

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

In partnership with family, business and community, Dr. Johnny T. Clark, Jr. Elementary will prepare students to become college and career ready by having high expectations for all students through advanced academic and social skills to ensure students are responsible citizens in an ever changing world.

Vision

Success breeds success, therefore teachers will provide students with many opportunities to be successful utilizing a variety of teaching strategies.

All children can learn, therefore teachers will have high expectations for all students.

Parents are important to their child's success in school, therefore their involvement, support, and concern is encouraged and expected.

That in order to prepare students for the work force, staff members should be innovative and creative; therefore their efforts will be encouraged.

Value Statement

Every student matters, every moment counts!

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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
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- 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 reduce the percentage of ECRs scoring a zero in grades 3-5 from 53% to 20% or less, which will subsequently raise our Domain 1 Reading scale score.

If teachers implement best practices for writing instruction, then student products will improve resulting in fewer zeros on the ECR.

Strategy 1 Details
<p>Strategy 1: The campus will have:</p> <p>Second through Fifth grade teachers participate in the Extended Constructive Response (ECR) Framework training provided during the school year. During the training, third through fifth grade teachers will also receive instruction on scoring ECRs using the TEA-provided scoring guide. Second grade will work on a report frame which is aligned with their TEKS and will transition students to writing ECRs.</p> <p>Third through Fifth grade teachers will use the writing frames and planning documents to plan and deliver consistent, rigorous writing instruction.</p> <p>Second grade teachers will use the report frame and planning documents to plan and deliver consistent, rigorous writing instruction.</p> <p>All teachers will attend district C&P days. Special Education teachers will attend where appropriate.</p> <p>Leadership team will choose staff development for teachers on curriculum days.</p> <p>Strategy's Expected Result/Impact: The Clark leadership team will participate in ECR training and planning to help teachers develop expertise in the ECR writing process.</p> <p>A planning calendar has been developed to aid in lesson planning to help teachers have a common understanding of writing and a more streamline process.</p> <p>The leadership team will perform targeted walkthroughs during ECR instruction and hold feedback conferences to foster the professional growth of our teachers especially in delivering higher, quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Campus Principal Assistant Principal Teacher Learning Coach</p>

Strategy 2 Details

Strategy 2: The campus will have ECR Fridays: Third through Fifth grade teachers will directly model writing for the students each Friday. Each class will have its own individual essay to display.

A baseline ECR will be given at Clark. This baseline test will be used to track ECR scoring on the three district assessment writing days.

A writing conference and goal setting conference will be held after each writing assessment. All ELA teachers will use the same conference template.

All third through fifth ELA teachers scored the previous year's writing ECRs. Each teacher disaggregated their composition scores and will use these percentages to determine if growth is occurring throughout the school year.

Exemplar samples will be disaggregated at PLC meetings and used during teaching to show students quality writing samples.

Strategy's Expected Result/Impact: Friday samples will be monitored and tracked. Each class is expected to post the most current samples in the classroom. This will allow weekly, exemplar examples for the students to improve student writing.

The October baseline will be used to monitor and track growth on ECRS. With each ECR assessment, we expect to see the number of zeros to decrease and rubric scores to increase. The grade level administrator will meet with each teacher after the assessment is given to review the data. This will lead to a decline in the number of students who scored zeros and an increase in higher writing scores.

Staff Responsible for Monitoring: Campus Principal
Assistant Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is Clark Elementary will increase their Domain 1 scale score from a 38 to a 43 in mathematics, by making a minimum of a five point gain in Approaches, Meets, and Masters in the STAAR performance categories.

If we balance conceptual understanding, procedural skill, fluency, and application, and teach to the rigor of the TEK, then students will have a deeper understanding of mathematical concepts, which will increase student achievement across all categories.

Strategy 1 Details
<p>Strategy 1: Clark will introduce Guided Math into all Third through Fifth grade classrooms.</p> <p>A Math District Specialist will provide Guided Math training for grades third through fifth.</p> <p>Additional follow-up training will be held in October, January, February, and a STAAR focused guided math training in early March. Our additional on campus scheduled days will be utilized for this training.</p> <p>Guided Math stations will be used during small group time, as well as in the classroom at least two days a week for Third through Fifth grade. Each station will have a check for understanding component.</p> <p>Teachers utilize a fluency station, a station that spirals skills, and a computer station with Zearn. Each month, two new stations focusing on new instructional units will be created with the TLC during planning sessions or staff development sessions.</p> <p>Strategy's Expected Result/Impact: The Clark Leadership Team will participate in the Guided Math trainings so teachers become more comfortable with utilizing Guided Math station in the classroom.</p> <p>The Leadership team will conduct targeted walkthroughs during Guided Math time both in the classroom and during small group to ensure students are being met and supported at their ability levels in order to close gaps and allow students to meet the expectation of the TEK.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: Clark will improve use of math manipulatives.

Math teachers will enhance student understanding by utilizing manipulatives that offer concrete learning opportunities by implementing the CRA approach (Concrete, Representational, Abstract).

The Teacher Learning Coach (TLC) will insure the needed manipulatives are on campus prior to each unit of instruction.

Manipulatives use during planning will be discussed along with how they fit into specified in lesson plans. The Teacher Learning Coach (TLC) will model the use of manipulatives during planning to enhance student understanding and engagement.

Manipulatives will be available and accessible to students in each math classroom.

Strategy's Expected Result/Impact: Internalization notes will reflect the use of manipulatives to help with providing differentiated instruction to students to increase scores.

The Leadership team will conduct walkthroughs and note the use of manipulatives by teachers. In addition, administration will look to see if manipulatives are out and accessible to students in the classroom. An increase in students using manipulatives in the classroom will lead to students increasing their conceptual understanding which should be reflected in CUA scores.

Staff Responsible for Monitoring: Campus Principal
Assistant Principal

Strategy 3 Details

Strategy 3: We will closely monitor our fourth grade math students.

Our Math Teacher Learning Coach (TLC) will conduct a coaching cycle with fourth grade math teachers.

Our Math TLC will be available at planning time the first semester. The fourth grade administrator will be present at either their internalization time or Professional Learning Community (PLC) time.

The Math District Specialist will internalize bi-monthly with the fourth grade math team. In addition, she will walk classrooms with the TLC at least once a month to offer suggestions on how the TLC can best support the teachers.

At least one of the two monthly campus walkthroughs with Dr. Spain will specifically focus on fourth grade math instruction. Both campus administration and the TLC will participate to calibrate instructional practices and determine next steps for supporting the fourth grade team.

Fourth grade math teacher will have a minimum of two feedback conferences a month.

Each "At Bat" lesson will be taught the following day. At least one member of the Leadership team will observe the lesson in practice in the classroom.

all third grade teachers attend the Math C&P. In addition, administration will choose staff development opportunities on Curriculum PLC Days.

Strategy's Expected Result/Impact: All planning sessions with fourth grade will be documented and tracked on a Google document to increase teachers understanding of mathematical concepts and deliver stronger Tier 1 instruction that increases student test scores.

Fourth grade scores will be monitored closely to ensure student growth is occurring.

Frequent feedback will be delivered to fourth grade math teachers during feedback conferences and At Bat lessons to help increase CUA scores and Map Growth scores.

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is Clark Elementary will increase their Domain 1 scale score from a 25 to 36 in Science. This will reset our science scores to our 2023-2024 Domain 1 scores recouping our loss from previous years.

If planning and lesson implementation is consistent and aligned appropriately to the new Science TEKS, then teachers will deliver more rigorous Tier 1 instruction leading to an increase in Domain 1 scores.

Strategy 1 Details
<p>Strategy 1: Clark will monitor the Fifth grade science team closely.</p> <p>The Science Teacher Learning Coach (TLC) will conduct a coaching cycle with all fifth grade Science teachers.</p> <p>The Science TLC will be available at their planning time the first semester. The fifth grade administrator, will be present at two planning sessions a month.</p> <p>The District Science Specialist will plan every other week with the fifth grade Science team. Our Science TLC will attend these planning sessions.</p> <p>At least one of the two monthly campus walkthroughs with Dr. Spain will target fifth grade science instruction. Administration and TLCs will participate to calibrate learning and identify next steps to support the fifth grade team.</p> <p>Each Fifth grade Science teacher will have a minimum of two feedback conferences a month.</p> <p>Each "At Bat" lesson will be taught the following day. At least one member of the Leadership team will observe the lesson in practice in the classroom.</p> <p>Fifth grade teachers will attend the Science C&P. In addition, administration will choose staff development opportunities on Curriculum PLC Days.</p> <p>Strategy's Expected Result/Impact: All planning sessions with fifth grade will be documented and tracked on a Google document to increase teachers understanding of science concepts and deliver stronger Tier 1 instruction that increases student test scores.</p> <p>Fifth grade scores will be monitored closely to ensure student growth is occurring.</p> <p>Frequent feedback will be delivered to fifth grade science teachers during feedback conferences. and "At Bats" to ensure CUA, and Map data shows growth.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: Clark will increase utilization of the Science Lab.

Science teachers will enhance student understanding by utilizing hands-on lab experiences that offer concrete learning opportunities. A minimum of one lab will be conducted with each unit. A member of the leadership team will observe a minimum of three lab experiences the first semester for fifth grade teachers.

TLC will use the Swivel to video one lab experience by the end of October for each Fifth grade teacher. This will be viewed and discussed with each teacher.

The TLC ensures needed lab supplies on campus prior to each unit of instruction.

The labs are discussed during planning. The TLC will model how to set up labs and direct student learning during planning to enhance student understanding and engagement.

Strategy's Expected Result/Impact: Lesson plans will reflect the implementation of hands-on activities and the increase in labs will develop a deeper conceptual understanding of the science concepts which will lead to increased student achievement.

The Leadership team will conduct walkthroughs and note the use of hands-on activities and/or labs by teachers to help increase teacher reflective practices which will improve Tier 1 instruction and increase student test scores.

Staff Responsible for Monitoring: Campus Principal
Assistant Principal

Strategy 3 Details

Strategy 3: Clark teachers in Kindergarten through Fifth grade will increase their understanding of the new Science TEKS.

Science teachers increase student understanding by implementing the rigor of the new TEKS and the 3D learning concepts that are imbedded within the structure of the new TEKS.

Science teachers ensure that the new concepts are covered in lesson plans and teacher materials.

Science teachers plan at least one lab for each science unit, making inquiry-based learning an emphasis.

Strategy's Expected Result/Impact: Teachers will gain a better understanding of their new Science curriculum and materials that will lead to higher achievement on Science CUA's and the NWEA MAP screener.

By building student capacity in the science content, students will be more prepared to demonstrate success on the 5th grade science STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus 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/teacher surveys and activity sign in sheets

Strategy 1 Details
<p>Strategy 1: Utilize a variety of methods to communicate between school and home to support ongoing student success like campus newsletters, grade level behavior plans, and ParentSquare. Ensure the messages are translated into parents native languages as needed.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation by 3% Increase on parent survey in the area of communication by 2%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>
Strategy 2 Details
<p>Strategy 2: Family nights will be held at least twice a semester to increase parent/home connections and family involvement. One night each semester will have an academic focus. One family night will be dedicated to promote CATCH and healthy lifestyles each school year.</p> <p>Strategy's Expected Result/Impact: At least two family nights are held a semester</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>
Strategy 3 Details
<p>Strategy 3: Teachers will schedule a parent conference with each parent by January 2026. In addition, teachers will schedule a conference with each student failing a grading period within two weeks of the report card going home. Parents will be informed of students interim and screener score after each assessment.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students failing each nine weeks by 2%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist</p>
Strategy 4 Details
<p>Strategy 4: Recruit parent and teacher members for our Parent Teacher Organization (PTO) and provided additional volunteer activities on campus.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation by 3% Increase in PTO membership by 3%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist</p>

Strategy 5 Details
<p>Strategy 5: Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.</p> <p>Strategy's Expected Result/Impact: Increase in participation of community and organization members to support the needs of students by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus 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: Review 360 data and teacher surveys

Strategy 1 Details
Strategy 1: Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness. Strategy's Expected Result/Impact: At least 3 activities will be planned for the school year with student participation at 80% or above Staff Responsible for Monitoring: Campus Administrators Counselor
Strategy 2 Details
Strategy 2: Conduct six weeks Response to Intervention (RtI) meetings to ensure that the process runs effectively and efficiently and that student needs and interventions are met in a timely manner. Strategy's Expected Result/Impact: Improved student achievement with a years growth in academic subject areas Staff Responsible for Monitoring: Campus Administrators
Strategy 3 Details
Strategy 3: Promote high attendance (97% or above school-wide) and incorporate incentive programs for students and teachers each grading period. Strategy's Expected Result/Impact: Increased attendance rate for the 2025-2026 school year to 97% Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist PBIS Campus Team Nurse
Strategy 4 Details
Strategy 4: Provide a safe learning environment through utilizing the Positive Behavior Interventions and Supports (PBIS) model to establish and sustain genuine, respectful relationships between students, parents, and staff in the classrooms, during arrival and dismissal, hallways, recess, and cafeteria. Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2025-2026 school year by 5% Staff Responsible for Monitoring: Campus Administrators PBIS Campus Team

Strategy 5 Details

Strategy 5: A school-wide incentive program and PBIS store will be implemented . A house system will be introduced for the 2025-2026 school year. At least one house rally will be held each grading period. The anti-bullying committee (ABC) made up of students, teachers, and parents will have input on the PBIS program, incentives, and activities.

Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2025-2026 school year by 5%

Staff Responsible for Monitoring: Campus Administrators
PBIS Campus Team

Strategy 6 Details

Strategy 6: Utilize the Counselor and Campus Student Success Specialist to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.

Strategy's Expected Result/Impact: Decreased office referrals by 5% for the 2025-2026 school year

Staff Responsible for Monitoring: Campus Administrators
Counselor
Campus Student Success Specialist

Strategy 7 Details

Strategy 7: Promote positive staff morale with a variety of incentives including birthday recognition. A teacher and staff member of the month will be recognized.

Strategy's Expected Result/Impact: Improvement of staff morale by 5% based on staff surveys from the previous year

Staff Responsible for Monitoring: Campus Administrators

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: Clark 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: Results from STAAR, TELPAS, and district assessments

Strategy 1 Details
<p>Strategy 1: Encourage teachers to become English as a Second Language (ESL) certified and earn their 30 hours for Gifted and Talented (GT) education.</p> <p>Strategy's Expected Result/Impact: Increased number of certifications per teacher for ESL by 5% Increased number of hours for GT by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Create vertical teams and implement vertical alignment meetings to focus on the needs of all students paying close attention to the areas of Math, ELA, and Science. This includes during planning examining TEKS below and above grade level to have understanding of past learning and future expectations.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Interims, and STAAR data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>
Strategy 3 Details
<p>Strategy 3: Provide and seek out teacher training and staff development sessions to increase teacher capacity with a focus on all content areas, classroom management, and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Increased skill set for content teachers as observed through focused walkthroughs and coaching visits Improved student achievement based on CUAs, Interims, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>

Strategy 4 Details

Strategy 4: Provide opportunities for teacher/peer observations and feedback to improve teacher knowledge and skills especially in areas of math, writing, reading, and science.

Strategy's Expected Result/Impact: Increased skill set for content teachers as observed through focused walkthroughs and coaching visits using teacher observation logs
Improved student achievement based on CUAs, Interims STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters

Staff Responsible for Monitoring: Campus Administrators
Teaching Learning Coaches

Strategy 5 Details

Strategy 5: Administrators, campus teaching learning coaches, interventionist, and teachers will facilitate Professional Learning Communities planning sessions to target specific Texas Essential Knowledge and Skills (TEKS) and objectives and implement plans and coaching support for closing achievement gaps in the content areas.

Strategy's Expected Result/Impact: 10% increase in student achievement scores

Staff Responsible for Monitoring: Campus Principal

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 by implementing higher order thinking skills so all students including, Gifted and Talented students, are taught at their highest potential through accelerated instruction.</p> <p>Strategy's Expected Result/Impact: 90% of GT students will score at Master performance on STAAR.</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 - \$350</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 and implement the Special Education students' Individual Educational Plan (IEP) so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.</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 Ed. Funds - \$450</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 by effectively implementing the English as a Second Language (ESL) model so that EB Learners progress one language proficiency level yearly and reach English attainment within 3-5 years.</p> <p>Strategy's Expected Result/Impact: Increased growth by one year as indicated on TELPAS Composite score</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 - \$300</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, 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: Improve student achievement based on CUA, Interims, and STAAR data so it shows a years growth over the previous year
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 Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000

Strategy 5 Details

Strategy 5: Title I, Part A Federal Program - The campus will provide 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 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: Principal
District Program Director

Strategy 7 Details

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

Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements
10% increase in student academic success

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 8 Details

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

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

10% increase in student achievement scores

Close achievement gaps

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$120,000

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 - \$65,000, Harris County CYs Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

Strategy 10 Details

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

Strategy's Expected Result/Impact: 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 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 Administrators

Campus Student Success Specialist

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, Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$800

Strategy 12 Details

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

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

CNA Documentation indicated in the CIP

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

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

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

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

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

Documentation results indicated in the CIP

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

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 14 Details

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

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

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

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 15 Details

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

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

Documentation indicated in the CIP

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

Adjust schoolwide plan as determined by the review

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 16 Details

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

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

Program Evaluation Documentation indicated in the CIP

Staff Responsible for Monitoring: Principal

District Program Director

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$120,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Costs of Student Success Specialist	Title I Part A Funds	\$65,000.00
5	2	11	Materials for parent training sessions	Title I, Part A Funds	\$800.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$209,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$350.00
5	2	2	Supplemental instructional materials	Special Ed. Funds	\$450.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
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					\$81,100.00