

Goose Creek Consolidated Independent School District

Baytown Junior High

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Regardless of background or challenges, we uphold high academic expectations and personal responsibility to inspire one another to reach our maximum potential.

Vision

We will become a school that focuses our systems, instruction, leadership and culture on the following:

We provide a safe and welcoming environment for our students, parents, faculty, and community.

We collaborate, share, and utilize best-practice instruction to ensure high quality education for all students.

We provide support systems to ensure that obstacles do not prevent success.

We celebrate successes, take risks, and accept mistakes and failures as part of the learning process.

We prepare students with the knowledge and skills necessary to be successful at high school.

Value Statement

Collective Commitments: To fulfill our purpose and become the school described in our vision statement, each member of the staff commits to the following:

- We will build positive relationships with our students and teams on a personal level.
- We will collaborate with our teams on instructional practice, and strategies to maximize student learning.
- We will make instructional decisions and set team goals based on student performance.
- We will commit to using engaging and rigorous instructional methods (e.g. WICOR strategies) in order to continually improve our classroom instruction.
- We will celebrate all student and team achievement.
- Through interactions with one another, we will ensure our campus environment is positive and welcoming.
- We will communicate with parents, students, and staff about achievements, concerns, and student progress.
- We will prepare our students for college and career readiness.

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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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey 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
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- 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 close achievement gaps and improve student performance by implementing targeted strategies that strengthen foundational reading and writing skills. To support this, we will utilize structured instructional practices such as academic language development, student-centered discourse, and TEKS-aligned small group interventions and enrichment opportunities. Through these efforts, we aim to increase the percentage of students performing at the Approaches level by 10%, the Meets level by 7%, and the Masters level by 5%.

If we implement targeted strategies such as structured academic language development, student discourse, and TEKS-specific small group interventions, then we will close achievement gaps and improve student outcomes by increasing the percentage of students achieving at the Approaches Level by 10%, at the Meets Level by 7%, and at the Masters Level by 5%.

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

| Strategy 1 Details |
|---|
| <p>Strategy 1: The campus team will analyze student assessment data after each assessment, during PLC to track progress towards the goal. Use data to evaluate the effectiveness of targeted strategies and make necessary adjustments.</p> <p>Strategy's Expected Result/Impact: The campus team will analyze student assessment data after each testing cycle during Professional Learning Community (PLC) meetings to track progress toward academic goals. This ongoing data review will allow educators to identify learning gaps, monitor student growth, and evaluate the effectiveness of targeted instructional strategies such as academic language development, student discourse, and TEKS-aligned small group interventions. Based on the data, instructional plans will be adjusted to better meet student needs, ensuring timely and responsive teaching. This strategy is designed to support the campus in meeting its performance goals of increasing student achievement by 10% at the Approaches level, 7% at the Meets level, and 5% at the Masters level by the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> |
| Strategy 2 Details |
| <p>Strategy 2: Teams will implement student data trackers to support goal setting, assessments, and student conferences, thereby enhancing overall student growth and academic achievement.</p> <p>Strategy's Expected Result/Impact: By implementing student data trackers, teams will empower students to set academic goals, track their own progress, and engage in meaningful data-driven conferences. This process will promote student ownership of learning, increase motivation, and support targeted instruction. As a result, overall student growth and academic achievement will improve, contributing to the campus goal of increasing the percentage of students performing at the Approaches, Meets, and Masters levels by the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</p> |

Strategy 3 Details

Strategy 3: Administrators will perform regular classroom observations to ensure the effective implementation of instructional strategies and provide targeted support as needed. Evaluate the fidelity of the small group interventions and enrichment activities to ensure they align with the intended goals

Strategy's Expected Result/Impact: The expected result of these strategies is improved instructional effectiveness and increased student achievement, as consistent classroom observations and fidelity checks will ensure that targeted interventions and enrichment activities are aligned with campus goals, leading to greater student engagement, accelerated academic growth, and higher performance on STAAR assessments.

Staff Responsible for Monitoring: Campus Administrators

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to focus on advancing mathematical language development, facilitating student discourse, and delivering TEKS-specific small group interventions and enrichment activities to foster higher-level problem-solving and reasoning. Our objective is to increase the percentage of students achieving the following outcomes in mathematics by the end of the academic year: Approaches Level by 10%, Meets Level by 7%, and Masters Level by 5%.

If we systematically integrate targeted strategies, including the development of mathematical academic language, structured student discourse, and TEKS-specific small group interventions, then we will enhance student achievement in mathematics and effectively close achievement gaps, resulting in a 10% increase in the percentage of students achieving the Approaches Level, a 7% increase in the percentage achieving the Meets Level, and a 5% increase in the percentage achieving the Masters Level by the end of the academic year.

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

| Strategy 1 Details |
|--|
| <p>Strategy 1: The campus team will analyze student assessment data after each assessment, during PLC to track progress towards the goal. Use data to evaluate the effectiveness of targeted strategies and make necessary adjustments.</p> <p>Strategy's Expected Result/Impact: The campus team will analyze student assessment data after each testing cycle during Professional Learning Community (PLC) meetings to track progress toward academic goals. This ongoing data review will allow educators to identify learning gaps, monitor student growth, and evaluate the effectiveness of targeted instructional strategies such as academic language development, student discourse, and TEKS-aligned small group interventions. Based on the data, instructional plans will be adjusted to better meet student needs, ensuring timely and responsive teaching. This strategy is designed to support the campus in meeting its performance goals of increasing student achievement by 10% at the Approaches level, 7% at the Meets level, and 5% at the Masters level by the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach (TLC) Teachers</p> |
| Strategy 2 Details |
| <p>Strategy 2: Administrators will perform regular classroom observations to ensure the effective implementation of instructional strategies and provide targeted support as needed. Evaluate the fidelity of the small group interventions and enrichment activities to ensure they align with the intended goals.</p> <p>Strategy's Expected Result/Impact: The expected result of these strategies is improved instructional effectiveness and increased student achievement, as consistent classroom observations and fidelity checks will ensure that targeted interventions and enrichment activities are aligned with campus goals, leading to greater student engagement, accelerated academic growth, and higher performance on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 enhance instructional effectiveness and student engagement, we will increase the utilization of hands-on, student-centered lab investigations during the Explore phase of the 5E Lesson Model. Our objective is to incorporate these lab investigations into 85% of the units introduced throughout the academic year.

If we systematically integrate hands-on, student-centered lab investigations into the Explore phase of the 5E Lesson Model, then we will achieve a higher level of student engagement and deeper understanding of key concepts, resulting in the inclusion of these investigations in 85% of the units introduced by the end of the academic year.

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 utilize the growth tracker data from our NWEA MAPS app and assessments. This will show how our implementation of Hands - on lab experiences will foster above standard growth of 5% from BOY to MOY and then MOY to EOY.</p> <p>Strategy's Expected Result/Impact: The expected result is that the implementation of hands-on lab experiences will lead to above-standard academic growth, as measured by NWEA MAP growth tracker data. We anticipate a minimum increase of 5% from BOY (Beginning of Year) to MOY (Middle of Year), and an additional 5% growth from MOY to EOY (End of Year), demonstrating the effectiveness of experiential learning in supporting student progress.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach (TLC) Teachers</p> |
| Strategy 2 Details |
| <p>Strategy 2: The campus team will review the integration of hands-on, student-centered lab investigations in lesson plans and classroom activities in PLC after each unit, and monitor the percentage of units that include these investigations and provide support as needed.</p> <p>Strategy's Expected Result/Impact: The expected result is increased alignment of instruction with student-centered, hands-on learning practices, leading to greater student engagement and conceptual understanding. By reviewing lesson plans and monitoring the percentage of units incorporating lab investigations during PLCs, we anticipate more consistent implementation across classrooms, which will contribute to improved academic performance and deeper mastery of content standards.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach (TLC) Teachers</p> |

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to enhance student writing proficiency by systematically implementing the PEEL (Point, Evidence, Explanation, Link) writing strategy across each unit. Our objective is to achieve a 5% increase in student writing assessment scores, as measured by the district's writing rubric on the Cumulative Unit Assessments (CUA).

If we implement the PEEL writing strategy systematically across each unit and provide targeted support and professional development, then we will achieve a 5% increase in student writing assessment scores, as measured by the STAAR rubric writing rubric on the Cumulative Unit Assessments (CUA) by the end of the academic year.

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

| Strategy 1 Details |
|---|
| <p>Strategy 1: The campus team will develop PEEL-Aligned Units: Collaborate with curriculum designers to integrate the PEEL strategy into each unit of the writing curriculum. Create lesson plans that emphasize Point, Evidence, Explanation, and Link components.</p> <p>Strategy's Expected Result/Impact: By developing PEEL-aligned units and collaborating with curriculum designers to embed the PEEL strategy into each writing unit, the campus will establish a consistent and structured approach to teaching expository and analytical writing. Lesson plans that emphasize the Point, Evidence, Explanation, and Link components will help students build clear, well-supported arguments and improve overall writing coherence and organization. As a result, students will demonstrate measurable growth in writing performance, contributing to increased proficiency levels on writing assessments and supporting the campus goal of improving achievement at the Approaches, Meets, and Masters levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</p> |
| Strategy 2 Details |
| <p>Strategy 2: PD's will be offered for educators to train them in effectively teaching and implementing the PEEL strategy in their classrooms. Implementation and resources: Develop and distribute instructional materials, including PEEL graphic organizers, student sample essays, and practice exercises, and exemplars to support both teachers and students.</p> <p>Strategy's Expected Result/Impact: The expected result is that educators will gain the knowledge and tools needed to effectively implement the PEEL writing strategy, leading to improved student writing across content areas. With targeted professional development and access to consistent instructional materials, such as graphic organizers, exemplars, and practice exercises, teachers will deliver more structured writing instruction, resulting in increased student clarity, organization, and analytical depth in written responses.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Teachers</p> |

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Feedback from parents and stakeholders

| Strategy 1 Details |
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| <p>Strategy 1: Distribute weekly online newsletters to parents and community members, and post these updates on the campus website.</p> <p>Strategy's Expected Result/Impact: By distributing weekly online newsletters and posting updates on the campus website, the school will strengthen communication and engagement with parents and community members. This consistent flow of information will keep stakeholders informed about academic initiatives, student progress, upcoming events, and campus goals. As a result, increased transparency and involvement from families and the community will support a more collaborative learning environment, contributing to improved student outcomes and a stronger school-community partnership.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Webmaster</p> |
| Strategy 2 Details |
| <p>Strategy 2: Teachers will update their grade books weekly to provide parents with current information on student progress.</p> <p>Strategy's Expected Result/Impact: By updating grade books on a weekly basis, teachers will ensure that parents, students, coaches, and sponsors have access to accurate and up-to-date information regarding academic progress. This consistent communication will promote transparency, support timely interventions, and foster greater accountability among students. As a result, stakeholders will be better equipped to provide academic support and encouragement, leading to improved student performance, increased engagement, and steady progress toward meeting campus achievement goals.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> |
| Strategy 3 Details |
| <p>Strategy 3: Maintain the campus website with up-to-date and relevant information for students and parents.</p> <p>Strategy's Expected Result/Impact: By maintaining the campus website with up-to-date and relevant information, parents, students, and community members will have consistent access to current announcements, academic resources, event details, and school updates throughout the year. This transparency will enhance communication, increase stakeholder engagement, and ensure that the school community remains informed and connected, ultimately supporting student success and promoting a positive campus culture.</p> <p>Staff Responsible for Monitoring: Campus Administrators Webmaster</p> |

Strategy 4 Details

Strategy 4: Conduct parent workshops on communication platforms, such as Parent Portal and GCCISD Parent Square, to enhance engagement.

Strategy's Expected Result/Impact: By conducting parent workshops on communication platforms such as Parent Portal and GCCISD Parent Square, the campus will increase parents' awareness and understanding of how to access important academic information and school updates. As a result, parents will maintain more consistent and effective communication with teachers and staff, leading to stronger family-school partnerships. This increased engagement will support student success through timely support, improved attendance, and greater involvement in academic progress and campus activities.

Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist

Strategy 5 Details

Strategy 5: The Parent Teacher Organization, Partners in Education, and the CATCH Program will hold regular meetings throughout the school year to plan and coordinate activities and events for teachers, students, and families.

Strategy's Expected Result/Impact: By holding regular meetings with the Parent Teacher Organization, Partners in Education, and the CATCH Program, the campus will foster collaboration and coordinated planning of activities and events that engage teachers, students, and families. As a result, the school will experience an increase in overall culture and climate, with stronger relationships among stakeholders and a more supportive learning environment. Additionally, parental involvement in school affairs will increase, promoting greater community investment in student success and contributing to a more inclusive and vibrant school culture.

Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist

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: Discipline Reports

| Strategy 1 Details |
|---|
| <p>Strategy 1: We will provide targeted support to our Emergent Bilingual students by implementing Sheltered Instruction strategies, including structured conversations that foster the development of effective academic language.</p> <p>Strategy's Expected Result/Impact: By implementing Sheltered Instruction strategies that include structured conversations to develop effective academic language, the campus will provide targeted support to Emergent Bilingual students. This approach will enhance their language acquisition and comprehension, leading to improved academic performance across content areas. As a result, Emergent Bilingual students will demonstrate greater confidence, participation, and success in meeting grade-level standards.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> |
| Strategy 2 Details |
| <p>Strategy 2: Attendance incentives will be awarded to students who demonstrate excellent or improved attendance on two separate occasions within each nine-week period.</p> <p>Strategy's Expected Result/Impact: By awarding attendance incentives to students who demonstrate excellent or improved attendance on two separate occasions within each nine-week period, the campus will motivate students to attend school regularly. This recognition program is expected to lead to an increase in overall student attendance and a decline in unexcused absences, fostering greater student engagement and contributing to improved academic performance and campus success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Counselors Communities in Schools Attendance Clerk</p> |
| Strategy 3 Details |
| <p>Strategy 3: The Student Support Team will monitor at risk students progress on attendance, behavior, and course completion and provide students and their families with support, resources, and tools to be successful.</p> <p>Strategy's Expected Result/Impact: By having the Student Support Team consistently monitor at-risk students' progress in attendance, behavior, and course completion, the campus will be able to provide timely and targeted support, resources, and interventions to students and their families. This proactive approach will lead to an increase in overall student success, including improved academic performance, better behavior, and higher attendance rates. Additionally, early identification and intervention will contribute to a decrease in the levels of severity of student challenges throughout the school year, fostering a more supportive and responsive educational environment.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Campus Student Success Specialist</p> |

Strategy 4 Details

Strategy 4: The campus through the campus PBIS team, will provide a positive campus atmosphere that reinforces expectations and rewards student accomplishments.

Strategy's Expected Result/Impact: 10% Decrease in student removals

Staff Responsible for Monitoring: Campus Administrators

Strategy 5 Details

Strategy 5: Teachers and staff will convene monthly by grade level to discuss and develop behavior plans for students exhibiting persistent misbehavior.

Strategy's Expected Result/Impact: By convening monthly grade-level meetings, teachers and staff will collaboratively discuss and develop behavior plans for students exhibiting persistent misbehavior. This structured approach will lead to improved clarity and consistency in discipline decisions, ensuring that all staff members follow aligned expectations. Additionally, the consistent implementation of PBIS (Positive Behavioral Interventions and Supports) will promote proactive behavior strategies and positive reinforcement across campus. As a result, the school will experience a notable improvement in overall campus culture and climate, fostering a safer, more respectful, and supportive learning environment for all students.

Staff Responsible for Monitoring: Campus Administrators

Campus Student Success Specialist

Counselors

Teachers

Communities in Schools

Strategy 6 Details

Strategy 6: Provide training for students on reporting bullying through the Crime Stoppers App (P3) and the campus webpage.

Strategy's Expected Result/Impact: By providing training for students on how to report bullying through the Crime Stoppers App (P3) and the campus webpage, the school will empower students to confidently and accurately report known or suspected incidents of bullying. This increased awareness and accessibility of reporting tools will lead to more timely identification and intervention in bullying situations. As a result, students will feel safer and more supported at school, contributing to a positive and respectful campus climate.

Staff Responsible for Monitoring: Campus Administrators

Anti-Bullying Committee

Crime Stopper Sponsor

Strategy 7 Details

Strategy 7: Offer enrichment activities, including field trips, to Gifted and Talented (GT) students to enhance and elevate their levels of academic achievement.

Strategy's Expected Result/Impact: By offering enrichment activities, including field trips, to Gifted and Talented (GT) students, the campus will provide opportunities that challenge and inspire higher-level thinking and creativity. These experiences will deepen students' understanding, engagement, and motivation, leading to improved academic performance and elevated achievement levels among GT students. Additionally, these enrichment opportunities will support the development of critical skills that contribute to long-term academic success.

Staff Responsible for Monitoring: Campus Administrators

Teaching and Learning Coach

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

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

Evaluation Data Sources: Staff highly effective reports

| Strategy 1 Details |
|--|
| <p>Strategy 1: Engage in initiatives to recruit and hire highly qualified staff for the campus.</p> <p>Strategy's Expected Result/Impact: By actively engaging in initiatives to recruit and hire highly qualified staff, the campus will successfully attract and retain highly effective educators and support personnel. This will strengthen the overall quality of instruction and student support services, leading to improved student achievement, a positive school culture, and sustained progress toward campus goals.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> |
| Strategy 2 Details |
| <p>Strategy 2: Mentoring and coaching will be offered to cultivate and support the development of highly effective teachers.</p> <p>Strategy's Expected Result/Impact: By providing mentoring and coaching, the campus will cultivate and support the professional growth of teachers, helping them refine instructional practices and address areas for improvement. This support will ensure that teachers are effective in the classroom and assist those who need it in achieving highly effective performance status. Ultimately, this will lead to enhanced teaching quality, increased student achievement, and a stronger instructional environment campus-wide.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p> |
| Strategy 3 Details |
| <p>Strategy 3: Grade level teams will convene daily or weekly within Professional Learning Communities (PLCs) to adhere to the PLC model for strategic planning, data analysis, and targeted interventions.</p> <p>Strategy's Expected Result/Impact: By convening daily or weekly within Professional Learning Communities (PLCs), grade level teams will engage in strategic planning, data analysis, and the development of targeted interventions. This consistent collaboration will lead to improved teamwork among teachers, more effective core instruction, and timely interventions tailored to student needs. Ultimately, these efforts will enhance student learning outcomes and drive overall academic growth across the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> |

Strategy 4 Details

Strategy 4: Within the Professional Learning Community (PLC) process, teams will employ the four essential questions to analyze student data and formulate strategies for both remediation and extension.

Strategy's Expected Result/Impact: Stronger Tier 1 instruction leading to higher levels of learning
Improved interventions resulting in success for all students

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach

Strategy 5 Details

Strategy 5: We will systematically disaggregate and analyze data following each formal assessment through the Professional Learning Community (PLC) process to enhance the effectiveness of our Tier 2 small group instruction.

Strategy's Expected Result/Impact: By systematically disaggregating and analyzing data after each formal assessment during Professional Learning Community (PLC) sessions, the campus will enhance the precision and effectiveness of Tier 2 small group instruction. This data-driven approach will also support the effective implementation of Tier 1 instruction by identifying areas where whole-class strategies can be improved. As a result, targeted interventions will better address student needs, leading to increased academic growth and progress toward campus achievement goals.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach

Strategy 6 Details

Strategy 6: Teachers will create higher-order thinking questions to assess students' understanding of concepts and facilitate meaningful discussions.

Strategy's Expected Result/Impact: By creating higher-order thinking questions, teachers will deepen students' understanding of key concepts and promote critical thinking skills. This approach will facilitate more meaningful classroom discussions, encourage student engagement, and enhance the ability to analyze, evaluate, and apply knowledge. Ultimately, this will lead to improved comprehension and higher-level academic performance.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches

Strategy 7 Details

Strategy 7: Teachers will analyze student artifacts during the Professional Learning Community (PLC) process to design and implement targeted interventions that support student growth.

Strategy's Expected Result/Impact: By analyzing student artifacts during Professional Learning Community (PLC) sessions, teachers will be able to identify specific learning needs and design targeted interventions that support individual student growth. This focused approach will lead to more effective instruction and remediation, contributing to a 10% improvement in STAAR results. Overall, the strategy will enhance student understanding, close learning gaps, and drive measurable academic progress across the campus.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches

Strategy 8 Details

Strategy 8: During Professional Learning Community (PLC) sessions, teachers will receive targeted professional development on technology tools, devices, and programs.

Strategy's Expected Result/Impact: During Professional Learning Community (PLC) sessions, teachers will receive targeted professional development on technology tools, devices, and programs, leading to increased confidence and proficiency in using these resources. As a result, there will be more technology integration in the classroom, which will enable teachers to create more relevant and engaging lessons that address diverse learning styles. This enhanced instructional approach is expected to improve student engagement, participation, and overall learning outcomes.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coaches
Teachers
Ed Tech Specialist

Strategy 9 Details

Strategy 9: The AVID Site Coordinator will provide training, modeling, and coaching to teachers in the effective implementation of AVID strategies.

Strategy's Expected Result/Impact: Through training, modeling, and coaching provided by the AVID Site Coordinator, teachers will effectively implement AVID strategies across the campus. As a result, students will take meaningful notes, develop into more creative and independent writers and thinkers, and create valuable study resources that enhance their engagement and ownership of learning. The continuous and consistent use of AVID strategies campus-wide will foster a culture of academic rigor and student empowerment, leading to improved critical thinking skills and overall academic success.

Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
AVID Site Coordinator

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: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. 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: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. 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 through enrichment activities, including field trips, to Gifted and Talented (GT) students to enhance and elevate their levels of academic achievement.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across the Meets and Masters performance categories.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental materials - Coordination of Local and State Funds - GT Funds - \$1,000</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 - \$750</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: Bilingual/ESL students will demonstrate measurable growth in performance, contributing to overall campus success and closing achievement gaps.</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 - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students as well as social-emotional student supports based on data analysis through various intervention efforts, including before and after school programs and dedicated intervention periods for all core subjects.

Strategy's Expected Result/Impact: Effective implementation of Tier 2 and 3 interventions

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 Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000, Costs for ELAMSS Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for At Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$85,000

Strategy 5 Details

Strategy 5: 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: Coaching support by Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000

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 - 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: Improved academic, attendance, and/or behavior outcomes
Increase in Student Achievement by 10% overall
Meet Title I Part A Element 5.1 requirements

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for the Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000

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: 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
Meet Title I Part A Element 4.1 requirements

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: Increase parent engagement from prior year

Provide sessions in English and Spanish

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

Meet Title I Part A Element 4.2 requirements

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Materials for academic parent engagement activities - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Cost for CSSS planning to include parent and family activities - 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: 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

Meet Title I, Part A Element 1.1 Requirements

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

Strategy 13: 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: Documentation results indicated in the CIP

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

Meet Title I, Part A Element 2.1 requirements

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: Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.

Meet Title I, Part A Element 2.2 requirements

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 | 5 | Coaching support by Teaching and Learning Coaches | Title I Part A | \$200,000.00 |
| 5 | 2 | 9 | Costs for the Campus Student Success Specialist | Title I, Part A Funds | \$70,000.00 |
| 5 | 2 | 11 | Materials for academic parent engagement activities | Title I Part A Funds | \$500.00 |
| 5 | 2 | 11 | Cost for CSSS planning to include parent and family activities | Title I, Part A Funds | \$4,000.00 |
| Sub-Total | | | | | \$274,500.00 |
| Coordination of Local and State Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 2 | 1 | Supplemental materials | GT Funds | \$1,000.00 |
| 5 | 2 | 2 | Supplemental instructional materials | Special Education Funds | \$750.00 |
| 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 | \$10,000.00 |
| 5 | 2 | 4 | Costs for Student Wellness Interventionist | SCE Funds | \$85,000.00 |
| 5 | 2 | 4 | Costs for ELAMSS Intervention Teacher | SCE Funds | \$70,000.00 |
| Sub-Total | | | | | \$237,250.00 |