

Goose Creek Consolidated Independent School District

Highlands Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Highlands Elementary is committed to providing a comprehensive quality education to the whole child in order to empower them to become life long successful citizens.

Vision

All Highlands Elementary Stakeholders will collaborate as a learning community to assure student success by:

Working together interdependently in collaborative teams.

Using data driven decisions to guide instruction.

Demonstrating a personal commitment to the academic success and general well-being of each student.

Focusing on student engagement through effective classroom management and student centered instruction.

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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
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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-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

- 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

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 that 60% of our students in grades 1-5 will meet their expected growth measure from BOY to EOY AMIRA Assessment

If teachers plan and deliver high quality tier 1 instruction incorporating bluebonnet curriculum and use data driven interventions, then 60 % of our students will meet their expected growth measure by BOY to EOY.

High Priority

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

Strategy 1 Details
<p>Strategy 1: Highlands Elementary will enhance the effectiveness of small group time by using data-driven grouping strategies developed collaboratively in PLCs with support from administration, TLCs, and teachers, while maximizing lab use through clear expectations and trained paraprofessional support to promote student growth.</p> <p>Strategy's Expected Result/Impact: With the implementation of effective small group instruction, 60% students will meet their expected growth measure in NWEA.</p> <p>Staff Responsible for Monitoring: Campus Administration, TLC's, Teachers</p>
Strategy 2 Details
<p>Strategy 2: Teachers will create student data binders for each student tracking AMIRA, attendance, and STAAR Interims. They will be using MAP reports to guide their conversations. and goal setting conferences. Teachers will embed incentives for students who meet their goals. Administrators will target our lowest subpops by holding student conferences.</p> <p>Strategy's Expected Result/Impact: With the implementation of effective small group instruction, 60% students will meet their expected growth measure in AMIRA.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: Disaggregate and analyze students' test data (STAAR and local assessments) in all core subject areas to address needs of all students by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups with a specific focus on sub-populations to include: African American, Special Education, and Emergent Bilinguals</p> <p>Strategy's Expected Result/Impact: Increase STAAR Results and EOY Benchmarks by providing more effective interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is that 60 % of our students in grades 1-5 will meet their expected growth measure from BOY to EOY Math NWEA assessment.

If teachers plan and deliver high quality tier 1 instruction incorporating bluebonnet curriculum and use data driven interventions, then 60 % of our students will meet their expected growth measure by BOY to EOY.

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

Strategy 1 Details
<p>Strategy 1: Highlands Elementary will enhance the effectiveness of small group time by using data-driven grouping strategies developed collaboratively in PLCs with support from administration, TLCs, and teachers, while maximizing lab use through clear expectations and trained paraprofessional support to promote student growth.</p> <p>Strategy's Expected Result/Impact: With the implementation of effective small group instruction, 60% students will meet their expected growth measure in NWEA.</p> <p>Staff Responsible for Monitoring: Campus Administrators, TLC's, Teachers</p>
Strategy 2 Details
<p>Strategy 2: Teachers will create student data binders for each student tracking NWEA, attendance, CUA's, and STAAR Interims. They will be using MAP reports to guide their conversations. and goal setting conferences. Teachers will embed incentives for students who meet their goals.</p> <p>Strategy's Expected Result/Impact: Implementation of teacher/ student data binders will have a positive impact on student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is that 60% of our students in grades 2-5 will meet their expected growth measure from BOY Science NWEA Assessment.

If teachers plan and deliver high quality tier 1 instruction utilizing hands on lab experiences and use data drive interventions, then 60 % of our students will meet their expected growth measure by BOY to EOY.

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

Strategy 1 Details
<p>Strategy 1: Highlands Elementary will enhance the effectiveness of Small group time by using data-driven grouping strategies developed collaboratively in PLCs with support from administration, TLCs, and teachers, while maximizing lab use through clear expectations and trained paraprofessional support to promote student growth.</p> <p>Strategy's Expected Result/Impact: With the implementation of effective small group instructions, 60 % of students will meet their expected growth measure in NWEA.</p> <p>Staff Responsible for Monitoring: Campus Administration, TLC's, Teachers</p>
Strategy 2 Details
<p>Strategy 2: Teachers will create student data binders for each student tracking NWEA, attendance, CUA's, and STAAR Interims. They will be using MAP reports to guide their conversations. and goal setting conferences. Teachers will embed incentives for students who meet their goals.</p> <p>Strategy's Expected Result/Impact: Implementation of teacher/ student data binders will have a positive impact on student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration, TLC's, Teachers</p>

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: Sign-In Sheets, EOY Report, Minutes, EOY survey

Strategy 1 Details
<p>Strategy 1: Foster communication between home and school by utilizing all avenues to include: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, web page, Parent Square.</p> <p>Strategy's Expected Result/Impact: Increase parent and community Involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Provide at least two family academic events for all students and their families for the subjects of mathematics, ELA/reading, science, social studies and college awareness.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p>
Strategy 3 Details
<p>Strategy 3: Implement the WATCH D.O.G.S program to encourage the support of positive male role models.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 5 Details

Strategy 5: Collaborate with Highlands Rotary Club to develop a plan for motivating student success and increase student achievement.

Strategy's Expected Result/Impact: Increase parent and community involvement
Increase student achievement

Staff Responsible for Monitoring: Campus Administrators
Counselor

Strategy 6 Details

Strategy 6: Partner with other community support groups to provide curricular & extracurricular activities such as the sharing Christmas tree lighting, better advertisement of summer backpack buddies, and other community events.

Strategy's Expected Result/Impact: Increase parent and community involvement
Increase student achievement

Staff Responsible for Monitoring: Campus Administrators

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: PIEMS report, List of students recognized, Staff Attendance Report

Strategy 1 Details
Strategy 1: Monitor average daily attendance and provide attendance awards and incentives for both students and staff. Strategy's Expected Result/Impact: Increase attendance to meet the State's accountability rating Staff Responsible for Monitoring: Campus Administrators Attendance Clerk
Strategy 2 Details
Strategy 2: Ensure that the PBIS team meets monthly to evaluate progress and to make data-based decisions about improving student behavior using the PBIS process. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Campus Administrators
Strategy 3 Details
Strategy 3: Provide a guidance program that promotes higher education and career awareness. Strategy's Expected Result/Impact: Promote and increase college readiness and Index 4 of the State's accountability rating Staff Responsible for Monitoring: Campus Administrators Counselor
Strategy 4 Details
Strategy 4: Provide a sense of community/belonging utilizing rewards and incentives to promote positive student behavior within House system. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Campus Administrators
Strategy 5 Details
Strategy 5: Provide incentives and organize activities for staff that encourage teamwork and boost morale. Strategy's Expected Result/Impact: Increase Faculty and Staff morale measured by EOY staff survey Staff Responsible for Monitoring: Campus Administration

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 Records, STAAR Index 4, PIEMS Report, EOY tests, certifications, agendas, sign-in sheets, Staff Development, Report Certificates, T-TESS, Candidates Certifications, Retention Data, contracts

Strategy 1 Details
Strategy 1: Through our established interview committee, hire highly qualified candidates that best match the needs of the student population. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: New teachers will be assigned a mentor and provided opportunities to meet to discuss progress and provide feedback. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Assistant Principal
Strategy 3 Details
Strategy 3: Encourage each grade level to have 50 % of teachers at each grade level to become ESL or GT certified. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators
Strategy 4 Details
Strategy 4: Teachers and administrators will attend district and campus professional development that addresses effective instructional strategies to increase student achievement, especially in the areas of reading, effective differentiation techniques, increasing rigor and training pertaining to specific student populations such as: EB, special education and ED. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach

Strategy 5 Details

Strategy 5: Continue to build strong Professional Learning Communities (PLCs) that analyze student achievement data, plan effective instruction utilizing Bluebonnet curriculum in the areas of reading and math; and interventions that focus on increasing the rigor in all classrooms at Highlands.

Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks

Staff Responsible for Monitoring: Campus Administrators

Teaching and Learning Coach

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

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

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

Strategy 1 Details
<p>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated and expended 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 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 to the district stewardship goals.</p> <p>Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

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

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

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$600</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$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: Intervention plans developed and implemented with fidelity
Progress Monitoring completed to determine student growth
Improvement in student performance

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: Costs for 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

Improved academic, attendance, and/or behavior outcomes

Increase in Student Achievement by 10% overall

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Campus Student Success Specialist to support student success components - 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

Policy and Compact posted on the website

Policy and Compact distributed to all parents

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

Increase parent and community involvement

Increase student achievement

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$600, 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 Coaches	Title I Part A Funds	\$140,000.00
5	2	9	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$65,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Materials for parent training sessions	Title I Part A Funds	\$600.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
Sub-Total					\$229,600.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$600.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$650.00
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					\$79,750.00