

Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

- We, the staff of Stephen F. Austin Elementary, accept the responsibility for providing a safe, orderly environment for learning.
- We believe in every student's ability to learn and realize success. In order to educate the "whole child," we will implement well-balanced educational curriculum that will help each child function in our multi-cultural society.
- We developed this mission based on the following beliefs:
 - All children can learn.
 - All children are unique.
 - All children desire and need a secure environment.
 - All children need opportunities to learn and be successful.

Vision

GATOR PRIDE

Positive and persistent

Relationships strengthened through collaboration

Inspiring others everyday

Developing knowledge and skills to be successful

Empowering students through engagement

Value Statement

Stay committed to being positive and reflective looking within for ways to improve.

Adapt to new situations.

Fully support each other's efforts and encourage one another while working collaboratively to help all students reach their highest potential.

Engage in professional development and professional learning communities to improve student learning and success.

Hold high expectations for student achievement and engage them in meaningful academic experiences while using time effectively and efficiently.

Build relationships with students, parents, colleagues and the community.

Table of Contents

Comprehensive Needs Assessment Data Documentation 5

Goals 7

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 7

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 15

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 18

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 20

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 22

Campus Funding Summary 28

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
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

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
- Prekindergarten Self-Assessment Tool
- Texas approved 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages for RLA underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 RLA STAAR:

3rd Approaches 83 [78], 3rd Meets 59 [52], 3rd Masters 16 [22]

4th Approaches 83 [81], 4th Meets 50 [54], 4th Masters 24 [24]

5th Approaches 75 [81], 5th Meets 52 [58], 5th Masters 14 [30]

Campus Performance Target for Spring 2026 RLA STAAR:

3rd Approaches 88, 3rd Meets 64, 3rd Masters 23

4th Approaches 88, 4th Meets 55, 4th Masters 25

5th Approaches 82, 5th Meets 59, 5th Masters 31

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CUA and CFA Data, Universal Screeners, and TELPAS Results

Strategy 1 Details		Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: - A-Team members conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader). - A-Team members consistently use the TEA Bluebonnet Learning Fidelity of Implementation Tool which is provided for monitoring the implementation of RLA Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observation tool will be translated into a Google form, allowing for quick analysis of inputted responses. - A-Team members partner with Region 4 RLA Implementation Advisors in September to schedule quarterly campus implementation walks. - 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 which will be sorted into "glows" and "grows". - Within 5 workdays, "Grows" addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations. Region 4 RLA Product Advisors to help address lesson internalization needs observed during classroom walks. Strategy's Expected Result/Impact: Improved instructional alignment and lesson delivery will lead to increased student mastery of grade-level standards. By the end of the year, all PLC teams will demonstrate proficiency in using data to drive instructional decisions, as measured by PLC artifacts, walkthroughs, and student growth data. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Students are Engaged to Read, Talk, and Write Every Day - Teachers will use student engagement strategies to ensure all students are cognitively engaged in meaningful learning, as evidenced by the use of academic vocabulary in their writing and structured conversations with peers.. To support Strategy 2: - A-Team members develop engaging and concise staff development on research-based student engagement strategies to be delivered September 2025. Leaders promote buy-in by clarifying the "why" and connecting student engagement to current campus work/goals. - A-Team and TLCs will center all staff PLCs and subsequent walkthroughs on student engagement strategies including, but not limited to, academic discourse, opportunities to respond, cooperative learning structures, and student goal setting. - A virtual library of engagement strategies being used by campus teachers will be created within the campus' Shared Google Drive so that teachers can see effective strategies in action. - An engagement strategy will be highlighted in the campus Weekly Newsletter in a section called "Strategy Spotlight". It will include instructions and a video. Strategy's Expected Result/Impact: By holding students accountable to using academic language in their writing and conversation, teachers will be able to check for understanding and students will deepen their learning of grade-level content. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Amira - The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills, preventing academic gaps through individualized instruction. To support Strategy 3: - During September PLCs, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective, as identified through the teacher's strategic monitoring. - Teachers will pull Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Amira for students who did not demonstrate mastery during RLA Tier 1. - Teachers to partner with RLA TLCs to support each RLA PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. - All students complete at least two stories 3x per week through Amira. - Teachers will maintain records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Amira. Strategy's Expected Result/Impact: All students will show growth in foundational reading skills, as measured by Amira progress reports and campus reading assessments. The percentage of students reading on grade level will increase by at least 10% by the end of the academic year. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Prioritize Writing Everyday to Reduce the Number of 0s on ECRs- 4th and 5th grade students will be tracked to provide strategic instruction to reduce the number of students scoring a 0 on their Extended Constructed Response.. To Support Strategy 4: - The administrative team will track students who scored a 0 on the Extended Constructed Response portion of the 2024-2025 STAAR to ensure writing skills are being developed. - Student progress in writing will be tracked and used to drive Targeted Small Group instruction. - The RLA TLC will lead RLA teachers in understanding common trends in essays scoring a zero and use local and state exemplars as models in PLC. - The administrative team will conduct student goal setting meetings with targeted students bi-weekly, beginning in January. Strategy's Expected Result/Impact: By the end of the school year, 80% of students will demonstrate growth on district writing rubrics and/or STAAR writing indicators. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: With campus Spring 2025 STAAR averages for Math underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 Math STAAR:
3rd Approaches 72 [70], 3rd Meets 41 [45], 3rd Masters 13 [19]
4th Approaches 67 [68], 4th Meets 36 [46], 4th Masters 18 [24]
5th Approaches 61 [73], 5th Meets 32 [46], 5th Masters 9 [22]

Campus Performance Target for Spring 2026 Math STAAR:
3rd Approaches 80, 3rd Meets 50, 3rd Masters 20
4th Approaches 75, 4th Meets 50, 4th Masters 25
5th Approaches 75, 5th Meets 50, 5th Masters 25

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: - A-Team members conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader). - A-Team members consistently use the TEA Bluebonnet Learning Fidelity of Implementation Tool which is provided for monitoring the implementation of Math Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observation tool will be translated into a Google form, allowing for quick analysis of inputted responses. - A-Team members partner with Region 4 Math Implementation Advisors in September to schedule quarterly campus implementation walks. - 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 which will be sorted into "glows" and "grows". - Within 5 workdays, "Grows" addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations. Region 4 RLA Product Advisors to help address lesson internalization needs observed during classroom walks. Strategy's Expected Result/Impact: Improved instructional alignment and lesson delivery will lead to increased student mastery of grade-level standards. By the end of the year, all PLC teams will demonstrate proficiency in using data to drive instructional decisions, as measured by PLC artifacts, walkthroughs, and student growth data. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Students are Engaged to Read, Talk, and Write Every Day - Teachers will use student engagement strategies to ensure all students are cognitively engaged in meaningful learning, as evidenced by the use of academic vocabulary in their writing and structured conversations with peers.. To support Strategy 2: - A-Team members develop engaging and concise staff development on research-based student engagement strategies to be delivered September 2025. Leaders promote buy-in by clarifying the "why" and connecting student engagement to current campus work/goals. - A-Team and TLCs will center all staff PLCs and subsequent walkthroughs on student engagement strategies including, but not limited to, academic discourse, opportunities to respond, cooperative learning structures, and student goal setting. - A virtual library of engagement strategies being used by campus teachers will be created within the campus' Shared Google Drive so that teachers can see effective strategies in action. - An engagement strategy will be highlighted in the campus Weekly Newsletter in a section called "Strategy Spotlight". It will include instructions and a video. Strategy's Expected Result/Impact: By holding students accountable to using academic language in their writing and conversation, teachers will be able to check for understanding and students will deepen their learning of grade-level content. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Zearn - The systematic implementation of Math Targeted Small Groups and Zearn will remediate identified skills, preventing academic gaps through individualized instruction. To support Strategy 3: - During September PLCs, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective, as identified through the teacher's strategic monitoring. - Teachers will pull Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Zearn for students who did not demonstrate mastery during Tier 1. - Teachers to partner with Math TLCs to support each Math PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. - Teachers will maintain records of weekly student check-ins and create a plan of action for students not demonstrating progress in Zearn. Strategy's Expected Result/Impact: All students will show growth in math, as measured by Zearn progress reports and end of module assessments. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Prioritize 4th and 5th Grade Meets and Masters - 4th and 5th grade students will be tracked to provide strategic instruction to increase Meets and Masters. To support Strategy 4: - The administrative team will track students who scored Approaches and Meets on 2024-2025 STAAR to ensure promotion to Meets and Masters. - Student data will be tracked by TEKS and used to drive Targeted Small Group instruction. The Math tutor will specifically be working with students who Approached in the previous year and the Math TLC will work with students who were at Meets. - The administrative team will conduct student goal setting meetings with targeted students bi-weekly, beginning in January. Strategy's Expected Result/Impact: The number of students performing at Meets and Masters on the 2025-2026 Math STAAR will increase. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: With campus Spring 2025 STAAR averages for Science underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average without regression:

Campus [State] Performance for Spring 2025 Science STAAR:
5th Approaches 56 [64], 5th Meets 20 [29], 5th Masters 12 [12]

Campus Performance Target for Spring 2026 Science STAAR:
5th Approaches 70, 5th Meets 30, 5th Masters 15

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote Engagement with Hands-On Investigations - Teachers will lead students in conducting at least 3 hands-on investigations per unit. To support Strategy 1: - A-Team members and the Science TLC will participate in science PLC to ensure teachers are planning for hands-on investigations. - Instruction will prioritize student participation, exploration, and discovery rather than teacher-led demonstrations to build conceptual understanding and scientific thinking. - 5th Grade Science teachers will PLC with the district specialist bi-weekly to ensure activities are being planned for an implemented - 3rd-5th grade Science teachers will attend all Science C&Ps to learn Science best practices.. Strategy's Expected Result/Impact: By the end of the school year, 100% of K-5 classrooms will implement hands-on science lessons at least three times per week. Student engagement and mastery of science TEKS will increase, as evidenced by classroom observations, student science journals, and district science assessments. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Students are Engaged to Read, Talk, and Write Every Day - Teachers will use student engagement strategies to ensure all students are cognitively engaged in meaningful learning, as evidenced by the use of academic vocabulary in their writing and structured conversations with peers.. To support Strategy 2: - A-Team members develop engaging and concise staff development on research-based student engagement strategies to be delivered September 2025. Leaders promote buy-in by clarifying the "why" and connecting student engagement to current campus work/goals. - A-Team and TLCs will center all staff PLCs and subsequent walkthroughs on student engagement strategies including, but not limited to, academic discourse, opportunities to respond, cooperative learning structures, and student goal setting. - A virtual library of engagement strategies being used by campus teachers will be created within the campus' Shared Google Drive so that teachers can see effective strategies in action. - An engagement strategy will be highlighted in the campus Weekly Newsletter in a section called "Strategy Spotlight". It will include instructions and a video. Strategy's Expected Result/Impact: By holding students accountable to using academic language in their writing and conversation, teachers will be able to check for understanding and students will deepen their learning of grade-level content. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Prioritize Writing in Science- Teachers will integrate writing into daily Science lessons to check for student understanding and prepare for Short Constructed Responses. To Support Strategy 3: - Teachers will utilize Science notebooks for all students and will include vocabulary, note taking, recording of lab investigations, foldables, etc. - Students will be instructed to write Short Constructed Responses using the claims, evidence, and reasoning (CER) model. - Teachers will utilize provided Exit Tickets in each unit to require student writing and check for understanding. Strategy's Expected Result/Impact: By holding students accountable to using academic language in their writing , teachers will be able to check for understanding and students will deepen their learning of grade-level content. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will actively participate in and support parental and community partnerships to provide meaningful opportunities and experiences that enhance student achievement.

Evaluation Data Sources: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will utilize Parent Square, social media, the school website, and the school marquee to inform students, staff, and the community about important school information, events, and celebrations. This consistent, multi-platform communication approach will strengthen the school-home partnership and foster increased family and community engagement. Strategy's Expected Result/Impact: By the end of the school year, the campus will increase parent and community engagement by 25%, as measured by communication analytics (Parent Square metrics, social media interactions), event attendance, and parent feedback surveys. Consistent multi-platform communication will contribute to a stronger, more informed school community. Staff Responsible for Monitoring: Campus Administrators Webmaster	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will support the Parent-Teacher Organization (PTO) by actively recruiting parent volunteers, achieving 100% staff membership, and increasing parent and teacher attendance at meetings. To boost engagement, all PTO meetings will include student performances or recognition events to celebrate student success and foster a strong school community. Strategy's Expected Result/Impact: By the end of the school year, the campus will achieve 100% staff membership in PTO and increase parent involvement by 30%, as measured by meeting attendance logs and volunteer sign-in sheets. Student participation in PTO meetings will lead to higher engagement and a stronger school-family partnership. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will continue to promote and expand the WATCH D.O.G.S. program by increasing outreach efforts and scheduling at least one WATCH D.O.G. volunteer per week. This initiative will provide positive male role models on campus, increase student engagement, and strengthen school-family partnerships. Strategy's Expected Result/Impact: By the end of the school year, the campus will successfully schedule at least one WATCH D.O.G. volunteer per week and increase the number of male role model participants by 25%, contributing to a safer, more connected, and welcoming school environment. Staff Responsible for Monitoring: CSSS Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will improve communication between school and home by ensuring consistent teacher-parent contact through phone calls and conferences, increasing volunteer engagement, and utilizing Parent Square as a centralized platform to keep families informed and connected. Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will maintain regular communication with families through calls, conferences, and Parent Square. Parent engagement will increase by at least 20%, as measured by volunteer sign-in sheets, Parent Square participation analytics, and parent feedback surveys. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will fully implement the CATCH program to support the mental and physical well-being of students, families, and staff. Through coordinated activities, nutrition education, movement integration, and community involvement, the school will work toward achieving CATCH Platinum Level status by the end of the year. Strategy's Expected Result/Impact: By the end of the school year, the campus will meet all criteria for CATCH Platinum Level recognition. Students, families, and staff will demonstrate increased participation in wellness initiatives, as measured by event attendance, classroom implementation logs, and CATCH tracking tools. Staff Responsible for Monitoring: CSSS Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: To foster a more inclusive and engaging environment for Spanish-speaking families, the campus will ensure that key communications, meetings, and school visuals are accessible in Spanish. This includes providing real-time translation at meetings, displaying bilingual bulletin boards, and translating school announcements and digital communication to strengthen family partnerships and involvement. Strategy's Expected Result/Impact: By the end of the school year, 100% of school-wide communications and major events will include Spanish-language access, and at least 80% of Spanish-speaking families will report feeling informed and included, as measured by participation rates and family engagement surveys. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: The campus will provide ongoing parent training and support to ensure families can effectively access and use essential digital platforms, including Google Classroom, Seesaw, Parent Square, and Parent Portal. These tools will enhance family engagement in student learning, communication, and academic progress monitoring. Strategy's Expected Result/Impact: By the end of the school year, at least 90% of families will be actively using Google Classroom, Seesaw, Parent Square, and Parent Portal, as measured by platform engagement reports and parent surveys. Increased digital engagement will correlate with improved communication and support for student learning at home. Staff Responsible for Monitoring: CSSS Campus Administrators	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will provide a safe, positive, and supportive learning environment for all students and staff by implementing consistent safety protocols, behavior expectations, and wellness initiatives.

Evaluation Data Sources: Review 360 reports; Student, Staff, and Parent Surveys; Counselor calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will provide regular guidance lessons, including anti-bullying education, to address the social and emotional needs of all students. These lessons will promote self-awareness, responsible decision-making, empathy, and respect, while equipping students with strategies to build positive relationships and resolve conflicts. Strategy's Expected Result/Impact: By the end of the school year, 100% of students will participate in monthly guidance and anti-bullying lessons. Incidents of bullying and behavior referrals related to peer conflict will decrease by at least 15%, as measured by counselor and discipline records. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will implement the Character Strong program with fidelity by providing daily Character Strong lessons during PE, incorporating daily announcements to reinforce character traits, and recognizing a Character Strong Student of the Month in each classroom. This initiative will build a positive campus culture and support the development of students' social-emotional and character skills. Strategy's Expected Result/Impact: By the end of the school year, 100% of classrooms will participate in the CharacterStrong Student of the Month program, and daily lessons and announcements will be implemented with fidelity. Improvements in student behavior and school climate will be reflected in reduced discipline referrals and increased positive behavior reports. Staff Responsible for Monitoring: Campus Administrators Counselor CSSS	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement the district's Positive Behavioral Interventions and Supports (PBIS) and discipline plan with fidelity to support teachers in managing students who exhibit severe or persistent behaviors. Through structured intervention systems, staff training, and collaboration, the campus will reduce disruptive behaviors and increase instructional time. Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will have received training on the district PBIS and discipline plan, and behavior incidents involving repeat offenders will decrease by 20%, as measured by discipline referral data and intervention logs. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will promote regular attendance by implementing school-wide incentives for both students and teachers. Strategy's Expected Result/Impact: By the end of the school year, the campus will reduce chronic absenteeism by at least 15% and increase overall attendance rates to 96% or higher as measured by district attendance reports. Staff Responsible for Monitoring: Campus Administrators Teachers CSSS	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Through data-driven interventions, regular monitoring, and collaboration with families and staff, the SST will provide tailored support and connect students with necessary resources to improve outcomes. Strategy's Expected Result/Impact: By the end of the school year, at least 75% of students referred to SST will show improvement in their identified area of concern (attendance, academics, or behavior), as evidenced by progress monitoring data. Staff Responsible for Monitoring: Campus Administrators SST Team	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: The campus will implement a clear, unified system for bullying prevention and intervention. This includes comprehensive staff training, student education, parent communication, and the use of standardized procedures to ensure consistent, timely, and equitable responses to all bullying concerns. Strategy's Expected Result/Impact: By the end of the school year, 100% of staff will be trained on the campus bullying protocol, and student and parent survey results will reflect a 25% increase in confidence that bullying is consistently addressed. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 retention rate, Professional development records, Teacher certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will encourage and support all teachers in obtaining English as a Second Language (ESL) and Gifted and Talented (GT) certifications to ensure all students, including English learners and advanced learners, receive high-quality, differentiated instruction that meets their academic needs. Strategy's Expected Result/Impact: By the end of the school year, 50% or more of teachers will be enrolled in or have completed ESL and GT certification, increasing the campus's capacity to meet the needs of diverse learners and ensuring compliance with state and district program requirements. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will ensure all instructional paraprofessionals receive ongoing training and support to equip them with the skills and knowledge necessary to provide high-quality academic and behavioral support to students. This includes training aligned with curriculum, instructional strategies, and student needs. Strategy's Expected Result/Impact: By the end of the school year, 100% of instructional paraprofessionals will participate in targeted training and demonstrate effective implementation of instructional support strategies, as evidenced by classroom walkthroughs, teacher feedback, and student growth data. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will provide targeted staff development throughout the year to build teacher capacity in using best practices to support the academic and social-emotional needs of all students, including Gifted and Talented (GT), Special Education, ESL, and Bilingual students. Training will focus on differentiation, scaffolding, culturally responsive instruction, and effective accommodations and modifications. Strategy's Expected Result/Impact: By the end of the school year, 100% of teachers will participate in targeted professional development aligned to supporting special populations. Classroom implementation of best practices will improve, and student performance across all identified subgroups will increase by at least 10% on district and state assessments. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will create vertical alignment teams by content area (e.g. Math, ELA, Science) with representatives from each grade level K-5. Vertical alignment teams will meet at least once per grading period to review TEKS progression, share instructional strategies, and identify areas of misalignment. Strategy's Expected Result/Impact: By the end of the school year, 100% of grade levels will participate in structured vertical alignment meetings, and student performance data will show increased proficiency in vertically aligned standards, particularly in reading and math. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will ensure that 100% of classroom teachers become Apple Teacher certified to support effective and innovative technology integration. Certification will build teacher capacity to leverage Apple tools in daily instruction, enhance student engagement, and contribute to maintaining Apple Distinguished School status. Strategy's Expected Result/Impact: By the end of the school year, 100% of classroom teachers will be Apple Teacher certified. 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 all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$600	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: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. 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 all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement. 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: 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 - \$8,000		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
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 Improve teacher capacity Increase the number of students reading on grade-level 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 - \$100,000		Formative		
		Nov	Feb	June
Strategy 6 Details		Formative Reviews		
Strategy 6: 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 At least 75% of students referred to SST will show improvement in their identified area of concern (attendance, academics, or behavior), as evidenced by progress monitoring data. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Campus Student Success Specialist costs - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$65,000, 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 7 Details	Formative Reviews		
Strategy 7: 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 8 Details	Formative Reviews		
Strategy 8: 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: Costs for Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000, Materials and supplies for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$500	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: 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 10 Details	Formative Reviews		
Strategy 10: 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 11 Details	Formative Reviews		
Strategy 11: 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 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	5	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$100,000.00
5	2	6	Harris County CYS Social Worker Contracted Services	Title I Part A Funds	\$20,000.00
5	2	6	Campus Student Success Specialist costs	Title I Part A Funds	\$65,000.00
5	2	8	Materials and supplies for parent academic sessions	Title I, Part A	\$500.00
5	2	8	Costs for Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$189,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$600.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
5	2	4	Costs for 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