact: Increase assessment scores using specific data based on teacher data driven decisions from BOY to EOY. Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details
<p>Strategy 6: Provide training to teachers on best practices to be used with Banuelos Elementary special programs; such as, Bilingual/ESL (Dual Language One Way Program (K,1st,2nd,3rd) , Special Education, and GT to ensure identified students' instructional needs are being met and they are getting intentional access to the general curriculum, monitor their performance data, and plan interventions accordingly.</p> <p>Strategy's Expected Result/Impact: Increased CUA, CUO, Interim, MAP, and STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 7 Details
<p>Strategy 7: Provide opportunity for teachers to meet with grade levels above them once during spring to assist with students transitioning to the next grade including opportunities to plan transitions for students in all programs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement as indicated by grade level assessment Scores, IEPs, and TELPAS Data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 8 Details
<p>Strategy 8: Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration. Provide professional development and coaching using data to make instructional decisions, improve curriculum, and design assessments.</p> <p>Strategy's Expected Result/Impact: Increase student achievement to show one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 9 Details
<p>Strategy 9: Provide coaching opportunities to support teachers to improve instructional quality in language arts, math, science, and social studies.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 10 Details
<p>Strategy 10: Banuelos Elementary will provide opportunities for staff to attend targeted staff development and have EdTechxperts provide support that will enhance the effective use of technology in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase technology use by staff from previous year measured by walk through data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>

Strategy 11 Details

Strategy 11: Train all faculty and staff on crisis management for Banuelos Elementary, and ensure that plans are clearly communicated and practiced throughout the year. Teach and Implement Safe, Responsible, and Respectful expectations to be followed throughout the campus..

Strategy's Expected Result/Impact: Decrease numbers of discipline/crisis situations by 10% from 2024-2025.

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
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 - \$500</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 - \$600</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: Increase STAAR Results by 10% for each reporting test at the Approaches level.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach

Funding Sources: Costs for At- Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction - Coordination of Local and State Funds - SCE Funds - \$8,000

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 - 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

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Cost for Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$80,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

Strategy 9 Details

Strategy 9: 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 10 Details

Strategy 10: 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: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Supplemental materials to support parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$800

Strategy 11 Details

Strategy 11: Title I, Part A Federal Program - Provide Campus Teaching and Learning Coaches 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 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: 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	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	8	Cost for Student Success Specialist	Title I, Part A	\$80,000.00
5	2	10	Supplemental materials to support parent academic sessions	Title I Part A Funds	\$800.00
5	2	10	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
5	2	11	Coaching support by Teaching and Learning Coaches	Title I Part A	\$200,000.00
Sub-Total					\$304,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
5	2	4	Costs for Accelerated Instruction	SCE Funds	\$8,000.00
5	2	4	Costs for At- Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$79,600.00