

Goose Creek Consolidated Independent School District
George Washington Carver Elementary
2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

"Roar with pride. Learn with heart!"

Vision

"In collaboration with families and community members, Carver Elementary is committed to providing every scholar with an equitable and rigorous education in a nurturing environment. Together, we will ensure every scholar is equipped with the academic, social, and emotional skills necessary to become a successful GCCISD GIANT in the 21st century."

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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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Other additional data

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase student reading proficiency through a focused emphasis on foundational skills.

If a solid foundation of literacy is established through high-quality, consistent implementation of Bluebonnet, then 80% of Carver's K-5 students will demonstrate one year of academic growth by the end of the 2025-2026 school year.

Evaluation Data Sources: Module assessments

Strategy 1 Details
<p>Strategy 1: Carver Elementary will establish a strong foundation in literacy by implementing the foundational skills component of the Bluebonnet curriculum with consistency and fidelity across all K-2 classrooms.</p> <p>Strategy's Expected Result/Impact: Bluebonnet instruction will be implemented with full fidelity, supported by targeted professional development, ongoing instructional coaching, and data-informed PLC collaboration. Growth will be measured by the end of unit assessments, designed to evaluate students' reading comprehension and spelling proficiency.</p> <p>Staff Responsible for Monitoring: Campus Principal, TLC</p>
Strategy 2 Details
<p>Strategy 2: Carver Elementary 3-5 students will demonstrate growth in embedded foundational reading skills through targeted instruction aligned to the Bluebonnet curriculum.</p> <p>Strategy's Expected Result/Impact: Growth will be measured by an end-of-unit reading comprehension assessment designed to evaluate students' ability to apply key skills such as summarizing, inferencing, and analyzing text structure.</p> <p>Staff Responsible for Monitoring: Campus Principal, TLC</p>
Strategy 3 Details
<p>Strategy 3: The new Bluebonnet curriculum will be used in Grades 2-5 to connect reading and writing across all subjects. Students will write about what they read and complete cross-curricular writing tasks.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 80% of students in Grades 2-5 will demonstrate growth in reading comprehension and writing skills, as measured by end-of-unit reading and writing assessments aligned to the Bluebonnet curriculum.</p> <p>Staff Responsible for Monitoring: Administration, TLC</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for 2025 - 2026 school year is to enhance Conceptual Understanding with a Focus on Representations, with a goal of increasing the percentage of students who meet or exceed projected growth.

If Carver implements a systematic approach to executing conceptual development, it is expected that 80% of students grades 3-5 will meet or exceed projected growth targets on the 2025-2026 NWEA assessments from the beginning of the year to the end of the year.

Evaluation Data Sources: BlueBonnet Module Assessments, BOY to EOY Screeners

Strategy 1 Details
<p>Strategy 1: Carver will strengthen students' conceptual understanding by ensuring consistent use of multiple representations (concrete, pictorial, abstract) in math instruction, with walkthrough data showing a 70% increase in student use of models to explain thinking by December 2025.</p> <p>Strategy's Expected Result/Impact: Professional Learning Communities: Offer ongoing training sessions, peer to peer observations and coaching to support teachers moving students from concrete to abstract thinking using Bluebonnet aligned tools.</p> <p>Targeted Walkthroughs: Use a representational "look for tool" that will be created as we are planning throughout the year.</p> <p>Showcase Lessons and Exemplars: Use swivl to record model lessons and collect student work samples that reflect effective instructional practices.</p> <p>Collaborative Reflection: During PLCs, teachers will analyze student work artifacts to reflect on the effectiveness of implementation partnered with goals of making adjustments where necessary.</p> <p>Staff Responsible for Monitoring: Administration, TLC</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 engagement and scientific thinking by implementing hands-on investigation labs in fifth grade, with the goal of increasing the percentage of students in achievement categories.

If Carver engages in planning centered around intentional questioning during scientific exploration, then we will increase approaches by 15%, meets by 8%, and masters by 5%, from BOY to EOY.

Evaluation Data Sources: CUAs, BOY to EOY Screeners

Strategy 1 Details
<p>Strategy 1: The campus will integrate the Engineering Design Process (EDP) into classroom instruction to foster critical problem-solving skills and deepen students' understanding of engineering concepts.</p> <p>Strategy's Expected Result/Impact: Professional Development (Teacher Training): ALL teachers will participate in training on the engineering design process discussing modeling thinking, anchoring academic vocabulary, and real world applications</p> <p>Embedded Techniques: During PLCs, teachers will plan questions aligned to each phase of the EDP process (Ask, Imaging, Plan, Create, Improve, Share) to guide students' thinking. The teachers will use the EDP form.</p> <p>Walkthrough and Feedback: Leadership will use a focused walkthrough form to collect data on student participation during hands-on activities, use of science tools, and problem solving conversations. These actions are to ensure students are intentional during engagement.</p> <p>Student Artifacts: Teachers will collect student work samples to discuss during PLC. The exemplar products will be displayed in hallways or via digital portfolios monthly throughout the school year.</p> <p>Staff Responsible for Monitoring: Administration, TLC</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Carver 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: Parent surveys, attendance reports, discipline referrals, parent contact log, attendance data, newsletters.

Strategy 1 Details
<p>Strategy 1: Promote parental awareness and increase parental involvement by providing informative and meaningful communication with parents through open house, conferences, the school newsletter, the school website, and the Student Support Team.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Carver Elementary will implement a coordinated school health initiative to educate students, families, and the community on healthy lifestyle choices and nutrition through CATCH lessons, a CATCH Family Night, Sun Safety instruction, and wellness-focused building signage.</p> <p>Strategy's Expected Result/Impact: Increase our students, families and community's participation in healthy lifestyle choices in regards to nutrition and family events.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>
Strategy 3 Details
<p>Strategy 3: Recruit and encourage participation in PTO and Parent Volunteer Programs.</p> <p>Strategy's Expected Result/Impact: The parent teacher organization will recruit and obtain parent volunteers to assist the school in various capacities throughout the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: G. W. Carver 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: Lesson plans, student discipline reports, bullying incidents, academic performance and observations

Strategy 1 Details
<p>Strategy 1: By May 2026, the Dual Language program in grades 2-5 will implement Summit K12 with fidelity, as evidenced by a minimum 5% monthly increase in students' implementation minutes from the established beginning of year baseline.</p> <p>Strategy's Expected Result/Impact: As a result, 100% of students in grades 2-5 will show growth in their TELPAS composite scores compared to the previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 2 Details
<p>Strategy 2: Carver will implement an aligned process to write short constructed responses as well as extended constructed responses.</p> <p>Strategy's Expected Result/Impact: 100% of teachers in K-5 will use an aligned strategy to teach students how to write short constructed responses and extended constructed responses.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Coach Administrators</p>
Strategy 3 Details
<p>Strategy 3: Utilize educational programs (Zearn and Ignite) to differentiate instruction and provide instructional support for our at-risk population.</p> <p>Strategy's Expected Result/Impact: Use prescriptive technology as an intervention tool to support struggling students and close the achievement gap. 80% of students utilizing Zearn and Ignite will show growth in their respective programs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>
Strategy 4 Details
<p>Strategy 4: Implement an effective and data-driven Response to Intervention (RTI) process to identify and support students in need of academic or behavioral interventions.</p> <p>Strategy's Expected Result/Impact: Ensure student's needs are identified and met through a continuous process of feedback and implementation so that 80% of students within the RTI system show growth in their area of need.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 5 Details
<p>Strategy 5: The CSSS, CYS, counselor, and attendance clerk will work collaboratively to monitor, document and complete paperwork to address attendance concerns proactively.</p> <p>Strategy's Expected Result/Impact: Complying with and following the state guidelines, attendance will increase by 2% in the chronically absent students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 6 Details
<p>Strategy 6: Foster a positive and supportive staff culture by increasing morale through a variety of strategies, including team-building activities, staff social events, recognition programs, and campus-wide incentives.</p> <p>Strategy's Expected Result/Impact: These efforts aim to strengthen relationships, boost motivation, and create a collaborative and uplifting work environment. Teacher survey will be conducted at the middle of year and end of year to determine growth in morale.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: Carver Elementary will implement vertically aligned "houses" to promote Positive Behavioral Interventions and Supports (PBIS) through a structured teaming system.</p> <p>Strategy's Expected Result/Impact: The house model will encourage collaboration, school pride, and consistent behavioral expectations across all grade levels. A 10% decrease in discipline referrals from the previous year will be observed.</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS team Counselor</p>
Strategy 8 Details
<p>Strategy 8: Provide a safe learning environment through utilizing the PBIS model to establish and sustain genuine, respectful relationships between students, parents and staff.</p> <p>Strategy's Expected Result/Impact: Create a positive environment where students thrive social emotionally as well as academically. A 10% decrease in behavior referrals from the previous school year will be observed.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>
Strategy 9 Details
<p>Strategy 9: Implement the Character Strong program with fidelity across all grade levels to support social-emotional learning and character development.</p> <p>Strategy's Expected Result/Impact: The campus will monitor the impact of implementation by regularly reviewing discipline data through the PBIS framework, using the data to inform supports and adjustments as needed to reinforce positive behavior and school culture.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>

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: Professional Development reports, Student Assessment Reports, Teacher Turnover Reports

Strategy 1 Details
<p>Strategy 1: Assure all assignments are filled with certified staff by attending job fairs and early recruitment from the pool of highly effective teachers in core academic subject areas.</p> <p>Strategy's Expected Result/Impact: All positions will be filled by certified staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Grade level Professional Learning Communities (PLC) will be utilized to create a continuous review of data to determine interventions and/or enrichment opportunities that are needed to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 80% of students will make significant growth in reading levels.</p> <p>Staff Responsible for Monitoring: Campus Principal District Program Director</p>
Strategy 3 Details
<p>Strategy 3: Promote and facilitate ESL and GT certification among teachers to ensure instructional practices meet the diverse needs of all learners, particularly English language learners and gifted students.</p> <p>Strategy's Expected Result/Impact: 100% of teachers who teach GT students will be certified. 100% of teachers who teach ESL students will be certified.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: Provide coaching support and resources for classroom teachers with an emphasis on teachers in the profession 1-3 years.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will show improvement in their specific area of need as measured through TTESS.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 5 Details

Strategy 5: Assess teacher professional development needs through regular staff surveys and provide responsive, targeted training aligned to identified areas of growth.

Strategy's Expected Result/Impact: Teachers identified as needing support will engage in targeted professional development aligned to their specific areas for growth. Walkthroughs will be used to identify instructional needs and monitor progress over time.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach

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 - \$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, 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: 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 - 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 - \$120,000

Strategy 6 Details

Strategy 6: 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: Campus Principal

District Program Director

Strategy 7 Details

Strategy 7: 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: Campus Principal

District Program Director

Strategy 8 Details

Strategy 8: 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: Campus Principal
District Program Director

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: Campus Principal
District Program Director

Funding Sources: Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

Strategy 10 Details

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

Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements
Review, Revise, and Determine annually
Distribute to all parents yearly electronically or by hardcopy
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 and supplies for parent academic trainings - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$750, 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: Campus 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: Campus 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	\$120,000.00
5	2	9	Costs of Student Success Specialist	Title I, Part A Funds	\$70,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Materials and supplies for parent academic trainings	Title I, Part A Funds	\$750.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
Sub-Total					\$214,750.00
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 -Tutoring	SCE Funds	\$10,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$81,600.00