

Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Victoria Walker Elementary commits to partnering with parents and the community to build a foundation of academic excellence, promote a passion for lifelong learning, and empower students to contribute positively as responsible citizens.

Vision

One Team, One Heart, One Mission

Table of Contents

Comprehensive Needs Assessment Data Documentation 4

Goals 6

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 6

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 9

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 10

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 12

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 13

Campus Funding Summary 19

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

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

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

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 80% of students demonstrate at least one year of growth in Reading. Growth will be progress monitored through Amira screeners for students in grades K-5 and STAAR Interim data in grades 3-5. This goal will be achieved through the intentional implementation of the Bluebonnet curriculum, emphasizing foundational literacy in K-3 and evidence-based comprehension and written response in grades 4-5.

If we implement the curriculum with fidelity, then the students will expand their vocabulary, improve their writing, and increase their success.

Evaluation Data Sources: STAAR Results, AMIRA Screener, PLC artifacts, Exit Tickets, EOM

Strategy 1 Details
<p>Strategy 1: Teachers in grades K-3 will implement daily, explicit instruction in foundational literacy skills (phonological awareness, phonics, fluency, and decodable text practice), while teachers in grades 4-5 will emphasize comprehension routines, academic vocabulary, and evidence-based written response to reading, all aligned to the Bluebonnet framework. To monitor learning, K-3 teachers will collect weekly artifacts in the form of exit tickets focused on foundational literacy skills, while 4th and 5th grade teachers will collect weekly written response artifacts that demonstrate students' comprehension and use of text evidence. These artifacts will be reviewed during PLCs to analyze student progress, identify trends, and plan reteach opportunities or targeted interventions. Additional progress will be measured through Amira screeners.</p> <p>Strategy's Expected Result/Impact: As a result of consistent, high-quality PLCs focused on the review of weekly artifacts and progress monitoring through Amira, teachers will deliver more intentional, TEKS-aligned instruction that reflects a strong understanding of the Bluebonnet framework, unit goals, and assessment expectations. This alignment will strengthen Tier 1 instruction across the campus and lead to measurable reading growth for all students.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, TLC</p>
Strategy 2 Details
<p>Strategy 2: The team 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: Targeted walkthroughs and coaching cycles will increase instructional consistency, improve teacher effectiveness, and ensure that students receive rigorous, aligned instruction, contributing to measurable reading growth for 80% of students.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, TLC</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for all 4th and 5th grade students to demonstrate at least one year of academic growth in mathematics, as measured by STAAR. Growth will be defined as movement within and across performance levels of Approaches, Meets, and Masters.

4th Grade
(2024-2025 3rd Grade Scores) Baseline Data: 65% Approaches / 38% Meets / 17% Masters
2025-2026 Goal: 70% Approaches / 43% Meets / 22% Masters
5th Grade
(2024-2025 4th Grade Scores) Baseline Data: 60% Approaches / 34% Meets / 15% Masters
2025-2026 Goal: 65% Approaches / 39% Meets / 20% Masters

If we implement the curriculum with fidelity, then the students will increase their success.

Evaluation Data Sources: STAAR Results, MAPS Data, PLC artifacts, Exit Tickets, Interims

Strategy 1 Details
<p>Strategy 1: Teachers will collaboratively internalize the Bluebonnet Math curriculum during weekly planning sessions. Academic vocabulary will be explicitly taught and reinforced, with an emphasis on mathematical writing to strengthen students' ability to explain and justify their reasoning. Student progress will be monitored through weekly artifacts, including exit tickets, which will be analyzed during PLCs to identify trends, adjust instruction, and plan targeted interventions.</p> <p>Strategy's Expected Result/Impact: As a result of consistent curriculum internalization, intentional emphasis on academic vocabulary, and the integration of mathematical writing, students will demonstrate stronger reasoning and problem-solving skills. Weekly artifact analysis in PLCs will drive responsive instruction and targeted interventions, leading to improved Tier 1 instruction and measurable growth across Approaches, Meets, and Masters performance levels with our 4th and 5th grade students.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, TLC</p>
Strategy 2 Details
<p>Strategy 2: The team 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, and ensure students consistently engage with high-quality mathematics instruction, contributing to 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 reverse the decline in 5th grade Science STAAR scores by increasing the percentage of students achieving Approaches, Meets, and Masters.

2025 STAAR Baseline Data: 63% Approaches / 25% Meets / 6% Masters

2026 STAAR Goal: 73% Approaches / 35% Meets / 16% Masters

If we incorporate science lessons and hands-on science labs with fidelity, then the students will increase their success.

Evaluation Data Sources: STAAR Results, MAP Screeners, PLC Artifacts

Strategy 1 Details
<p>Strategy 1: 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, and enhance their ability to explain and apply scientific concepts. This will result in 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: Victoria Walker 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 reports, surveys, community meeting agendas

Strategy 1 Details
<p>Strategy 1: Utilize our campus website, newsletters, and parent square to inform students, staff, and the public of important school information and activities to enhance the school/community partnership.</p> <p>Strategy's Expected Result/Impact: Parents, staff, students, and community will be informed of campus events and deadlines Increase of 10% in the attendance of campus events</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Facilitate communication between school and home through parent square, home visits, and Tuesday Folder communication/phone calls/ parent conferences and volunteers that are reported to the Title I program as evidenced on sign-in sheets and logs.</p> <p>Strategy's Expected Result/Impact: By May 2026, the campus will strengthen school-to-home communication through consistent use of Parent Square, home visits, Tuesday Folder communication, phone calls, parent conferences, and volunteer involvement. Success will be measured by increased parent engagement as evidenced by communication logs, sign-in sheets, and Title I volunteer reports. These efforts will foster stronger family partnerships, support student achievement, and promote a collaborative campus culture.</p> <p>Staff Responsible for Monitoring: Campus Administrators, CS3, Teachers</p>
Strategy 3 Details
<p>Strategy 3: Continue to build community relationships with our Partner-In-Education, EXXON BOP.</p> <p>Strategy's Expected Result/Impact: Increase in the number of PIE activities on campus by one per semester</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: Continue to have structured family nights to increase parent participation at different events throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase parent participation by 10% at academic family nights</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

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

Evaluation Data Sources: staff training's, discipline plans, surveys, and incentives reports

Strategy 1 Details
Strategy 1: Each grade level will implement discipline plans that are communicated to our parents and have components of PBIS. Strategy's Expected Result/Impact: Decrease of 10% in the number of office referrals Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Promote a positive climate by establishing a ILT team of faculty and staff, parents, and community members collaborating in the best interest of our students. Strategy's Expected Result/Impact: Decrease of 5% in staff mobility Staff Responsible for Monitoring: Campus Administrators
Strategy 3 Details
Strategy 3: Implement the Character Strong Curriculum and PAWS to promote positive relationships between staff and students. Strategy's Expected Result/Impact: Decrease in the number of office referrals by 10% Staff Responsible for Monitoring: Campus Administrators Counselor
Strategy 4 Details
Strategy 4: Utilize positive incentives to promote good citizenship and attendance through the use of: award assemblies, student recognition on announcements, teacher incentives, and positive communication with parents. Strategy's Expected Result/Impact: Increase of 10% in the number and frequency of students demonstrating monthly citizenship characteristics Increase in student attendance Staff Responsible for Monitoring: Campus Administrators
Strategy 5 Details
Strategy 5: Implement an anti-bullying awareness plan, which includes teacher training, student programs, and routine monitoring of discipline data. Strategy's Expected Result/Impact: Decrease of 5% in bullying reports as reported by students and parent Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details

Strategy 6: Successfully Implement "CATCH" School Health Plan curriculum for students and staff.

Strategy's Expected Result/Impact: Success of the CATCH School Health Plan implementation will be measured through a combination of participation records and staff feedback collected through surveys every nine weeks. These data points will help monitor engagement, identify areas for improvement, and ensure the program is effectively promoting a healthy lifestyle for both students and staff.

Staff Responsible for Monitoring: Campus Administrators
Campus Wellness Team

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: Reports from job fairs, TEAMS, new teacher meetings, and teachers with ESL and GT certifications

Strategy 1 Details
Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Increase in the number of highly effective teachers in core academic subject areas and have campus fully staffed at an earlier date Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Continue to collaborate through yearly transition meetings with secondary schools and provide support to assist transition of students. Strategy's Expected Result/Impact: all students will successfully transition to secondary schools Staff Responsible for Monitoring: Campus Administrators, Counselor
Strategy 3 Details
Strategy 3: Encourage and solicit teachers to add subject area certification. Strategy's Expected Result/Impact: Increase in the number of teachers adding to subject area certification such as ESL, GT, Special Education, and Technology. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Train all faculty and staff on crisis management for Victoria Walker Elementary. Ensure that plans are clearly communicated and practiced throughout the year. Strategy's Expected Result/Impact: Campus will be prepared in the event of a crisis by feedback given and documentation of improvement from practice drills. Staff Responsible for Monitoring: Campus Administrators

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

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

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

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

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

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

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

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - 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 - \$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: Improvement in student performance

Intervention plans developed and implemented with fidelity

Progress Monitoring completed to determine student growth

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$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 - \$75,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$20,000

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

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: Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$600, CSSS costs 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	Harris County CYS Social Worker Contracted Services	Title I Part A Funds	\$20,000.00
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$75,000.00
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	CSSS costs to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
5	2	11	Materials for parent academic sessions	Title I Part A Funds	\$600.00
Sub-Total					\$184,600.00
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	\$500.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$8,000.00
Sub-Total					\$79,600.00