

Goose Creek Consolidated Independent School District

William B. Travis Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Our mission is to empower a community of learners who apply their acquired skills and knowledge to successfully reach their full potential, become independent thinkers, and positively contribute to a global society.

Vision

Travis Elementary-Learning Today, Leading Tomorrow!

Value Statement

- **Academic**

- Students are able to analyze and solve real world problems using critical thinking skills to reach a rational conclusion.
- Students are self-motivated to set goals in order to increase their knowledge of grade level curriculum and advanced academic skills.
- Students are able to express their own ideas and communicate effectively in an academic setting.

- **Life Skills**

- Students are motivated to work independently and collaboratively in order to be a successful member of society.
- Students understand the value of integrity and are intrinsically motivated to compete in a diverse global community.
- Students demonstrate effective communication, critical thinking and time management skills in order to prioritize tasks and achieve post-secondary success.

- **Responsibility to Community**

- Students demonstrate social awareness by showing respect and compassion throughout the community.
- Students develop a sense of ownership in their community by participating in acts of service.
- Students will support one another by recognizing and accepting differences among others in the community.

Table of Contents

Comprehensive Needs Assessment Data Documentation 4

Goals 5

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 5

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 9

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 11

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 14

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 16

Campus Funding Summary 22

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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 to have 85% of students in grades 3-5 demonstrate measurable improvement in their writing skills, as evidenced by a 1 point increase on the rubric in their writing on the STAAR assessment by the end of the school year.

If teachers in grades 3-5 implement daily focused writing instruction , integrate writing across all subject areas, and provide targeted interventions with regular feedback during Tiger Time, then 85% of students will demonstrate measurable improvement in their writing skills, as evidenced by a 1 point increase on the rubric in their writing on the STAAR assessment.

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

Strategy 1 Details
<p>Strategy 1: The campus will focus on the "Writing Framework" to enhance writing skills where our teachers will model SCR on a regular basis. ECR/SCR will be modeled and shared at every faculty meeting to share exemplar. In addition, every three weeks we will be utilize Mentor Texts and Writing Exemplars to model effective writing techniques and provide clear examples for students using the same mentor text and ECR so that we can calibrate student writing, and incorporate Writing Portfolios as well as setting personalized writing goals through student conferencing, helping students target and improve specific areas in their writing.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, students will show a marked improvement in their ability to organize their writing, develop ideas, and use proper sentence structure to be accomplished by:</p> <p>Teacher Data Dashboards: The dashboards will compile data from weekly assessments, writing portfolios, and other relevant sources. Teachers will use this data to analyze patterns and adjust instruction accordingly. The dashboards will provide a visual representation of student progress, helping teachers make informed decisions about instructional strategies and interventions.</p> <p>Peer and Self-Assessment: Students will engage in peer and self-assessment activities, using rubrics and checklists to evaluate their writing and that of their peers. This practice will not only reinforce writing skills but also encourage students to take ownership of their learning.</p> <p>Targeted Feedback: Teachers will provide specific, actionable feedback on student writing. This feedback will be aligned with the personalized writing goals established through "Rubric Remedies," helping students focus on improving particular aspects of their writing.</p> <p>Collaboration and Reflection: Regular reflection sessions will be held where students can discuss their writing progress with peers and teachers. We will also have "Blind Scoring" and calibration opportunities for teachers.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will focus on specific skill gaps or enrichment for students based on recent assessments. Teachers will use differentiated instructional strategies, including guided practice, small groups, and targeted TEKs. Also, teachers will collaborate to create grade-level appropriate zones which will include:

1.) interventions or enrichment learning in key areas of writing through engaging, hands-on activities. 2.) writing zones, and reading comprehension activities focused on Author's Craft/Purpose, and 3.) incorporating computer lab rotations: which will utilize educational programs (Progress Learning and typing program) that are aligned with curriculum goals and adapt to student progress to support learning, offering practice and reinforcement.

Strategy's Expected Result/Impact: The impact of this strategy on student outcomes will garner improved academic performance.

Students will better understand challenging concepts, leading to higher grades and achievement scores through:

Increased Confidence: Success in tutorials boosts students' confidence, encouraging them to engage more in class.

Personalized Learning: Tutorials address individual student needs, helping them progress at their own pace and overcome specific challenges.

Enhanced Study Habits: Students develop better study and learning strategies, which they can apply across subjects.

Stronger Teacher-Student Relationships: More personalized attention during tutorials fosters stronger relationships and better support for students.

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 to have 85% of students in grades 3-5 demonstrate goal proficiency in their math skills, as evidenced by moving up on the STAAR in their overall STAAR assessment.

If teachers in grades 3-5 implement daily focused math instruction, integrate guided math, and provide targeted interventions with regular feedback, then 85% of students will demonstrate goal proficiency in their math skills, resulting in a 5% increase in overall Math scores on the STAAR Assessment.

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

Strategy 1 Details
<p>Strategy 1: The campus will strengthen multi-step problem-solving skills and improve math fact fluency with explicit instruction on problem-solving techniques by utilizing the following:</p> <ul style="list-style-type: none">1.)Modeling and Guided Practice to demonstrate and reinforce methods2.) Utilization of the UPS Check Method3.)Scaffolding to support learners as they progress to more complex problems4.)Ongoing Teacher feedback to provide targeted support. <p>Strategy's Expected Result/Impact: The impact of this strategy on student outcomes will garner improved math proficiency through targeted instruction and practice, enhanced Student Engagement with interactive and personalized learning activities, growth in critical thinking and problem-solving skills as students tackle more complex tasks and develop deeper understanding.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will conduct weekly focused feedback walkthroughs to monitor instructional fidelity across classrooms. Based on the data collected in the walkthroughs, we will provide targeted coaching, feedback, and planning support to strengthen teacher practice and ensure high-quality Bluebonnet implementation.</p> <p>Strategy's Expected Result/Impact: Ongoing walkthroughs and targeted coaching will build teacher capacity, increase instructional rigor</p> <p>Ensure students consistently engage with high-quality mathematics instruction</p> <p>Measurable growth for 4th and 5th grade students on the 2026 STAAR</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 to 85% of students in grade 5 will demonstrate goal proficiency in their Science skills, as evidenced by a 5% increase in their overall Science score on the STAAR assessment.

If the teachers identify and select labs that align with curriculum goals and are age-appropriate, facilitate hands-on lab sessions, ensuring all students actively participate and guide students in data collection, observation, and recording results as well as lead discussions on findings, conclusions, and real-world applications, then 85% of students in grade 5 will demonstrate goal proficiency in Science as evidenced by a 5% increase in overall Science score on the STAAR test.

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

Strategy 1 Details
<p>Strategy 1: The teachers will embed hands-on science labs and inquiry-based investigations into weekly instruction to strengthen conceptual understanding and scientific reasoning. Students will regularly engage in writing tasks such as lab reflections, claim-evidence-reasoning responses, and constructed short answers to explain scientific concepts and processes. Weekly artifacts from lab activities and student writing samples will be reviewed in PLCs to assess mastery, identify gaps, and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased use of hands-on labs and integration of writing in science will deepen student understanding Strengthen academic vocabulary will enhance their ability to explain and apply scientific concepts. Measurable improvements in both conceptual mastery and performance on the 2026 Science STAAR</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Travis 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: End of Year Surveys, STAAR Results, Volunteer Records

Strategy 1 Details
<p>Strategy 1: Foster communication between home and school through the use of a campus folder system, Parent Square, social media, the Travis website and by encouraging positive notes home, phone calls, and conferences to increase parent involvement.</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Structure parent communication to inform parents about tools they can use to help them stay aware of student progress (i.e. Lunch Money Now, Parent Portal, etc.).</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators SST Team</p>
Strategy 3 Details
<p>Strategy 3: Sponsor parent training sessions on campus that address different topics based on the beginning of year survey data to enhance parents-as-teachers skills and to promote parental involvement.</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on parent survey</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>
Strategy 4 Details
<p>Strategy 4: Implement a structured volunteer program that encourages parents to become involved in all areas of their child's education (i.e. PTO, Watch DOGS, Classroom Volunteers).</p> <p>Strategy's Expected Result/Impact: Increase in volunteer support</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 5 Details
<p>Strategy 5: Increase parental involvement by 5%, as evidenced by annual membership enrollment, in the Parent-Teacher Organization (PTO) by encouraging parents and teachers to join and to attend meetings.</p> <p>Strategy's Expected Result/Impact: Increase in volunteer support</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 6 Details
<p>Strategy 6: Utilize our partner in education, Exxon Mobil Baytown Refinery, to support campus initiatives (i.e. Junior Achievement and family academic nights).</p> <p>Strategy's Expected Result/Impact: Increase in community partnership</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: Travis 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: Campus Attendance Reports
STAAR Results
Campus Discipline Reports

Strategy 1 Details
Strategy 1: Increase student knowledge about college and career planning through campus-wide and grade level activities that support and promote college and career readiness. Strategy's Expected Result/Impact: Increase in understanding the college and career readiness standards Staff Responsible for Monitoring: Campus Administrators and Counselor
Strategy 2 Details
Strategy 2: Implement the CATCH Curriculum to increase student and staff awareness of living a healthy lifestyle which will promote social /emotional and physical health. Strategy's Expected Result/Impact: Decrease the number of absences with both staff and students Staff Responsible for Monitoring: Campus Administrators CATCH Team
Strategy 3 Details
Strategy 3: Promote a positive and safe school climate through school CATCH messaging and activities. Strategy's Expected Result/Impact: Increased student awareness of healthy lifestyles and sun safety. Staff Responsible for Monitoring: Campus Admin and CATCH Champion
Strategy 4 Details
Strategy 4: Increase student attendance by reviewing the attendance policy with parents at the Parent Orientation/Title 1 meetings and during parent conferences throughout the year, calling parents of students with two consecutive days of absences, using the district attendance contract, and referring attendance concerns to the Student Support Team (SST) Strategy's Expected Result/Impact: 96% attendance for the 2022-2023 school year Staff Responsible for Monitoring: Campus Administrators CS3

Strategy 5 Details
<p>Strategy 5: The Student Support Team will monitor student's with attendance, academic, and/or behavior needs in order to provide support that will improve student success.</p> <p>Strategy's Expected Result/Impact: Improve student success when compared to prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>
Strategy 6 Details
<p>Strategy 6: Promote positive staff morale, and collective commitments through a variety of teacher incentives, social committee and team building activities.</p> <p>Strategy's Expected Result/Impact: Improved staff morale and team building</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: Continue to modify and implement the current PBIS plan to promote a safe and orderly environment conducive to learning.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals for 2023-24.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 8 Details
<p>Strategy 8: Utilize Review 360 to determine effective strategies for improving classroom behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 9 Details
<p>Strategy 9: Develop and implement leadership opportunities for students (i.e. Flag Team, Paw-Pack, etc.) in order to foster positive student behavior.</p> <p>Strategy's Expected Result/Impact: Student recognition on membership board</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 10 Details
<p>Strategy 10: Continue school-wide character education (Character Strong), weekly classroom guidance lessons and PBIS strategies to reduce discipline referrals and bullying incidents.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and bullying incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 11 Details

Strategy 11: Increase student awareness of bullying prevention techniques by implementing the Character Strong program and Houston Astros Orbit program.

Strategy's Expected Result/Impact: Decrease in bullying incidents

Staff Responsible for Monitoring: Campus Administrators

Teachers

School Counselor

CYS Worker

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: Travis 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: District Hiring Report, Staff Development Records

Strategy 1 Details
Strategy 1: Recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Ensure that teacher professional development is driven by teacher need and the expectation to support highly effective standards. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase in GT and ESL certified staff Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Collaborate in Professional Learning Communities (PLC) weekly to problem solve and discuss content area TEKS, CUAs, and student assessment data in order to plan effectively for classroom instruction and intervention/enrichment opportunities in order to increase learning time and a well-rounded education. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach
Strategy 5 Details
Strategy 5: Provide training for staff members on PBIS and diffusing difficult situations to maintain positive student-teacher relationships and decrease student discipline referrals. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details
<p>Strategy 6: Provide school improvement through focused professional development in the area of rigor, academic language/ vocabulary of students in order to close the achievement gap among all sub-populations.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement through teacher clarity and student mastery of content.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 7 Details
<p>Strategy 7: Utilize at least half of every district PLC day for instructional planning and data review.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 8 Details
<p>Strategy 8: Develop staff development growth plans for teachers in need of instructional and/or classroom management support.</p> <p>Strategy's Expected Result/Impact: Written Intervention Plan completed for each non-highly effective teacher</p> <p>Staff Responsible for Monitoring: Principal</p>
Strategy 9 Details
<p>Strategy 9: Administrators and Teaching and Learning Coaches will attend training sessions to increase performance across all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teaching and Learning Coaches, and Teachers</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
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal
Strategy 2 Details
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal
Strategy 3 Details
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: 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>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 materials to support enriched academic improvement - Coordination of Local and State Funds - GT Funds - \$300</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</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</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement.

Strategy's Expected Result/Impact: Improve at risk student achievement

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 - \$10,000

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

Staff Responsible for Monitoring: Principal

District Program Director

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

Strategy 10 Details

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

Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements

Review, Revise, and Determine annually

Distribute to all parents yearly electronically or by hardcopy

Provide to all parents in English or Spanish

Increase in Parent and Family Engagement participation

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 11 Details

Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.

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

Increase parent engagement from prior year

Provide sessions in English and Spanish

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

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Supplemental materials to support parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, 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 of 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	Supplemental materials to support parent academic sessions	Title I Part A Funds	\$500.00
Sub-Total					\$229,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental materials to support enriched academic improvement	GT Funds	\$300.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$0.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$0.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$80,300.00