

# **Goose Creek Consolidated Independent School District**

## **Harlem Elementary**

### **2025-2026 Goose Creek CISD Board Review - September 2025**



# **Mission Statement**

Harlem Elementary's mission is to have all students learning at high levels by establishing collaborative teacher teams and positive community partnerships that are focused on increasing student achievement.

## **Vision**

Harlem Elementary - EVERY student matters, EVERY moment counts!

## **Value Statement**

We will work closely with all stakeholders in order to ensure the success of all students.

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) 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 End-of-Course 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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-PESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures 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 by the end of the school year, 50% of students in second and third grade will meet their expected growth measure from BOY to EOY ELA NWEA Map Screener.

If we intervene using PD, coaching cycles, PLC/planning, small groups and consistently analyze, monitor/adjust groups based on data, then our 2nd and 3rd grade students will meet their expected growth measure on the ELA NWEA Map Screener.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will:</p> <ul style="list-style-type: none"><li>- Have the ELA TLC to provide Professional Development for Teachers, including: Bluebonnet Curriculum, Targeting Small Groups PD and Essential Gems (district C&amp;Ps).</li><li>-Provide coaching for identified teachers for specific length of time. The coaching cycle will begin with classroom management with an emphasis on routines and procedures then move to instructional strategies that build rigor.</li><li>-Revamp the PLC/Planning for these grade levels: PLCs consist of lesson internalization, lesson rehearsals and student work analysis. Student work analysis will be used to discuss trends, growth, or possible reteach/small group instruction as needed.</li></ul> <p><b>Strategy's Expected Result/Impact:</b></p> <ul style="list-style-type: none"><li>- Utilize Bluebonnet Curriculum PD to ensure strategies are being met.</li><li>- Administrative team to conduct focused walkthroughs and provide effective feedback to teachers</li></ul> <p>*Coaching Cycle Documentation will be kept in a Coaching Log</p> <p>*Agenda/minutes from Core Team Meetings</p> <p>*Harlem T-TESS Tracking Form will be utilized to ensure we are visiting all classrooms/giving feedback where needed</p> <p>-PLC and Lesson Internalization Agendas and minutes</p> <p>-Student work analysis will be reviewed during PLC and Lesson Internalization</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

### Strategy 2 Details

**Strategy 2:** The campus will ensure:

- Reading tutors tutor targeted students in small group
- Teachers provide small group instruction during ELAR block
- The administrative team conducts calibrated walkthroughs and provides feedback to teachers. They will use the T-TESS Google Tracking Form The focus of the walkthroughs will be rigorous instruction.

**Strategy's Expected Result/Impact:** - Reading Tutors schedules

- T-TESS Focused Walkthroughs during small group
- T-TESS Google Tracking Form
- Coaching Cycle Documentation

**Staff Responsible for Monitoring:** Campus Principal

### Strategy 3 Details

**Strategy 3:** The campus will ensure:

- Students set goals with teacher guidance for attendance, NWEA, CUAs and review their data weekly using Student Data Folders and Goal Sheets
- Teachers meet with a minimum of 6 students every Friday and enter the names in the Goal Friday Google Form
- The administrative team will have STAAR talks for all identified students

**Strategy's Expected Result/Impact:** - Student Data folder and goal sheets

- Goal Friday Google Form
- STAAR talks Google Form
- Build instructional capacity in teachers
- Have more rigorous learning opportunities for students.
- Deeper understanding of math concepts and retention of math concepts

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 2:** The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is by the end of the school year, students in 3rd grade will have 62% approaches, 28% meets, and 10% masters on the Math STAAR.

If we intervene using coaching cycles, PLC/planning, and consistently analyze, monitor/adjust instruction based on data, then our 3rd grade students will meet the goal on the Math STAAR.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will ensure:</p> <ul style="list-style-type: none"><li>- The Math TLC provides PD for Teachers (Instructional Strategies from Lead4ward- To be modeled during PLC/planning)</li><li>- All 3rd grade math teachers attend Essential Gems (district C&amp;Ps)</li><li>- Teachers receive coaching cycles in order to improve instruction and ensure rigorous instruction</li></ul> <p><b>Strategy's Expected Result/Impact:</b> - Administrative team to conduct feedback walkthroughs and provide feedback to teachers</p> <ul style="list-style-type: none"><li>- Coaching cycle documentation</li><li>- Harlem Google T-TESS Tracking Form</li></ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will ensure:</p> <ul style="list-style-type: none"><li>- During PLC/Planning teachers will unpack and dissect TEKS to ensure lesson internalization</li><li>- We will implement "At-Bats" to model appropriate instructional practices during PLC/Planning meetings</li><li>- Teachers teach to the rigor of the TEKS</li></ul> <p><b>Strategy's Expected Result/Impact:</b> - Improved scores on CUA's, BM's, NWEA testing</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Strategy 3</p> <p>The campus will ensure:</p> <ul style="list-style-type: none"><li>- Students will set math goals with teachers for attendance, NWEA, CUAs/review data</li><li>- Teachers will and meet with a minimum of 6 students every Friday and enter the names in the Goal Friday Google Form</li><li>- Administrative team will have will have STAAR talks for all students</li></ul> <p><b>Strategy's Expected Result/Impact:</b> - Student Data folder and goal sheets</p> <ul style="list-style-type: none"><li>- Goal Friday Google Form</li><li>- STAAR talk forms/Google Form</li></ul>

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 3:** The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is that by the end of the school year, 50% of students in third, fourth, and fifth grades will meet their expected growth measure from BOY to EOY Science NWEA Map Screener.

If we intervene by revamping PLC/planning, and consistently analyze, monitor and adjust instruction based on data, then our 3rd - 5th grade students will meet their growth goals on the NWEA Science Screener.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will ensure:</p> <ul style="list-style-type: none"><li>- During PLC, teachers will unpack TEKS weekly and complete TEKS unpacking document for each Non-Negotiable TEK</li><li>- All teachers in Gr. 3-5 will attend Essential C&amp;Ps</li></ul> <p><b>Strategy's Expected Result/Impact:</b></p> <ul style="list-style-type: none"><li>- Gr. 3-5 teachers will attend PLC &amp; planning with TLC</li><li>- District Science Specialist will attend planning with the 5th grade teacher monthly</li><li>- Administrative team to conduct walkthroughs utilizing Science Look-Fors</li><li>- Build capacity in teachers</li><li>- Deeper understanding of science concepts</li><li>- Alignment across grade levels</li><li>- Increase student engagement</li></ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will ensure:</p> <ul style="list-style-type: none"><li>- 3rd grade Science teachers complete hands-on investigations at least 2-3 times per week. 4th and 5th grade teachers will complete hands-on investigations at least 1-2 times per week.</li><li>- Teachers use the Google form to sign-up to use the Science Lab</li><li>- Teachers will meet every other week with TLC to plan hands-on investigations</li></ul> <p><b>Strategy's Expected Result/Impact:</b></p> <ul style="list-style-type: none"><li>- Science Lab Google Form and calendar for administrators, TLC and teachers track Science Lab usage</li><li>- Administrators will conduct T-TESS walkthroughs using District Science Look-fors</li><li>- Students will have understanding of concepts due to hands-on learning</li><li>- Increased student engagement</li><li>- Retention of science objectives</li></ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** Harlem Elementary will create a partnership between home, school and the community by providing on-going communication to increase involvement and educate parents and community members.

**Evaluation Data Sources:** Parent/teacher surveys, Parent Contact Logs, Volunteer Records, STAAR results

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize a variety of methods to communicate between home and school to support ongoing student success (campus newsletters, daily folders, School Messenger, Home Visits and Parent Conferences).</p> <p><b>Strategy's Expected Result/Impact:</b> Building a positive home/school connection</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 2 Details
<p><b>Strategy 2:</b> We will provide a coordinated approach to school health in order to educate students, families and the community on healthy lifestyle activities and nutrition (via CATCH lessons, a CATCH family night, Sun Safety lessons, posters around school and posters in the cafeteria).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our students, families and community's participation in healthy lifestyle choices in regards to nutrition and physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators CATCH committee/Wellness team</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Grow our Parent-Teacher Organization and continue to plan events that promote student success and a positive image to the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Continue developing our partnership with LCY Elastomers, our partner in education, to support our students and our staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Building community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** Harlem Elementary will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Sources:** Attendance Reports  
Campus Discipline Reports

Strategy 1 Details
<p><b>Strategy 1:</b> Harlem Elementary will increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of different colleges/career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Harlem Elementary will promote 98% or above attendance school-wide and incorporate incentive programs for students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Attain 98% or higher attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS Counselor</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Harlem Elementary will motivate students to be at school by recognizing student attendance monthly during House rallies, having students track their attendance in their goal folders and by creating an Attendance Reward Menu (ongoing prizes/rewards/special events).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance by 10% to achieve 98% attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Implement a campus Positive Behavior Interventions and Support (PBIS) plan that meets campus needs and meet regularly (every 4 weeks) with the staff to review discipline data and to monitor its effectiveness/progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of 10% in student discipline data from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team</p>

Strategy 5 Details
<p><b>Strategy 5:</b> Continue the daily implementation of Character Strong to promote positive citizenship and 21st century skills among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Developing good citizens and see a decrease of 10% in Review 360 office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 6 Details
<p><b>Strategy 6:</b> Harlem Elementary will continue to implement counseling sessions, mentors, PALS, interventions to support students with educational needs to ensure they progress through school successfully.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor CS3</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Continue to implement a reward and incentive program for positive student behavior (BEEP Tickets, STAAR Bucks, etc.) that supports the development of self-esteem and opportunities for self-growth for all students. Additionally, we will continue with our House System which goes hand in hand with PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline data from the prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team Counselor</p>
Strategy 8 Details
<p><b>Strategy 8:</b> Utilize positive incentives to promote good citizenship and attendance, including (but not limited to): House Rallies/awards assembly, student incentives (BEEP tickets, STAAR bucks, etc.), student recognition on announcements, teacher incentives (e.g. picnics, lunch with teacher or administrator), etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance by 5% from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Team</p>
Strategy 9 Details
<p><b>Strategy 9:</b> Continue implementation of our campus Bullying Awareness Plan that includes parent education sessions, Bullying Contract, teacher awareness training, student program, and routine monitoring of discipline data.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease bullying among students and decrease student discipline data by 10% from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> 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:** Hiring Report, Staff Development Records

Strategy 1 Details
<b>Strategy 1:</b> Assure all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> Effective staff who provide engaging/appropriate lessons for students to ensure students meet grade level expectations. <b>Staff Responsible for Monitoring:</b> Principal
Strategy 2 Details
<b>Strategy 2:</b> Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas <b>Strategy's Expected Result/Impact:</b> Increase student achievement as a result of hiring highly effective teachers <b>Staff Responsible for Monitoring:</b> Principal
Strategy 3 Details
<b>Strategy 3:</b> Assess the staff development needs of those teachers not meeting highly effective standards. <b>Strategy's Expected Result/Impact:</b> Teachers will receive the necessary training to become highly effective <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 4 Details
<b>Strategy 4:</b> Encourage all teachers to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Increase teacher's toolbox to better meet the needs of ESL and GT students <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 5 Details
<b>Strategy 5:</b> Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): academic vocabulary development, understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration, Balanced Literacy Training, Special Education, Bilingual/Dual Language PD and Response to Intervention training. <b>Strategy's Expected Result/Impact:</b> Teachers will learn best practices and implement them into their classrooms. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach

#### Strategy 6 Details

**Strategy 6:** Utilize T & L Coaches and administrators to facilitate weekly planning sessions to target specific TEKS and objectives, support the implement plans, and provide coaching to identified teachers in order to close achievement gaps in the content areas.

**Strategy's Expected Result/Impact:** Close achievement gaps across content areas

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching and Learning Coach

#### Strategy 7 Details

**Strategy 7:** Collaborate in Professional Learning Communities (PLCs) weekly to discuss content area TEKS, the district scope and sequence and student assessment data in order to plan effectively for classroom instructional time and ALT (Alternative Learning Time).

**Strategy's Expected Result/Impact:** More effective planning processes which will lead to students meeting grade level expectations.

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching and Learning Coach

#### Strategy 8 Details

**Strategy 8:** Provide appropriate staff with PD, schedules and materials necessary to promote students' success with a specific focus on special programs: Special Education, 504/ Dyslexia and Two Way Dual Language Program.

**Strategy's Expected Result/Impact:** Increase in Special Ed. Scores, Dyslexia Student Scores and Emergent Bilingual Scores on CBAs, Benchmarks and STAAR

**Staff Responsible for Monitoring:** Campus Administrators  
Teaching and Learning Coach

#### Strategy 9 Details

**Strategy 9:** Provide professional development for paraprofessionals, including (but not limited to): Guided Reading training, LLI training, math training, bilingual PD, special education PD, etc.

**Strategy's Expected Result/Impact:** Paraprofessionals will learn best practices and implement them with students in order to ensure they are meeting grade level expectations.

**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
<b>Strategy 1:</b> The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. <b>Strategy's Expected Result/Impact:</b> All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. <b>Staff Responsible for Monitoring:</b> Campus Principal
Strategy 2 Details
<b>Strategy 2:</b> The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. <b>Strategy's Expected Result/Impact:</b> Staff positions will be accurately assigned and position budgets will be accurately expended. <b>Staff Responsible for Monitoring:</b> Campus Principal
Strategy 3 Details
<b>Strategy 3:</b> The campus will align the Campus Improvement Plan with to the district financial stewardship goals. <b>Strategy's Expected Result/Impact:</b> The CIP will align 100% with district strategic plan financial stewardship goals. <b>Staff Responsible for Monitoring:</b> Campus Principal

## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 2:** The campus will meet all state and federal program elements, funding, and compliance requirements.

**Evaluation Data Sources:** Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p><b>Strategy 1:</b> Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across all STAAR progress measures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across all STAAR progress measures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$650</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:** 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 - \$9,000

#### 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:** Costs for Teaching and Learning Coach - 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

Improved academic, attendance, and/or behavior outcomes

Increase in Student Achievement by 10% overall

Increase in home/school connection which will lead to student success.

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Costs for Campus 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

Building home/school connections in order to increase student achievement

**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 - \$700, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000

### Strategy 12 Details

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

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

CNA Documentation indicated in the CIP

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

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

**Staff Responsible for Monitoring:** Principal

District Program Director

### Strategy 13 Details

**Strategy 13:** 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 Coach	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	Costs for Campus Student Success Specialist	Title I, Part A Funds	\$65,000.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
5	2	11	Materials for parent academic sessions	Title I, Part A Funds	\$700.00
Sub-Total					\$229,700.00
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	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$650.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$9,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$80,550.00