

Goose Creek Consolidated Independent School District

James Bowie Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Mission:

James Bowie Elementary School will create an exceptional learning environment that motivates and empowers all students to strive for high academic achievement, preparing them for immediate success.

Vision

Vision:

James Bowie Elementary School will be an educational environment that builds character and promotes excellence for all students by actively involving parents and the community to establish a school that fosters a sense of pride for all.

Value Statement

Motto:

100% No Excuses
Teamwork Commitment Achievement Excellence

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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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Plan (CAAP) for the 2025-2026 school year at Bowie Elementary will focus on implementing the Bluebonnet Reading curriculum for grades K-5. The plan aims to build teacher efficacy through data tracking, professional learning communities (PLCs), and coaching. Additionally, it will implement effective interventions to ensure that students develop strong foundations in phonics and reading comprehension. These efforts are designed to lead to improvements on the STAAR assessment, with the goal that by the end of the year, 90% of students in grades 3-5 will achieve the Approaches level, 50% will reach the Meets level, and 30% will attain the Mastery level.

If Bowie focuses on the implementation of the RLA Bluebonnet curriculum, building teacher efficacy through data tracking, PLC, and coaching, and implementing effective interventions will build strong foundations for our students, which directly connect to building STAAR gains.

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

Strategy 1 Details
<p>Strategy 1: The campus will establish Data-Driven Instruction Cycles that include collection, analysis, and action steps based on Bluebonnet assessments and formative checks.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none">1. Improved precision in phonics and comprehension instruction through real-time adjustments.2. Students Meet, and Master numbers will increase, and all students will grow considerably at the approaches level.3. We will address learning gaps for all students, leading to increased reading levels, improved fluency, and enhanced comprehension.4. Students improve their reading levels, fluency, and comprehension. Additionally, there is growth in grade levels and STAAR tests. <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, TLC, Counselor, CS3, SSA, Teachers.</p>
Strategy 2 Details
<p>Strategy 2: The campus will design Tiered Reading Interventions with Fidelity Monitoring system focused on early literacy gaps, ensuring Tier 2 and 3 interventions are tightly aligned with Bluebonnet skills and monitored for effectiveness.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none">1. Improved precision in phonics and comprehension instruction through real-time adjustments.2. Students Meet, and Master numbers will increase, and all students will grow considerably with the approaches level and NWEA MAPS growth.3. We will address learning gaps for all students, leading to increased reading levels, improved fluency, and enhanced comprehension.4. Students improve their reading levels, fluency, and comprehension. Additionally, there is growth in grade levels on NWEA MAPS and STAAR tests. <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.</p>

Strategy 3 Details

Strategy 3: Implement Targeted Coaching and PLC Modeling. Provide consistent coaching that fully models Bluebonnet Reading lessons and focuses on small-group reading instruction, teacher At-Bats, including decoding and comprehension routines.

Strategy's Expected Result/Impact: 1. Improved precision in phonics and comprehension instruction through real-time adjustments.
2. Students Meet, and Master numbers will increase, and all students will grow considerably with the approaches level.
3. We will address learning gaps for all students, leading to increased reading levels, improved fluency, and enhanced comprehension.
4. Students improve their reading levels, fluency, and comprehension. Additionally, there is growth in grade levels on STAAR tests.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.

Strategy 4 Details

Strategy 4: To support reading comprehension and literacy growth, teachers will integrate writing activities that focus on text-based responses, vocabulary development, and phonics application to develop ECR and SCR using the T.A.P.E. strategy.

Strategy's Expected Result/Impact: The expected outcome is that students will develop stronger reading comprehension and phonics skills through integrated writing practice, leading to increased proficiency in literacy.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountablity Plan (CAAP) for the 2025-2026 at Bowie will focus on the K-5 implementation of the Bluebonnet Math curriculum, builds teacher efficacy through data tracking, PLC, and coaching, and implements effective interventions, then students will develop strong foundations in math fluency and conceptual understanding, which will lead to gains on the STAAR assessment. These efforts are designed to lead to improvements on the STAAR assessment, with the goal that by the end of the year, 90% of students in grades 3-5 will achieve the Approaches level, 50% will reach the Meets level, and 30% will attain the Mastery level.

If Bowie focuses on the implementation of the Bluebonnet curriculum, building teacher efficacy through data tracking, PLC, and coaching, and implementing effective interventions will build strong foundations for our students, which directly connect to building STAAR gains.

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

Strategy 1 Details
<p>Strategy 1: The campus will strengthen PLCs with Data-Driven Math Planning. Facilitate weekly PLCs that focus on analyzing student work, identifying misconceptions, and planning aligned instruction and intervention using Bluebonnet Math resources.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none">1. Increased alignment between instruction, assessment, and TEKS expectations, leading to stronger STAAR performance.2. Students Meets and Masters numbers will increase, and all students will show considerable growth in Math concepts and applications.3. Students Meet and Master numbers will increase, and all students will show considerable growth in Math concepts.4. Students develop conceptual understanding and practice procedural skills and fluency. Developing stronger math students that will grow STAAR and NWEA MAPS data. <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor.</p>
Strategy 2 Details
<p>Strategy 2: The campus will Build Math Fluency Through Daily Routines and Progress Monitoring. Create small-group math interventions focused on numeracy, place value, operations, and problem-solving using diagnostic data to identify gaps and coaching to ensure effective delivery.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none">1. Increased alignment between instruction, assessment, and TEKS expectations, leading to stronger STAAR performance.2. Students Meets and Masters numbers will increase, and all students will show considerable growth in Math concepts and applications.3. Students Meet and Master numbers will increase, and all students will show considerable growth in Math concepts.4. Students develop conceptual understanding and practice procedural skills and fluency. Developing stronger math students that will grow STAAR and NWEA MAPS data. <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor.</p>

Strategy 3 Details

Strategy 3: The campus will implement Tiered Conceptual Math Interventions with Coaching Support. Create small-group math interventions focused on numeracy, place value, operations, and problem-solving using diagnostic data to identify gaps and coaching to ensure effective delivery.

Strategy's Expected Result/Impact: 1. Faster closing of learning gaps in key concepts like place value, fractions, and problem solving, which directly supports STAAR math readiness.

2. Increased alignment between instruction, assessment, and TEKS expectations, leading to stronger STAAR performance.

3. Students Meets and Masters numbers will increase, and all students will show considerable growth in Math concepts and applications.

4. Students Meet and Master numbers will increase, and all students will show considerable growth in Math concepts.

5. Students develop conceptual understanding and practice procedural skills and fluency. Developing stronger math students that will grow STAAR and NWEA MAPS data.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor.

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Plan (CAAP) for the 2025-2026 school year at Bowie will focus Bowie is intentionally addressing the new Science TEKS and using Lead4ward strategies--particularly those that integrate vocabulary, reading, and writing concepts. These efforts are designed to lead to improvements on the STAAR assessment, with the goal that by the end of the year, 80% of students in grade 5 will achieve the Approaches level, 25% will reach the Meets level, and 15% will attain the Mastery level.

If Bowie is intentional in addressing the new science TEKS and using lead4ward Strategies, which include reading and writing concepts, students will achieve a 50% growth on STAAR.

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

Strategy 1 Details
<p>Strategy 1: The campus will implement Science Vocabulary Routines.</p> <p>Strategy's Expected Result/Impact: 1. Increased mastery of academic vocabulary supports improved comprehension of STAAR science questions. 2. Students' increase in Science knowledge will grow science STAAR data and NWEA MAPS data. 3. Students are strengthened in Science and help prepare for 5th grade TEKS and STAAR testing.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor. Teachers.</p>
Strategy 2 Details
<p>Strategy 2: The campus will Align Science Instruction to the New TEKS with Literacy Integration. Ensure weekly lesson plans are aligned with the new Science TEKS and intentionally incorporate reading comprehension and writing-to-learn strategies.</p> <p>Strategy's Expected Result/Impact: 1. Students build deeper conceptual understanding and are better prepared for STAAR's academic reading and writing demands within science. 2. Students' increase in Science knowledge will grow science STAAR data and NWEA MAPS data. 3. Students are strengthened in Science and help prepare for 5th-grade TEKS and STAAR testing.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor. Teachers.</p>
Strategy 3 Details
<p>Strategy 3: The campus will use Formative Data to Target Interventions and Track Growth. Establish science formative checkpoints aligned to the new TEKS and track student progress toward STAAR readiness using quick checks.</p> <p>Strategy's Expected Result/Impact: 1. Data-informed adjustments lead to improved student understanding and measurable growth toward the 40% STAAR goal. 2. Students' increase in Science knowledge will grow science STAAR data and NWEA MAPS data. 3. Students are strengthened in Science and help prepare for 5th grade TEKS and STAAR testing.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor. Teachers.</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: James Bowie Elementary will 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: Engagement Opportunities: Documents, Surveys, Community Report, Parent Square Data.

Strategy 1 Details
<p>Strategy 1: The campus will host Family Engagement Events Aligned to Academics and host themed events (e.g., Math Night, Reading Night, STEAM Showcase) that connect families to the learning happening in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of curriculum and greater involvement in student learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, TLC, Teachers</p>
Strategy 2 Details
<p>Strategy 2: James Bowie will provide a coordinated school health program that will encourage staff, students, families, and the community to adopt a healthy lifestyle. This will be accomplished through the instruction of the CATCH curriculum at each grade level, published articles in the newsletter, sun safety lessons, parent communication, staff wellness challenges, health information on the announcements, Kids Heart Challenge participation, CATCH bulletin board, CATCH family night.</p> <p>Strategy's Expected Result/Impact: Increase the participation in healthy life activities for our staff, students, families, and community.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Wellness Team PE Teachers</p>
Strategy 3 Details
<p>Strategy 3: Maintain collaboration with Partner in Education (PIE) and district PALS program to provide mentoring opportunities for our scholars.</p> <p>Strategy's Expected Result/Impact: Stronger mentor-mentee relationships and increased student engagement and accountability.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>

Strategy 4 Details

Strategy 4: Collaborate with community members and organizations to create and maintain partnerships that strengthen the academic program and support students as life-long learners.

Strategy's Expected Result/Impact: Family and Community voice is embedded in decision-making, leading to more relevant and effective engagement efforts.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

CS3

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: James Bowie 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: Discipline and attendance data, teacher surveys, and students' and parents' feedback.

Strategy 1 Details
<p>Strategy 1: The campus will launch a Campus Attendance Initiative with Incentives to provide student success supports to identified students who are struggling with attendance, academics, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance rates and student engagement, reducing chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist CYS</p>
Strategy 2 Details
<p>Strategy 2: The campus will Consistently Implement a Campus-Wide PBIS Framework to clearly define, teach, and reinforce behavioral expectations across all school settings.</p> <p>Strategy's Expected Result/Impact: Increased student accountability and fewer discipline incidents contribute to a positive and predictable school environment.</p> <p>Staff Responsible for Monitoring: Campus Administrators and teachers.</p>
Strategy 3 Details
<p>Strategy 3: Continue school-wide character education, classroom guidance, and conflict resolution to reduce discipline referrals and bullying incidents through Star Student Character Awards, and Campus Anti-Bullying Committee.</p> <p>Strategy's Expected Result/Impact: Decrease current discipline referrals and bullying incidents percentages.</p> <p>Friendship Garden K-2 Announcement Shout-Outs</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>
Strategy 4 Details
<p>Strategy 4: The campus will cultivate a Positive Staff and Student Culture by implementing structures that recognize staff and student contributions, celebrate growth, and build a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction, student pride, and overall campus morale contribute to a stronger learning culture.</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p>

Strategy 5 Details

Strategy 5: Students participate in high-interest hobbies and clubs with teacher sponsors such as Cheerleading, Jeans and Jackets, Diamonds and Pearls, Honor Choir, and Dance Team.

Strategy's Expected Result/Impact: Enhance positive relationships among students.
Strengthen relationships between students and teachers.

Staff Responsible for Monitoring: Campus Administrators

Music Teacher

Dance Team Director

Teacher Sponsors

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: James Bowie Elementary 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: Certification report, campus walk-throughs, Students' data, and TTESS.

Strategy 1 Details
<p>Strategy 1: The campus will Prioritize Strategic Recruitment and Hiring Practices by partnering with district HR and local educator preparation programs to identify, recruit, and hire high-quality certified teachers before the start of the school year.</p> <p>Strategy's Expected Result/Impact: Improved match between teacher qualifications and student needs, leading to stronger instructional outcomes.</p> <p>Staff Responsible for Monitoring: Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will Monitor Certification Compliance and Support Certification Pathways.</p> <p>Strategy's Expected Result/Impact: All classrooms are staffed with certified or progressing-to-certification educators, supporting equitable access to high-quality instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>
Strategy 3 Details
<p>Strategy 3: Continue to implement a mentor system for 1st year teachers.</p> <p>Strategy's Expected Result/Impact: Retention of Teachers</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Lead Mentor</p>
Strategy 4 Details
<p>Strategy 4: The campus will Provide Ongoing Coaching, professional Development, and Support teacher growth through instructional coaching, mentoring, and targeted professional learning to ensure all teachers demonstrate high levels of effectiveness.</p> <p>Strategy's Expected Result/Impact: Increased instructional quality and retention of effective teachers, including those working toward certification.</p> <p>Staff Responsible for Monitoring: Campus administration</p>
Strategy 5 Details
<p>Strategy 5: The campus will provide ongoing training and staff development for teachers and staff on the Bluebonnet Reading curriculum and oversee its implementation.</p> <p>Strategy's Expected Result/Impact: STAAR Results, Student achievement,</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

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

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

Strategy 1 Details
<p>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 - \$600</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement.

Strategy's Expected Result/Impact: An improvement in student performance

Intervention plans developed and implemented with fidelity

Progress Monitoring completed to determine student growth

Staff Responsible for Monitoring: Campus Principal

District Program Director

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

Strategy 5 Details

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

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements

All students will make at least one year's growth

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 6 Details

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

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements

Documentation of activities aligned to Well Rounded Education

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 7 Details

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

Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements

10% increase in student academic success

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 8 Details

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

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

10% increase in student achievement scores

Close achievement gaps

Staff Responsible for Monitoring: Campus Principal

District Program Director

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

Strategy 10 Details

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

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

Review, Revise, and Determine annually

Distribute to all parents yearly electronically or by hard copy

Provide to all parents in English or Spanish

Increase in Parent and Family Engagement participation

Staff Responsible for Monitoring: Campus Principal

District Program Director

Strategy 11 Details

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

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

Increase parent engagement from prior year

Provide sessions in English and Spanish

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

Staff Responsible for Monitoring: Campus Principal

District Program Director

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

Strategy 12 Details

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

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

CNA Documentation indicated in the CIP

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

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

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

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

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

Documentation results indicated in the CIP

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

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 14 Details

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

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

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

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 15 Details

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

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

Documentation indicated in the CIP

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

Adjust schoolwide plan as determined by the review

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 16 Details

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

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

Program Evaluation Documentation indicated in the CIP

Staff Responsible for Monitoring: Principal

District Program Director

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$200,000.00
5	2	9	Costs of Student Success Specialist	Title I, Part A Funds	\$80,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Materials needed for conducting parent training sessions	Title I, Part A Funds	\$500.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$304,500.00
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	\$600.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
Sub-Total					\$81,700.00