

Goose Creek Consolidated Independent School District

Alamo Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

The entire staff of Alamo Elementary is strongly committed to the belief each student can and will achieve academically regardless of previous academic performance, socioeconomic status, family, race, or sex. We accept the responsibility to provide a program which will enable each student to reach maximum educational potential; while at the same time helping to develop respect for themselves, others, and our country.

Vision

Alamo Elementary aims for educational Excellence, strong family connections, and development of responsible, self-directed, and respectful individuals.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: By May 2026, Alamo Elementary will ensure that students in grades 3-5 will meet or exceed the state average on STAAR Reading by:

Campus [State]Performance for Spring 2025 RLA STAAR
3rd - Approaches 76% [78%], Meets 45% [52%], Masters 14% [23%]
4th - Approaches 84% [81%], Meets 50% [54%], Masters 22% [24%]
5th - Approaches 70% [77%], Meets 50% [58%], Masters 29% [30%]

Campus Performance Target for Spring 2026 RLA STAAR:
3rd - Approaches 81%, Meets 57%, Masters 28%
4th - Approaches 86%, Meets 59%, Masters 29%
5th - Approaches 82%, Meets 63%, Masters 35%

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CUA Data, PLC data, Universal Screeners, Bluebonnet module assessments, and TELPAS Results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure the consistent implementation of Bluebonnet Learning across all classrooms by having instructional coaches actively support teachers through classroom visits and PLC collaboration. To support Strategy 1: *Campus leaders and TLCs will regularly monitor, provide feedback, and track progress to ensure instructional fidelity and alignment to curriculum expectations. * Campus leaders and coaches will conduct informal walk-throughs using observation tools like T-Tess, Bluebonnet, and others. * During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends. * Facilitate structured peer-to-peer observations where teachers observe colleagues implementing Bluebonnet Learning lessons. Provide reflection protocols to guide feedback around lesson internalization, use of structured learning zone routines, and student engagement with the content. Strategy's Expected Result/Impact: With the implementation of Bluebonnet, STAAR performance will be met. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Address gaps through Targeted Small Groups, ensuring the classroom environment and instructional materials support the implementation of Learning Zones. To support Strategy 2: * Small group lessons will be designed to address specific learning gaps while aligning with Learning Zone expectations. * Use bluebonnet module assessments, CUAs, screnners, and STAAR/benchmark/interim data to identify student learning gaps. * Campus administrators and TLCs will observe small-group sessions twice every quarter and provide feedback to ensure alignment with Learning Zone expectations and effective use of instructional materials. * During PLCs, teachers will collaborate to analyze student progress, share small-group strategies, and plan interventions/enrichment based on real-time data. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in areas of identified need, closing learning gaps through targeted instruction, actively engaging in Learning Zones, and applying newly acquired skills. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze all students' performance on STAAR ECRs to identify trends and utilize campus and district exemplars to guide instructional planning and targeted support for all students. To support Strategy 3: * During PLCs, teachers and instructional coaches will review STAAR ECR results to ensure all students are growing by identifying common trends or skill gaps. * During internalization time, teachers will be encouraged to share strategies that have successfully improved student ECR performance. * Conduct training sessions to ensure all teachers understand the STAAR ECR rubric and scoring expectations. Calibrate teacher scoring using sample essays to increase consistency and accuracy. Strategy's Expected Result/Impact: Analyzing STAAR ECR data, reviewing exemplars, and participating in rubric training and PLC discussions, teachers will implement targeted instructional strategies that address common writing gaps. This will lead to increased student proficiency on ECRs, a reduction in students scoring zero, and improved consistency and quality in student writing across grade levels. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: By May 2026, Alamo Elementary will ensure that students in grades 3-5 will meet or exceed the state average on STAAR Math by:

Campus [State]Performance for Spring 2025 Math STAAR
3rd - Approaches 69% [70%], Meets 36% [45%], Masters 7% [19%]
4th - Approaches 60% [68%], Meets 44% [46%], Masters 20% [24%]
5th - Approaches 58% [73%], Meets 34% [46%], Masters 11% [22%]

Campus Performance Target for Spring 2026 Math STAAR:
3rd - Approaches 75%, Meets 50%, Masters 25%
4th - Approaches 73%, Meets 51%, Masters 29%
5th - Approaches 78%, Meets 51%, Masters 27%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure instructional coaches are supporting teachers in classrooms and PLCs. Campus leaders, including TLCs, will monitor the implementation of Bluebonnet Learning. To support Strategy 1: * Guarantee weekly collaborative planning time for teachers. * Participate in PLCs to build clarity around lesson internalization, including what students will be learning, how students will be assessed, and how teachers can support all learners in meeting the rigor of instructional materials. * Support PLCs in using real student work to reflect on lesson outcomes and plan for intervention and enrichment. Strategy's Expected Result/Impact: K-5 teachers will implement Bluebonnet Learning units and lessons with fidelity. Instructional coaches will provide ongoing support to ensure the use of research-based instructional strategies, resulting in stronger student engagement and meeting targets. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Address gaps through Targeted Small Groups, ensuring the classroom environment and instructional materials support the implementation of Learning Zone. To support Strategy 2: * Small group lessons will be designed to address specific learning gaps while aligning with Learning Zone expectations. * Use Bluebonnet module assessments, CUAs, screnners, and STAAR/benchmark/interim data to identify student learning gaps. * Campus administrators and TLCs will observe small-group sessions to ensure alignment with Learning Zones and effective use of instructional materials. * During PLCs, teachers will collaborate to analyze student progress, share small-group strategies, and plan interventions/enrichment based on real-time data, including data from Zearn. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in areas of identified need, closing learning gaps through targeted instruction, actively engaging in Learning Zones, and applying newly acquired skills. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote and monitor productive struggle in math classrooms. To support Strategy 3: * We will use the Bluebonnet math problem set to promote productive struggle. * Teachers will model thinking aloud, demonstrating persistence, error analysis, and reasoning strategies when solving complex problems. * Teachers will provide targeted prompts, guiding questions, or visual support rather than solutions to encourage independent problem solving. * Track student engagement and problem-solving through exit tickets, math journals, and formative assessments to identify students needing additional support or challenge. * PLCs will review lesson tasks, student strategies, and discussion protocols to identify effective methods for promoting productive struggle across classrooms. Strategy's Expected Result/Impact: Instruction will be more aligned and rigorous, student learning will be monitored and adjusted based on real student work, and targeted interventions and enrichment will lead to measurable growth in student achievement. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: By May 2026, Alamo Elementary will ensure that students in 5th grade meet or exceed the State average for STAAR Science by:

Campus [State] Performance for Spring 2025 Science STAAR:
Approaches Grade Level 54% [64%]
Meets Grade Level 26% [29%]
Master's Grade Level 10% [12%]

Campus Performance Target for Spring 2026 Science STAAR:
Approaches 64%
Meets 31%
Masters 15%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure instructional coaches are supporting teachers in classrooms and PLCs. Campus leaders, including TLCs, will monitor the implementation of the district science curriculum. To support Strategy 1: * Campus leaders and coaches will conduct informal walk-throughs using observation tools. * During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends. * Facilitate structured peer-to-peer observations where teachers observe colleagues implementing the district science curriculum. Provide reflection protocols to guide feedback around lesson internalization. * Conduct hands-on investigations using the following criteria: K-2 completes 2-3 hands-on activities per unit; 3-5 completes 1-2 hands-on activities per unit. Strategy's Expected Result/Impact: K-5 teachers will implement district science curriculum lessons with fidelity. Instructional coaches will provide ongoing support to ensure the use of research-based instructional strategies, resulting in stronger student engagement and improved science outcomes. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs.	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate writing into science instruction in grades 3-5 by incorporating Short Constructed Responses (SCRs) and unit-based exit tickets, with teachers modeling the process during the first nine weeks. To support Strategy 2: * Teachers will implement the use of interactive notebooks - vocabulary, note-taking, foldables, etc. * Teachers will implement claims, evidence, and reasoning (CER) - K-5 * Teachers will model writing expectations throughout the year. * Teachers will teach and administer Short Constructed Responses (SCR's) Exit Tickets for Gr 3-5. Strategy's Expected Result/Impact: Students in grades 3-5 will strengthen their ability to explain scientific thinking in writing, demonstrate deeper comprehension of content, and improve performance on constructed response tasks across subjects, including STAAR. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will implement accountable talk strategies using specific science vocabulary and interactive instructional strategies. To support Strategy 3: * Teachers will provide students with sentence starters (e.g., "I observed...", "The evidence suggests...", "Based on the data, I infer...") to scaffold use of science vocabulary in discussions. * Teachers model how to use academic vocabulary in oral and written responses, making thinking processes explicit. * Teachers will use cooperative learning strategies (e.g., Think-Pair-Share, Round Robin, Socratic Seminar, Rally Coach) to increase opportunities for structured dialogue with science terms. * Teachers will connect accountable talk with short written responses (exit tickets, quick writes, lab reflections) to reinforce precise science vocabulary. * Teachers will use tools like whiteboards, exit slips, or science journals to check if students are transferring vocabulary from talk into explanations and reasoning. Strategy's Expected Result/Impact: Students will actively engage in meaningful discussions using academic science vocabulary, strengthening their content knowledge, critical thinking, and ability to communicate scientific understanding with clarity and precision. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Facilitate communication between home, school, and community, provide family education sessions, foster an active Parent Teacher Organization and maintain community partnerships.

Evaluation Data Sources: Reports reflecting Alamo Elementary Family Nights, Parent Sessions, Parent Conferences, PIE

Strategy 1 Details	Formative Reviews		
Strategy 1: Contact parents of students who are working below grade level to provide resources and individualized learning plans. Strategy's Expected Result/Impact: 5% increase in student's achievement level Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide access to campus documents such as report cards, handbooks, events, CIP, etc. through flyers, letters, the student portal, and the campus website as well as through the district website in a format in accordance with district policies. Strategy's Expected Result/Impact: Documents provided in English and Spanish as well as provided through letters, flyers, front office, campus/district website, community events, and home visits to improve student success through increased parent and community awareness and participation. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Facilitate communication by staff members with parent and community through the distribution of weekly newsletters, home-visits, parent/teacher conferences, weekly call outs, and family engagement events scheduled both during the school day and after school. Strategy's Expected Result/Impact: Increase in Family and Parent Engagement awareness and participation Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct family events in conjunction with PTO meetings throughout the course of the year to promote a home-school connection as well as build the Parent Teacher Organization through active participation by all staff members. Strategy's Expected Result/Impact: Increase in Family and Parent Engagement awareness and participation Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: 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: Grade/Academic Reports, Attendance Reports, PBIS Data, Survey results, and UIL Participation

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Character Strong Program supported by our House System, classroom guidance lessons, positive behavior supports, and monthly House Rallies. Strategy's Expected Result/Impact: 10% decrease in the number of student crisis events as compared to the previous school year Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote SOAR by teaching school wide expectations and honoring students at the monthly Soaring Eagles celebrations and monthly Character Assemblies. Strategy's Expected Result/Impact: 10% decrease in the number of discipline referrals as compared to the previous school year Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Expand the school-wide attendance programs with an aim of increasing the average daily attendance to 97% by recognizing the grade level with the highest attendance percentage monthly. Strategy's Expected Result/Impact: End of Year Average Daily Attendance Rate of 97% or higher Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure that classroom, grade level, campus, and district behavior management systems are aligned and effective. Strategy's Expected Result/Impact: 10% decrease in the number of discipline referrals as compared to the previous school year Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize the PBIS committee monthly meetings to provide feedback about SOAR implementation and set campus wide goals related to positive behavior supports. Strategy's Expected Result/Impact: 10% decrease in the number of discipline referrals as compared to the previous school year Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure the appropriate placement and programming for all English language learners and provide assistance and remediation for at-risk students who are not successful in the classroom. Strategy's Expected Result/Impact: No statistically significant achievement gap in Reading and Math for English Language Learners. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide interventions to students performing below grade level based on areas of need identified through data analysis and by RTI, 504, and ARD committees. Strategy's Expected Result/Impact: No statistically significant achievement gap in Reading and Math for students in special programs. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: All students at Alamo will have opportunities to explore college and career options by participating in activities for College and Career Week. Strategy's Expected Result/Impact: Increase in student identification of post high school plans for work or continuing education Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 2: The campus will utilize a coordinated school health/wellness approach that fosters a safe and healthy learning and working environment aiming to improve academic performance for all students.

Evaluation Data Sources: Documentation (sign-in sheets, agendas, newsletters, flyers) of various offerings to students and staff of health related programs and activities, FitnessGram testing data, and Campus CATCH plan development and implementation, PE and Classroom teacher lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide PE activities which promote wellness and physical activity with the students, as well as family involvement and knowledge of healthy lifestyle choices. Strategy's Expected Result/Impact: Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). Staff Responsible for Monitoring: Campus Administrators PE Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate sun safety lessons into health/wellness education over the course of the school year. Strategy's Expected Result/Impact: Compliance with GCCISD Sun Safety Policy will increase knowledge about UV radiation and reduce the risk for cancer. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate nutrition and hygiene education into student's PE classes each six weeks. Strategy's Expected Result/Impact: Empowers children with knowledge and skills to make healthy choices Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: Strengthen our campus teaching staff by hiring highly effective staff as well as by providing activities that will strengthen their quality of instruction to ensure that all students are successful.

Evaluation Data Sources: CUAs, STAAR Interim, NWEA Maps, STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus staff will be assigned to a teaching assignment utilizing certification information (i.e. GT, ESL, Bilingual) in order to provide a highly effective instructional setting for all students. Strategy's Expected Result/Impact: Increase in student achievement from prior year in all sub populations by 5% at the meets level. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct weekly Professional Learning Communities weekly during teacher conference periods for vertical planning, data disaggregation, and staff development to discuss students' needs, determine best practices, and help all teachers become more successful. Strategy's Expected Result/Impact: All students will make at least a year's growth in Reading and Math. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff development on high quality instructional strategies for all staff members to strengthen tier 1 instruction. Strategy's Expected Result/Impact: Evidence of high quality instructional practices and strategies in TTESS walkthrough data Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ongoing professional development for all staff on the Depth and Complexity Framework and implement the strategies with fidelity across all content areas. Strategy's Expected Result/Impact: No statistically significant achievement gap in Reading and Math between any sub-population or special program group. Differentiated lessons and student artifacts across all content areas Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will collaborate with the educational technology department during professional development, PLC, and classroom visits. Strategy's Expected Result/Impact: Increase in teacher and student proficiency with technology. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

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	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials. - Coordination of Local and State Funds - GT Funds - \$400	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials. - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials. - Coordination of Local and State Funds - Bilingual/ESL Funds - \$700	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 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 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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
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 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 - \$130,000	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
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 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 - \$70,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
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 - \$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	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I, Part A Funds	\$130,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$70,000.00
5	2	11	Materials for parent academic sessions	Title I Part A Funds	\$500.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$224,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials.	GT Funds	\$400.00
5	2	2	Supplemental instructional materials.	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials.	Bilingual/ESL Funds	\$700.00
5	2	4	Costs for Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$10,000.00
Sub-Total					\$81,600.00