

Goose Creek Consolidated Independent School District

David Crockett Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

The mission of Crockett elementary is to inspire future leaders by embracing diversity, promoting independent thinking, and committing to excellence in preparing students for college and careers.

Vision

Crockett Elementary will be an exemplary learning community that embraces diversity, supports innovation and technology, and is committed to continuous improvement.

Value Statement

Create a culture of kindness.

All staff, students, and parents will function within a culture of collaboration and feedback.

Provide students with various opportunities to be successful utilizing a variety of teaching strategies to meet the needs of each student.

All children can learn.

We will provide a safe and nurturing environment for all students.

Developing the whole child by nurturing students emotionally, socially and academically.

Providing a variety of learning opportunities for a diverse population.

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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)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- 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 released test questions
- 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
- 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-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures 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 60% of students will achieve "Meets" grade-level performance and 35% will achieve "Masters" grade-level performance on the state English Language Arts assessment.

If we conduct focused walkthroughs to monitor and support high yield instructional practices, provide effective professional development tailored to the needs of our ELA teachers, utilize supplemental resources to target specific areas of need, implement AVID strategies to enhance student engagement and critical thinking, and ensure effective staffing and scheduling to maximize instructional time, then 60% of students will achieve "Meets" grade-level performance and 35% will achieve "Masters" grade-level performance on the state English Language Arts assessment.

Evaluation Data Sources: Screener
Interim
STAAR

Strategy 1 Details
<p>Strategy 1: The campus will implement focused walkthroughs at both the campus and district levels will ensure the consistent implementation of high-yield instructional practices in ELA classrooms. Using the Yellow, Red, Green (RYG) schedule to drive observation frequency--weekly for red, biweekly for yellow, and monthly for green--administrators will monitor instructional trends and target support accordingly.</p> <p>Strategy's Expected Result/Impact: To meet the Campus ELA identified CAAP goal, the campus expects to achieve 60% meets and 35% masters performance on the state English Language Arts assessment</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator</p>

Strategy 2 Details

Strategy 2: The campus will implement Bluebonnet and other approved high-quality instructional materials (HQIM) with fidelity, supported by effective professional development and supplemental resources, will enhance instructional delivery and close reading gaps across grade levels. Through targeted PD opportunities, such as workshops focused on STAAR-aligned writing tasks and the strategic use of tools that support planning and differentiation, teachers will be better equipped to meet the diverse needs of learners. This will be monitored with targeted walkthroughs from strategy 1.

Strategy's Expected Result/Impact: To meet the Campus ELA identified CAAP goal, the campus expects to achieve 60% meets and 35% masters performance on the state English Language Arts assessment

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Teaching and Learning Coaches
Campus Student Support Administrator

Strategy 3 Details

Strategy 3: Provide writing training to prepare teachers and students for short and extended constructive responses.

Strategy's Expected Result/Impact: By the end of the academic year, 90% of teachers will implement writing strategies aligned to the Bluebonnet framework, as evidenced by classroom observations and student writing samples. Student performance on short and extended constructed responses will improve by at least 15% on standardized assessments compared to the previous year.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to ensure that at least 90% of 4th and 5th grade students will score .5 or 1 point in domain II on the state Mathematics assessment.

If we implement AVID goal-setting strategies to help students take ownership of their learning, conduct focused walkthroughs to monitor and support effective math instruction, provide targeted professional development to enhance teachers' instructional practices, utilize supplemental resources to address specific math skill gaps, and ensure effective staffing and scheduling to optimize learning time, then at least 90% of our 4th and 5th grade students will achieve a 0.5 or 1-point gain in Domain II of the mathematics assessment by the end of the 2025-2026 school year.

Evaluation Data Sources: Screeners
Interim
STAAR

Strategy 1 Details
<p>Strategy 1: The campus will implement focused walkthroughs at both the campus and district levels will ensure the consistent implementation of high-yield instructional practices in Math classrooms. Using the Yellow, Red, Green (RYG) schedule to drive observation frequency--weekly for red, biweekly for yellow, and monthly for green--administrators will monitor instructional trends and target support accordingly.</p> <p>Strategy's Expected Result/Impact: 90% of our 4th and 5th grade students will achieve a 0.5 or 1-point gain in Domain II of the mathematics assessment by the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement Bluebonnet and other approved high-quality instructional materials (HQIM) with fidelity to strengthen math instruction and close achievement gaps across grade levels. Supported by targeted professional development and strategic supplemental resources, teachers will gain the tools needed to deliver rigorous, standards-aligned lessons. Professional learning opportunities focused on STAAR-aligned math tasks, data-driven planning, and differentiation will ensure educators are equipped to meet the diverse needs of all students and drive improved outcomes in mathematical thinking and performance.</p> <p>Strategy's Expected Result/Impact: 90% of our 4th and 5th grade students will achieve a 0.5 or 1-point gain in Domain II of the mathematics assessment by the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is 100% of teachers across all grade levels will fully implement the science curriculum, ensuring that at least 80% of science lessons in K-1, 60% of lessons in 2-3 and 50% of lessons in 4-5 incorporate hands-on experiences, and all lessons integrate writing activities, as evidenced by lesson plans, classroom observations, and student work samples resulting in 50% meets on the 2026 STAAR assessment in 5th..

If we conduct focused campus walkthroughs to monitor department-specific 'look fors,' ensure the lab schedule is effectively utilized to maximize hands-on learning opportunities, and strategically allocate funds to enhance the science curriculum and provide additional hands-on resources, then by the end of the 2025-2026 school year, 100% of teachers across all grade levels will fully implement the science curriculum. This will result in at least 80% of science lessons in K-1, 60% of lessons in 2-3, and 50% of lessons in 4-5 incorporating hands-on experiences, with all lessons integrating writing activities, as evidenced by lesson plans, classroom observations, and student work samples and 50% meets on the 2026 STAAR assessment in 5th..

Evaluation Data Sources: Screeners
Interim
STAAR

Strategy 1 Details
<p>Strategy 1: Focused campus and district walkthroughs targeting science "look fors" will drive consistent implementation of key instructional practices aligned to the TEKS and campus priorities. Using a strategic walkthrough schedule based on RYG ratings, frequency distribution, and vertical alignment of standards, administrators will monitor classroom instruction and provide targeted feedback.</p> <p>Strategy's Expected Result/Impact: 80% of science lessons in K-1, 60% of lessons in 2-3, and 50% of lessons in 4-5 incorporating hands-on experiences, with all lessons integrating writing activities, as evidenced by lesson plans, classroom observations, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator</p>

Strategy 2 Details

Strategy 2: Strategically utilizing funds from Chevron, PTO, and grants will expand and enrich science instruction by increasing access to hands-on, TEKS-aligned learning experiences. Chevron funds will be allocated to enhance the STEAM lab and support lab-based instruction, while Education Foundation grant funds will be used to purchase materials that directly reinforce targeted science standards. Additionally, PTO funds connected to campus events like the Turkey Trot will be designated to further STEAM learning opportunities, including resources like ClassVR.

Strategy's Expected Result/Impact: 80% of science lessons in K-1, 60% of lessons in 2-3, and 50% of lessons in 4-5 incorporating hands-on experiences, with all lessons integrating writing activities, as evidenced by lesson plans, classroom observations, and student work samples.

Staff Responsible for Monitoring: Campus Principal

Campus Assistant Principal

Teaching and Learning Coaches

Campus Student Support Administrator

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 Engagement Reports, Volunteer Reports, and PIE EOY Report

Strategy 1 Details
<p>Strategy 1: The campus will promote parental awareness and increase parental involvement by providing informative and meaningful communication with parents through open house, conferences, parent engagement opportunities, 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: Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners.</p> <p>Strategy's Expected Result/Impact: By May 2026, the campus will increase the number of active volunteers by 10%, as documented through volunteer sign-in sheets, participation logs from monthly Partner in Education meetings, and attendance at community-supported events such as JA in a Day and Exxon's STEAM program for girls. These partnerships will enhance student learning experiences and strengthen community involvement in campus initiatives.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success 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: Discipline Reports, Bullying investigations, DARE Data, and Kindness Commitment Data

Strategy 1 Details
<p>Strategy 1: Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers.</p> <p>Strategy's Expected Result/Impact: By May 2026, each grade level will maintain a minimum attendance rate of 97% or higher, as documented in PEIMS reports each nine weeks, excluding SILC and Life Skills. Student and teacher incentive programs will support this goal, with at least 85% of students participating in attendance-related activities and recognitions throughout the year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist</p>
Strategy 2 Details
<p>Strategy 2: Implement a school-wide reward and incentive program for positive student behavior.</p> <p>Strategy's Expected Result/Impact: By May 2026, the implementation of a school-wide reward and incentive program will lead to a 15% increase in positive behavior recognitions, a 10% decrease in substantiated bullying incidents, and a 10% reduction in overall office referrals compared to the previous year. Additionally, 5th grade office referrals will decrease by at least 20% in the second semester, as measured by discipline data. At least 80% of students will report feeling recognized for positive behavior on the annual student climate survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: Organize incentives to boost student citizenship and morale and provide student leadership opportunities through AVID and student council.</p> <p>Strategy's Expected Result/Impact: By May 2026, student participation in leadership programs such as AVID and student council will increase by 20%, and at least 85% of students will report a sense of belonging and pride in their school on the annual student survey. Incentive programs will result in a 10% increase in students meeting citizenship expectations, as documented by teacher feedback and quarterly behavior reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>

Strategy 4 Details

Strategy 4: Provide support through the SST Team (Counselor, CSSS, and CYS) to students who are missing class due to identified attendance, academic, and/or behavior.

Strategy's Expected Result/Impact: By May 2026, students receiving targeted support from the SST Team (Counselor, CSSS, and CYS) will demonstrate a 10% increase in overall attendance and academic performance, along with a 10% decrease in office referrals, as measured by attendance records, grade reports, and discipline data.

Staff Responsible for Monitoring: Campus Administrators
Student Support Team

Strategy 5 Details

Strategy 5: Implement the C-SHAC program with a strategy to promote the whole child initiative by establishing a committee that develops and integrates a comprehensive health and wellness curriculum.

Strategy's Expected Result/Impact: Increase 10% in healthy habits by students and staff members as evidenced by C-SHAC lesson logs and surveys.

Staff Responsible for Monitoring: Campus Administrators
C-SHAC Champion

Strategy 6 Details

Strategy 6: Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.

Strategy's Expected Result/Impact: By May 2026, staff survey results will show a 15% increase in overall satisfaction with campus culture and morale. Participation in staff incentives, team-building activities, and professional growth opportunities will increase by 20%, as tracked through sign-in sheets, feedback forms, and event attendance records.

Staff Responsible for Monitoring: Campus Administrators
Social Committee

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

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

Evaluation Data Sources: Staff Development Reports
PLC Reports
PD plans
Teacher Observation Data
Staffing Reports
Professional Development Reports

Strategy 1 Details
<p>Strategy 1: Provide instructional coaching support for classroom teachers based on identified subject area data analysis information.</p> <p>Strategy's Expected Result/Impact: Increased student success as noted in Walk-throughs and student assessment Anecdotal records obtained from coaching visits documented coaching cycle Tier II and III teacher support.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>
Strategy 2 Details
<p>Strategy 2: Provide professional development to address needs in core content areas, technology, and with at-risk students within special groups and monitor implementation.</p> <p>Strategy's Expected Result/Impact: By May 2026, at least 85% of teachers will demonstrate effective implementation of strategies from professional development sessions, as evidenced by walkthrough data, lesson plans, and student work samples. Additionally, student performance for at-risk groups will show a minimum 10% increase in proficiency on campus-based assessments in targeted content areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 - Implement the GATE program and enrichment opportunities so that all GATE students are taught at their highest potential through accelerated instruction through WIN , STEAM, and Apple labs</p> <p>Strategy's Expected Result/Impact: Increased Level II and III as a result of lesson internalization, walk-throughs, and Texas Performance Standards Project completed by 10%</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 - \$400</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Implement the Special Education program with a strategic focus on ensuring that all Special Education students are educated in the least restrictive environment as outlined in their Individualized Education Programs (IEPs). This strategy will include a special emphasis on aligning accommodations and supports to enhance student achievement and foster integration within the general education setting.</p> <p>Strategy's Expected Result/Impact: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</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 - \$300</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Implement the Dual language/ESL program so that English Language Learner (ELs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years by providing ongoing professional development, engaging parents, and ensuring a culturally relevant curriculum and environment.</p> <p>Strategy's Expected Result/Impact: Increased Spring TELPAS Scores by 10%</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: Increased student achievement as a result of weekly lesson plans, targeted small group plans and schedules per 2025-2026 Campus Action Plan, Domain 1 by 10%.

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 - \$8,000

Strategy 5 Details

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

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

All students will make at least one year's growth

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 6 Details

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

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

Documentation of activities aligned to Well Rounded Education

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 7 Details

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

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

10% increase in student academic success

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 8 Details

Strategy 8: Title I, Part A Federal Program - 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: Coaching support by Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$140,000

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

By May 2026, students receiving targeted support from the SST Team (Counselor, CSSS, and CYS) will demonstrate a 10% increase in overall attendance and academic performance, along with a 10% decrease in office referrals, as measured by attendance records, grade reports, and discipline data.

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Campus Student Success Specialist Support costs - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

Strategy 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

Families will receive in both print and digital formats.

At least 80% of parents surveyed will report understanding the documents and feeling included in the development or review process, as measured by an annual Title I parent engagement survey

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

By May 2026, the campus will host at least one annual Title I meeting and a minimum of three academic-focused family events.

At least 75% of families will participate in one or more engagement opportunities

85% of parents surveyed will indicate that the events supported their understanding of how to help their child succeed academically

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, CSSS costs for PAFE 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: 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	Coaching support by Teaching and Learning Coaches	Title I Part A Funds	\$140,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Campus Student Success Specialist Support costs	Title I, Part A Funds	\$65,000.00
5	2	11	CSSS costs for PAFE training sessions	Title I, Part A Funds	\$4,000.00
5	2	11	Materials for parent academic sessions	Title I Part A Funds	\$500.00
Sub-Total					\$229,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$400.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$300.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$8,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$79,000.00