

# Goose Creek Consolidated Independent School District

## Jessie Lee Pumphrey Elementary

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



# **Mission Statement**

The mission of Pumphrey Elementary is to ensure that every “Pelican” leaves with the ability to soar in the next chapter of their life. Our highly motivated team of educators will provide a welcoming, happy, safe, and supportive learning environment in which everyone is valued, and all achievements are celebrated.

## **Vision**

Together we can build successful lifelong scholars who are prepared to adapt to the ever-changing world and are confident in obtaining their future goals.

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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
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments 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
- 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
- Discipline records

- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 1:** The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to increase the amount that students are writing in all content areas with a focus on reading instruction while simultaneously providing effective instruction to improve fluency, comprehension, and vocabulary development to have a 10% increase in students performing at the Approaches and Meets Grade Level on the STAAR Assessment.

If students are improving as readers and writers, then they will be more fluent readers with improved comprehension which will also help students expand their vocabulary, improve their writing, and build concentration.

**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 provide structured reading for all students including plans to provide additional lessons to students that are reading below grade level. Reading notebooks will be used by teachers to monitor students reading progress with campus administrators completing binder checks each month.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student academic performance through -focused reading classroom visits to provide feedback, opportunities for staff to gain insight by observing reading lessons conducted by other grade level teachers, vertical alignment expectations for expected vocabulary, and planning support for reading lessons through reading specialist.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will have student participate in daily opportunities to write during all content areas with at least one per content area per day. Lesson plans will be expected to reflect intentional planning for writing exercises for the content areas. Student artifacts that can be used as exemplars will be highlighted during PLC sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Writing performance by 10% through the activities indicated: With an elevated level of exposure to writing, it is expected that students will be more equip to write in alignment with the STAAR rubric which will increase student performance. Lesson plans reviewed to ensure that writing activities are included. Students oral responses will reflect that each student's ability to answer questions in complete sentences as well as their understanding of the importance of writing, and the different expectations for writing based on the subject matter. Students will be able to master writing short and extended responses that are required on the STAAR test. During PLCs, teachers will share/reflect on student writing examples from the four core with each other as a grade level. Student Writing Examples will also be shared/reflect on during the district vertical team PLC sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

### Strategy 3 Details

**Strategy 3:** The campus will have students track their own data using grade level appropriate forms. Each student will have a data folder that they will track their own progress on the screener and the CUAs. Teachers will conference with individual students about their performance at a minimum on district testing opportunities.

**Strategy's Expected Result/Impact:** Improve Writing performance by 10% through the activities indicated:

Documentation will be entered in AWARE by teachers

Documentation will be monitored by the campus admin team.

Student data folders will be discussed and reviewed at PLC meetings.

Articles will be read about Student Ownership: Building Intrinsic motivation.

During walkthroughs, students will be asked questions about how they are applying what they are learning to complete their assignment.

Students can be provided a choice for their reading.

Students can articulate what they are learning as measured by student responses.

**Staff Responsible for Monitoring:** Campus Principal

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 2:** The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is that students will be able to justify their reasonableness of their solution after using a problem-solving model.

If students are successful at explaining how they solved a problem to other students or to the teacher then they will be more proficient in problem solving, which will increase their math fluency and problem-solving ability.

**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 disaggregate how students are performing with challenging Math TEKS in order to implement Math stations that align manipulatives and supplementary aids to increase conceptual understanding of concepts that are aligned to the areas of highest need for improvement. The stations will also include student talk opportunities where students discuss/assist other students" with solving problems.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be a 15 % increase of students reaching Meets and/or Masters on STAAR through walkthroughs that monitor fidelity, progress monitoring plan on what teachers are tracking in Aware, and 3rd and 4th teachers will have observed 5th grade teachers while students are at math stations with all activities which increasing each student's ability to solve problems both orally and written as well improving the effectiveness of using a rubric for stations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will monitor the implementation of differentiated instruction to improve academic performance, Teachers will actively monitor students while they are working by using frequent checks for understanding and provide small group guided math lessons based on observations and student data. During PLC meetings, teachers can reflect on differentiated instruction data, discuss, and share out ways that they are differentiating instruction effectively for student improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be a 15 % increase of students reaching Meets and/or Masters on STAAR through the evidence from small group instruction taking place during class time, the active monitoring with student feedback noted, the data to determine that the student has met expectations with the TEKS, and the Aware journal entries that are reviewed as evidence that the individual needs of each student is being met.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will implement "Student Ownership of Learning" where students will be asked during classroom observations what they are learning and how they are applying it with the expectation that student answers will be documented and provided as feedback for the teacher in order to make any needed adjustments for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be a 15 % increase of students reaching Meets and/or Masters on STAAR through feedback visits with teachers that will allow the observer to share what the responses of students were with the goal of this type of feedback being used to allow teachers to be more reflective and intentional about their teaching practices. It is also expected that students will have more accountability for their learning though conversations with their peers, goal setting, data self-tracking.</p> <p><b>Staff Responsible for Monitoring:</b> 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 to have students experience more hands-on learning with Science and incorporate academic vocabulary effectively when they write in their interactive science journals about what they are learning.

**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 effectively implement a google-shared calendar for the campus science lab that will include all grade levels to complete all required lab lessons in a science lab setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Science STAAR by overall component score by 5 points through monitoring the science lab schedule, completing walk throughs, and providing feedback to teachers in order for students to have extensive experiences with science resources in a lab which will lead to higher scores on CUAS in Science as well as with the Science STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will have students maintain their interactive science journal to reflect and demonstrate understanding of science TEKS as well as be more specific about the purpose.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Science STAAR by 5% by having teams share the science journal entries during PLCS in order to discuss/plan/adjust the writing that is occurring for Science so that students will be more proficient with writing using academic vocabulary and being able to demonstrate what they have learned in a journal entry.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will implement "Student Ownership of Learning" with science where students will be able to demonstrate what they have learned about by sharing their entries in their journal. Students will be asked what they are learning and how they are applying what they have been taught to what they are doing and feedback will be provided for the teacher in order to make any needed adjustments for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Science STAAR by 5% by completing walkthroughs and science journal checks that will provide students the opportunity to have more ownership of their learning since they are able to write and communicate what they are learning about in science and increasing their accountability for their own learning though conversations, goal setting, data self-tracking. The student journals will be shared at the PLC meetings and science district vertical team meetings to allow teachers to be more reflective and intentional about their teaching practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** Pumphrey Elementary 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 Session Feedback  
Parent University Session Documentation  
Parent Contact Data

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize a variety of methods to communicate between home and school to support ongoing student success (newsletters, weekly folders, Parent Square, parent conferences, mail outs).</p> <p><b>Strategy's Expected Result/Impact:</b> Effective Communication Feedback from the Parent Survey Increase in parent and family participation in school activities</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide opportunities for parent and families to engage in opportunities to support the campus and their child through volunteering, field trips, Parent university sessions, college and career nights, and other events that occur during the instructional day and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent support with campus and student activities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers, CSSS</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Conduct the weekly Student Support Team meeting to assess family needs and provide support for parents to promote their child's education.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% compliance with scheduled meetings Student needs addressed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS CYS</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Increase awareness about PTO and how parents, teachers and staff can be actively involved with the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater parental participation and students' academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>

#### Strategy 5 Details

**Strategy 5:** Collaborate/Foster a solid relationship with our Baytown Chamber of Commerce Partner in Education- Patients ER to develop meaningful learning experiences to all students, staff, and parents.

**Strategy's Expected Result/Impact:** Attend PIE meetings.

Increase visibility of our partnership with Patients ER will increase our community involvement with other members of our community.

**Staff Responsible for Monitoring:** Campus Administrators  
Counselor

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** Pumphrey 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 Data, Discipline Data, Health and Nutrition Documents

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will review the cumulative records and all relevant data for their students to assess the dynamics for each of their assigned students in order to have a clear picture of each child's needs for possible interventions, RTI , small group tutorials, and/or targeted interventions for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on NWEA Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Grade level teams will review, plan, and provide MTSS for all students so that all students receive high levels of instruction to address all learning styles that will increase their understanding of the material being presented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results Increase district test data Increase in Positive PBIS data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Implement the Fueling Brains curriculum with fidelity to ensure students have a variety of opportunities to close their executive function gaps in the areas of cognitive flexibility, inhibitory control and working memory.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student academic and behavioral performance throughout the year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Incorporate nutrition and hygiene education into student's PE classes each six weeks and into core content areas as appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Empowers children with knowledge and skills to make healthy choices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

Strategy 5 Details
<p><b>Strategy 5:</b> Incorporate lessons about sun safety as part of health and fitness to help our students be more active and engaged during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with GCCISD Sun Safety Policy</p> <p><b>Staff Responsible for Monitoring:</b> PE teacher, Classroom Teacher</p>
Strategy 6 Details
<p><b>Strategy 6:</b> Provide opportunities that promote coordinated school health practices and/or objectives focused on nutrition in all areas of the school informing students and staff about healthy food choices, wellness and fitness that engages and motivates students to have an active lifestyle, and incorporate parent and family activities focused on knowledge of healthy lifestyle choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make better choices about what they choose to eat at school for breakfast and lunch. Students are more physically active.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Increase student knowledge about college and career planning through campus wide activities that allow students to explore different colleges and careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students gain a better understanding about what is required for them to attend college. Students will learn more about different career opportunities that are available.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Counselors</p>
Strategy 8 Details
<p><b>Strategy 8:</b> Determine and implement programs that will focus on increasing student achievement on curriculum goals for each grade level. Students that demonstrate academic success by earning all A's, or A's and B's will be recognized each nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of honor students by grade level</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>
Strategy 9 Details
<p><b>Strategy 9:</b> Incorporate activities that will promote attendance to be above 97% through a school-wide attendance incentive program for student.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted attendance rate 97% or greater</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Attendance clerk</p>

Strategy 10 Details
<p><b>Strategy 10:</b> Grade level Teams will review attendance, academic, behavior, and social/emotional dynamics for all students of the grade level and establish how the grade level team will connect with the identified "high" need students in order to be proactive in minimizing difficult situations that impact the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals Reduction in inconsistent consequences Increase in positive adult-student interactions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 11 Details
<p><b>Strategy 11:</b> The Student Support Team will monitor students' with attendance, academic, behavior, and social/emotional wellness needs in order to provide support that will improve students' well being and increase academic success for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students grades, attendance, behavior will closely monitored to help ensure that we are meeting the needs of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Counselors, CSSS</p>
Strategy 12 Details
<p><b>Strategy 12:</b> Implement an effective PBIS framework that provides strategic expectations along with incentives and consistent consequences for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in excellent student citizenship and morale</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 13 Details
<p><b>Strategy 13:</b> Promote positive staff climate with a variety of ways throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Climate and Culture committee</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 14 Details
<p><b>Strategy 14:</b> Teach daily Character Strong lessons to all students. Counselors will provide classroom lessons over the character trait of the month. Provide a comprehensive counseling program for all students that meets specific needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 15 Details
<p><b>Strategy 15:</b> Ensure that classroom, grade level, campus and district behavior management systems are aligned and effective. Ensure that grade level discipline plans are communicated effectively to students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals as compared to the previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

Strategy 16 Details
<p><b>Strategy 16:</b> Incorporate cool down areas and bins in each classroom so that students can self regulate their emotions.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>

#### Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

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

**Evaluation Data Sources:** Professional Development Reports  
Training Logs  
Staff Reports

Strategy 1 Details
<b>Strategy 1:</b> Attend job fairs and recruit early from a pool of highly qualified teachers in core academic subject areas. <b>Strategy's Expected Result/Impact:</b> Recruit and employ highly qualified teachers from job fairs and interviews. <b>Staff Responsible for Monitoring:</b> Principal
Strategy 2 Details
<b>Strategy 2:</b> Encourage 100% of teachers to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Increase the number of teachers with ESL and GT certification <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 3 Details
<b>Strategy 3:</b> Hire and recruit paraprofessionals that meet or exceed the required 60 college hours or certificate. <b>Strategy's Expected Result/Impact:</b> Requirements met for a highly certified staff <b>Staff Responsible for Monitoring:</b> Principal
Strategy 4 Details
<b>Strategy 4:</b> Through our established interview committee, hire highly qualified candidates that best matches the needs of our student population. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 5 Details
<b>Strategy 5:</b> Assure all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> All positions will be filled before the school year begins. <b>Staff Responsible for Monitoring:</b> Campus administrators



Strategy 6 Details
<p><b>Strategy 6:</b> All teachers will be given the resources and materials that they need to successfully implement the GCCISD curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students score approaches, meets or masters on district and state assessments and/or show evidence of being proficient at grade level material.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Jessie Lee Pumphrey staff will use PLCs to provide common planning time for teachers to collaborate on rigorous TEKS based instruction that increases learning for all students. PLCs will take place weekly for all grade level teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 8 Details
<p><b>Strategy 8:</b> Pumphrey Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase technology use by staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 9 Details
<p><b>Strategy 9:</b> Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff development needs assessment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 10 Details
<p><b>Strategy 10:</b> Collaborate in PLCs to ensure that all student populations have access to a rigorous and viable curriculum, focus on student performance, and plan and implement individual intervention and enrichment plans accordingly for POD time, utilize formative assessments to ensure mastery, and improve alignment in the instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC meeting agendas that indicate data discussions and collaboration to ensure that students demonstrate growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 11 Details
<p><b>Strategy 11:</b> Create opportunities for vertical alignment meetings to take place. Vertical alignment meetings by content will meet at least once a semester, with the focus being that all students are taught with campus wide instructional strategies that meets the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in usage of collaborative instructional strategies and student performance on grade level TEKS measured by district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

Strategy 12 Details
<p><b>Strategy 12:</b> Provide training for staff members on the 3 executive functions (cognitive flexibility, inhibitory control, and working memory) to maintain positive student-teacher/student-student relationships and decrease student discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Principal, Brain Coach</p>
Strategy 13 Details
<p><b>Strategy 13:</b> Plan professional development opportunities aligned to district and campus goals based on needs of campus staff. Incorporate ways for staff to have professional development sessions offered during the school day or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teaching practices of staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 14 Details
<p><b>Strategy 14:</b> Implement Teacher Intervention Plan for all non-highly effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention plan on file and submitted to personnel within 6 weeks of hire.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 15 Details
<p><b>Strategy 15:</b> Provide school improvement through focused professional development such as Fueling Brains Right Brain/Left Brain Trainings in order to close the achievement gap among all sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate growth in both academic and behavior areas on the MOY and EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Principal, Brain Coach</p>
Strategy 16 Details
<p><b>Strategy 16:</b> During grade level and content PLCs and meetings, staff will disaggregate and analyze students' test data in all core subjects and determine additional staff development and training needed to address needs by distinguishing areas of success from areas of focus, including achievement discrepancies among various student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Increase EOY Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> 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
<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 - From determining the achievement discrepancies through disaggregating state, local, and other student test data, provide supplemental support activities that enrich and accelerate the curriculum for identified GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across meets and masters categories</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 - \$500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Special Education State Program - From determining the achievement discrepancies through disaggregating state, local, and other student test data, provide the least restrictive environment along with supplemental support activities for identified Sp. Ed. students to improve the achievement discrepancies among student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores Improved student academic and behavioral performance Master goals on IEPs by the determined quarter or year</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 - From determining the achievement discrepancies through dis-aggregation of state, local, and other student test data, the campus will provide supplemental support activities to ensure that all identified EB students are working towards becoming English proficient and improving the achievement discrepancies among student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance throughout the year Achieve on-grade level performance on EOY assessments in English</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials and Supplies - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</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  
Decrease in at-risk student identification

**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:** Early Education Allotment State Program - Effectively implement the researched-based early learning curriculum and materials , provide guidance support for the instructional staff, and implement activities for preparing pre-school children to transition to kindergarten through the Early Learning Academy located within the Pumphrey Elementary school site.

**Strategy's Expected Result/Impact:** Increase in student cognitive function development  
Increase in teacher effectiveness with instructional and behavioral strategies

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** Certified teachers and instructional support staff - 50% - Coordination of Local and State Funds - Early Education Allotment Funds - \$300,000

#### Strategy 6 Details

**Strategy 6:** Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.4 requirements  
All students will make at least one year's growth

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 7 Details

**Strategy 7:** Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.

**Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.5 requirements  
Documentation of activities aligned to Well Rounded Education

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 8 Details

**Strategy 8:** Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".

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

**Staff Responsible for Monitoring:** Principal  
District Program Director

#### Strategy 9 Details

**Strategy 9:** Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialist 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 - \$75,000

#### Strategy 10 Details

**Strategy 10:** 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  
Students grades, attendance, behavior will closely monitored  
Improved academic, attendance, and/or behavior outcomes

**Staff Responsible for Monitoring:** Principal  
District Program Director

**Funding Sources:** Campus Student Success Specialist Costs - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$75,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

### Strategy 11 Details

**Strategy 11:** 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 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 12 Details

**Strategy 12:** Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.

**Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.2 requirements

Increase parent engagement from prior year

Provide sessions in English and Spanish

Offer sessions during the day, in the evening, and/or on Saturdays

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** CSSS costs to support parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000, Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$800

### Strategy 13 Details

**Strategy 13:** 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 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 14 Details

**Strategy 14:** 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 15 Details

**Strategy 15:** 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 16 Details

**Strategy 16:** 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 17 Details

**Strategy 17:** 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	9	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$75,000.00
5	2	10	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	10	Campus Student Success Specialist Costs	Title I Part A Funds	\$75,000.00
5	2	12	Materials for parent academic sessions	Title I, Part A Funds	\$800.00
5	2	12	CSSS costs to support parent training sessions	Title I, Part A Funds	\$4,000.00
Sub-Total					\$174,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental Instructional Materials and Supplies	Bilingual/ESL Funds	\$500.00
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
5	2	5	Certified teachers and instructional support staff - 50%	Early Education Allotment Funds	\$300,000.00
Sub-Total					\$379,500.00