

Goose Creek Consolidated Independent School District

Dr. Antonio Banuelos Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

Dr. Antonio Bañuelos Elementary will provide a stimulating and safe learning environment where each student is provided an individualized education that addresses students' unique learning styles, cultivates independent thought, promotes the building of character, develops college and career readiness and enables them to contribute to their communities in meaningful and positive ways.

Vision

Our school will be a safe place where we are all learning together and collaborating for the success of all students.

Value Statement

We value our students and are dedicated to their success.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local benchmark or common assessments data

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

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

Banuelos [State] Performance for Spring 2025 ELA STAAR:

3rd Approaches 66% [78%], 3rd Meets 35% [52%], 3rd Masters 10% [23%]

4th Approaches 73% [81%], 4th Meets 43% [54%], 4th Masters 8% [24%]

5th Approaches 74% [77%], 5th Meets 54% [58%], Masters 24% [30%]

Banuelos Performance Target for Spring 2026 ELA STAAR:

3rd Approaches 78%, 3rd Meets 52%, 3rd Masters 23%

4th Approaches 81%, 4th Meets 54%, 4th Masters 24%

5th Approaches 79%, 5th Meets 59%, 5th Masters 30%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLC, will conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks will inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.) To support Strategy 1: *Administrative Team will conduct a minimum average of 2 classroom walks per instructional week. *Administrative Team will consistently refer to the observation tool provided by TEA for monitoring the implementation of RLA Bluebonnet Learning. *Campus administration will incorporate pieces of the FOI Learning Walk Tool provided by TEA into the feedback of their TTESS weekly walkthrough data. *TLC will consistently use the observation tool provided by TEA for all weekly walkthroughs. *Feedback will be provided to teachers following walkthroughs adding as needed actionable next steps that support fidelity of HQIM implementation and alignment to Bluebonnet Learning expectations. *Positive trends in instructional practices that are accelerating student learning will be spotlighted in the weekly campus newsletter "Staff Shoutouts" section. Strategy's Expected Result/Impact: During weekly A-Team meetings, Walkthrough Discussions/Feedback will be a standing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks with an emphasis on student growth. Opportunity trends will be connected to student growth goals and addressed during PLCs, TLC coaching cycles, and 1:1 conversations to ensure instructional adjustments lead to measurable student progress. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Effective Tier 2 Instruction: The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills and prevent academic gaps through individualized instruction. Teachers will collaborate with TLCs and campus leaders to analyze student progress and ensure Tier 2 instruction is directly aligned to student growth goals. To support Strategy 2: *During PLC meetings, Administrative Team will collaborate with teachers to clarify that a skill is ready to move into targeted small group once 60+ percent of a class demonstrates mastery on a day's learning objective. *Teachers in Kindergarten-2nd grade will pull Targeted Small Groups 5 days a week, using on-grade level materials including Amira and Amira-suggested lessons for students who did not demonstrate mastery during RLA Tier 1. *Teachers in 3rd-5th grades will pull Targeted Small Groups at least 4 days a week; the fifth day of each week will be dedicated to writing feedback, writing conferences, and student goal setting. *Following each assessment window (BOY, MOY, and subsequent benchmarks), teachers will collaborate with RLA TLC to analyze Amira, formative, and summative data (exit tickets, running records, CUAs, and benchmarks) to identify trends, determine next steps, and align small-group instruction and materials to Tier 2 needs. *Campus administrators and TLC will participate in PLC discussions to ensure that identified needs inform coaching cycles, professional development, and resource allocation. *The team (teachers, TLC, campus administrators) will review progress-monitoring data to celebrate growth and make instructional adjustments that accelerate student movement from Approaches to Meets and Masters. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in reading fluency, accuracy, and comprehension as evidenced by Amira progress reports, classroom data, and PLC reviews. Timely, individualized interventions will support students not initially making progress, resulting in increased overall growth and a higher percentage of students advancing from Approaches to Meets and Masters on STAAR. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes for both formative and unit assessments for RLA Bluebonnet Learning. To support Strategy 3: *Teachers will engage in professional learning on strategic monitoring to connect the practice to current campus goals and to provide practical strategies for immediate use in classrooms; professional learning will take place on the November 2025 PLC day. *Teachers will reflect on their implementation of strategic monitoring through self-assessments in December, February, and April faculty meetings. These reflections will help teachers identify strengths, set personal goals, and request support where needed. *Campus leaders will review teacher self-assessments to provide responsive coaching, ensuring teachers receive the feedback, modeling, and resources they need to strengthen their monitoring practices. *Teachers will use evidence from monitoring laps to drive instructional adjustments in Tier 1 and small-group instruction, ensuring student growth remains the focus of their monitoring practices. Strategy's Expected Result/Impact: Students will receive timely support that leads to improved understanding and academic performance. As a result of early intervention, student growth will increase--raising the percentage of students scoring at the Meets and Masters levels on district and state assessments. 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: MATH: With campus Spring 2025 STAAR averages for MATH underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state averages in grades 3-5 without regression:

Banuelos [State] Performance for Spring 2025 MATH STAAR:
3rd Approaches 57% [78%], 3rd Meets 23% [45%], 3rd Masters 8% [19%]
4th Approaches 60% [68%], 4th Meets 33% [46%], 4th Masters 15% [24%]
5th Approaches 64% [73%], 5th Meets 42% [46%], Masters 17% [22%]

Banuelos Performance Target for Spring 2026 ELA STAAR:
3rd Approaches 78%, 3rd Meets 45%, 3rd Masters 19%
4th Approaches 68%, 4th Meets 46%, 4th Masters 24%
5th Approaches 73%, 5th Meets 47%, 5th Masters 22%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation (Math) - Campus leaders, including TLC will conduct walks to monitor the implementation of Bluebonnet Math. Insights from walks will inform next steps (i.e., PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: *Administrative Team will conduct a minimum average of 2 classroom walks per instructional week. *Administrative Team will consistently refer to the observation tool provided by TEA for monitoring the implementation of Math Bluebonnet Learning. *Campus administration will incorporate components of the FOI Learning Walk Tool provided by TEA into the feedback of their TTESS weekly walkthrough data. *TLC will consistently use the observation tool provided by TEA for all weekly walkthroughs. *Feedback will be provided to teachers following walkthroughs, with an emphasis on actionable next steps that support fidelity of HQIM implementation and alignment to Bluebonnet Math expectations. *Positive trends in instructional practices that are accelerating student learning will be spotlighted in the weekly campus newsletter "Staff Shoutouts" section. Strategy's Expected Result/Impact: During weekly A-Team meetings, Walkthrough Discussions/Feedback will be a standing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks with an emphasis on student growth. Opportunity trends will be connected to student growth goals and addressed during PLCs, TLC coaching cycles, and 1:1 conversations to ensure instructional adjustments lead to measurable student progress. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Group (Math) - The systematic implementation of Math Targeted Small Groups will address identified skill gaps and build a strong foundation in number sense, place value, and basic operations in grades K-2. Instruction will be guided by Bluebonnet Learning curriculum resources and Zearn and will incorporate manipulatives, visual models, and differentiated tasks to build conceptual understanding. To support Strategy 2: *During PLC meetings, Administrative Team will collaborate with teachers to clarify that a skill is ready to move into targeted small group once 60+ percent of a class demonstrates mastery on a day's learning objective. *Teachers in Kindergarten-2nd grade will pull Targeted Small Groups 5 days a week, prioritizing number sense, place value, and basic operations to build conceptual understanding. *Teachers in 3rd-5th grades will pull Targeted Small Groups 5 days a week, focusing on deepening understanding of multiplication, division, fractions, and advanced place value. *Following each assessment window (mid-module, end-of-module, benchmark, and district assessments), teachers will collaborate with Math TLC to analyze multiple data sources--including formative checks (exit tickets, fluency probes, problem-solving tasks) and summative assessments--to identify trends, determine next steps, and align small-group instruction to Tier 2 needs. *Campus administrators and TLC will participate in PLC discussions to ensure that identified needs inform coaching cycles, professional development, and resource allocation. *The team (teacher, TLC, campus administrator) will monitor progress data, celebrate growth, and make instructional adjustments that accelerate students' movement from Approaches to Meets and Masters. *Progress will be monitored through student data trackers, frequent formative checks (exit tickets, math fluency probes, and problem-solving tasks), and analysis of mid module and end of module assessments during PLCs to identify misconceptions, track growth, and inform instructional adjustments. Strategy's Expected Result/Impact: Students will demonstrate growth in foundational math skills, leading to increased accuracy and fluency in computation, improved assessment performance, and greater readiness for grade-level problem solving resulting in an increase of students performing at the Meets Grade Level standard on district and state assessments. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes for both formative and module assessments for Math Bluebonnet Learning. To support Strategy 3: *Teachers will engage in professional learning on strategic monitoring to connect the practice to current campus goals and to provide practical strategies for immediate use in classrooms; learning will take place during the November 2025 PLC day. *Teachers will reflect on their implementation of strategic monitoring through self-assessments in December, February, and April faculty meetings. These reflections will help teachers identify strengths, set personal goals, and request support where needed. *Campus leaders will review teacher self-assessments to provide responsive coaching, ensuring teachers receive the feedback, modeling, and resources they need to strengthen their monitoring practices. *Teachers will use evidence from monitoring laps to drive instructional adjustments in Tier 1 and small-group instruction, ensuring student growth remains the focus of their monitoring practices. Strategy's Expected Result/Impact: Students will receive timely support that leads to improved understanding and academic performance. As a result of early intervention, student growth will increase--raising the percentage of students scoring at the Meets and Masters levels on district and state assessments. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase Meets and Masters: Strengthen Problem-Solving and Rigor in Math (Grades 3-5) - The campus team will increase the percentage of students achieving Meets and Masters by prioritizing problem-solving and ensuring teachers consistently assign the highest-level questions within Bluebonnet Learning sets. Instruction will emphasize student growth by deepening conceptual understanding of multiplication, division, and fractions through manipulatives, visual models, differentiated tasks, and opportunities to apply learning in real-world contexts. To support this strategy: *During PLCs, Admin Team and Math TLCs will collaborate with teachers to analyze Bluebonnet Learning materials and identify the highest-rigor questions that will best promote student growth. *Teachers will incorporate multi-step problem-solving tasks and rigorous questioning daily, designed to move students toward Meets and Masters performance levels by stretching their thinking. *Teachers will provide regular opportunities for students to explain their mathematical reasoning in writing and academic discourse, supporting both conceptual growth and problem-solving fluency. *Student growth will be monitored through data trackers, frequent formative checks (exit tickets, math fluency probes, and problem-solving tasks), and analysis of Common Unit Assessments (CUAs) during PLCs to identify misconceptions, document progress, and adjust instruction accordingly. *Campus leaders and TLCs will support teachers in celebrating evidence of student growth and making instructional adjustments that accelerate students from Approaches to Meets and Masters. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in foundational math skills, leading to increased accuracy and fluency in computation, improved assessment performance, and greater readiness for grade-level problem solving resulting in an increase of students performing at the Meets and Masters Grade Level standard on the STAAR Math assessment. 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: SCIENCE: Building on campus Spring 2025 STAAR averages that outperformed the district, region, and state in all proficiency levels, the campus goal is to sustain this performance while increasing the percentage of students achieving Meets and Masters in grades 3-5:

Banuelos [State] Performance for Spring 2025 SCIENCE STAAR:
5th Approaches 74% [64%], 5th Meets 31% [29%], Masters 16% [12%]

Banuelos Performance Target for Spring 2026 SCIENCE STAAR:
5th Approaches 79%, 5th Meets 36%, 5th Masters 21%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: At least one member of the Administrative Team will conduct two walkthroughs per instructional week in grades 3-5, specifically aimed at observing hands-on labs designed to build students' conceptual understanding aligned to the new TEKS and the Science 3D Instructional Model. To support this strategy: *Feedback from walkthroughs will be shared promptly with teachers, highlighting strengths in student learning and providing actionable next steps to strengthen conceptual understanding. *Campus administration and TLC will review walkthrough trends biweekly during Admin Team meetings, connecting findings to PLC agendas and coaching cycles. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in conceptual understanding and inquiry skills leading to higher percentages of students progressing from Approaches to Meets and Masters on STAAR Science. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure High-Quality Tier 1 Instruction: Science Notebooks (Grades 3-5) - Teachers will conduct weekly checks of student science notebooks in grades 3-5 to monitor the quality and consistency of student reflections, vocabulary use, and documentation of lab investigations. Notebook samples will be reviewed collaboratively in PLCs to calibrate expectations and ensure alignment to grade-level TEKS and inquiry practices. To support Strategy 1: *Teachers will conduct weekly checks of student science notebooks to monitor the quality and consistency of student entries *Notebook samples will be brought to PLCs for collaborative review and discussion *PLCs will use TEKS and district inquiry practices to calibrate expectations for student reflections, vocabulary use, and documentation of lab investigations Strategy's Expected Result/Impact: Students will demonstrate measurable growth in explaining scientific concepts, accurately using academic vocabulary, and applying inquiry practices in written responses, with science notebooks reflecting increasing depth of understanding and responsiveness to feedback--all leading to higher performance on CUAs and increased scores on STAAR Science. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcome for both formative and formal assessments for Science. To support Strategy 3: *Teachers will engage in professional learning on strategic monitoring to connect the practice to current campus goals and to provide practical strategies for immediate use in classrooms; learning will take place on the November 2025 PLC day. *Teachers will reflect on their implementation of strategic monitoring through self-assessments in December, February, and April faculty meetings. These reflections will help teachers identify strengths, set personal goals, and request support where needed. *Campus leaders will review teacher self-assessments to provide responsive coaching, ensuring teachers receive the feedback, modeling, and resources they need to strengthen their monitoring practices. *Teachers will use evidence from monitoring laps to drive instructional adjustments in Tier 1 and small-group instruction, ensuring student growth remains the focus of their monitoring practice. Strategy's Expected Result/Impact: Students will receive timely support that leads to improved understanding and academic performance. As a result of early intervention, student growth will increase--raising the percentage of students scoring at the Meets and Masters levels on district and state assessments. 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: Banuelos Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, parents and teachers.

Evaluation Data Sources: Surveys, Session Reports, Community Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Grow communication between school and home through home visits, Tuesday Folder communication, phone calls, parent conferences, and volunteers. Strategy's Expected Result/Impact: Increase communication with the campus and parents as measured by parent survey. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Parent Square, school marquee, Facebook, and Banuelos web page as ways to communicate with our parents and community. Strategy's Expected Result/Impact: Increased awareness of campus events for parents and community members as measured by parent survey. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Support PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend meetings. Strategy's Expected Result/Impact: Increase attendance at PTO meetings measured by increase in participation from previous year. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to promote our Watch Dog program. Conduct a kick-off evening event for dads to join our Watch Dog team. Strategy's Expected Result/Impact: Increase Watch Dog participation measured by increase in participation from previous year. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize the CATCH program to enhance the mental and physical well being of students, families, and staff. Strategy's Expected Result/Impact: Increase student, family, and staff well being measured by End of Year survey results. Staff Responsible for Monitoring: Campus Administrators Nurse	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

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

Evaluation Data Sources: Attendance Reports
Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will use data driven groups so that students performing at or above grade level expectations have opportunities to engage in meaningful enrichment opportunities that promote promote critical thinking such as: UIL, academic preparation, Career Week, Spelling Bee, GT showcase and 21st century learning skills (increase Masters rates and college preparedness). Strategy's Expected Result/Impact: Increased Math and Reading Assessment scores with a targeted 10% growth at the Meets and Masters level for above grade level students. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will use the RTI process to develop and implement student plans for tier-specific interventions based on identified academic needs. Instructional planning will be guided by the use of appropriate resources and materials, with clearly defined strategies for each RTI tier to ensure effective and differentiated support. Strategy's Expected Result/Impact: Increased STAAR Tests Increased Local Assessments Increased Screener Scores Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Banuelos Elementary will monitor at-risk students , plan interventions accordingly (including, but not limited to: PALS, counseling sessions, parent conferences, attendance contracts, tutoring), and reassess as necessary to ensure they progress through school successfully. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach CS3 and SST Committee	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Disaggregate and analyze students' test data (STAAR and local assessments) in all core subject areas to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups with a specific focus on sub-populations to include: Special Education, LEP, and African American Strategy's Expected Result/Impact: Increase STAAR Results overall but specifically targeted sub-populations from previous year. Increase District Interim, MAP, CUA, CUO Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Banuelos Elementary will provide enrichment opportunities for students that prepares them for career and college readiness. Strategy's Expected Result/Impact: Increased participation with Career Day and GATE Showcase from previous year. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor average daily attendance and provide attendance awards and incentives for both students and staff. Strategy's Expected Result/Impact: Increased student achievement from previous year as compared by overall attendance. Utilize PEIMS report to monitor Perfect Attendance/class, Perfect attendance awards every 9 weeks, and Staff Awards every 9 weeks. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: The campus will continue to implement the House System for all students and utilize the Positive Behavior and Intervention Support (PBIS) model to establish systems. Strategy's Expected Result/Impact: Improve Campus Connections Improve Student Behavior Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Grade level discipline plans will be consistently followed. Plans will include a way to communicate to parents both consequences and positive praise for students behavior reporting. Specials and cafeteria plans will be constructed to be proactive and preventive of student discipline infractions. Strategy's Expected Result/Impact: Improvement in student behavior with decrease in office referrals by 10% as compared to 2024-2025. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Continue to implement an anti-bullying awareness plan that includes our weekly bullying pledge, PBIS/anti-bullying committee, bullying contract, teacher awareness training, student programs, and routine monitoring of discipline data. Strategy's Expected Result/Impact: Decrease in bullying reports from students and parents by 10% from 2024-2025. 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: Campus staff reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Recruit and employ highly qualified teachers from job fairs and interviews. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage 100% of the teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase the number of teachers with ESL and GT certification Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Hire and recruit paraprofessionals that meet or exceed the required effective 60 college hours or certificate. Strategy's Expected Result/Impact: Requirements met for a highly certified staff Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Use common planning time for team members to collaborate on rigorous TEKS based instruction that increases well-rounded opportunities and learning for all students. Strategy's Expected Result/Impact: All student's should make a year's growth in Reading and Math. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining students work/response to assessments. Strategy's Expected Result/Impact: Increase assessment scores using specific data based on teacher data driven decisions from BOY to EOY. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training to teachers on best practices to be used with Banuelos Elementary special programs; such as, Bilingual/ESL (Dual Language One Way Program (K,1st,2nd,3rd) , Special Education, and GT to ensure identified students' instructional needs are being met and they are getting intentional access to the general curriculum, monitor their performance data, and plan interventions accordingly. Strategy's Expected Result/Impact: Increased CUA, CUO, Interim, MAP, and STAAR scores Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide opportunity for teachers to meet with grade levels above them once during spring to assist with students transitioning to the next grade including opportunities to plan transitions for students in all programs. Strategy's Expected Result/Impact: Increase student achievement as indicated by grade level assessment Scores, IEPs, and TELPAS Data Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration. Provide professional development and coaching using data to make instructional decisions, improve curriculum, and design assessments. Strategy's Expected Result/Impact: Increase student achievement to show one year's growth in Reading and Math. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide coaching opportunities to support teachers to improve instructional quality in language arts, math, science, and social studies. Strategy's Expected Result/Impact: Increase in student academic performance Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Banuelos Elementary will provide opportunities for staff to attend targeted staff development and have EdTechxperts provide support that will enhance the effective use of technology in the classroom. Strategy's Expected Result/Impact: Increase technology use by staff from previous year measured by walk through data. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Train all faculty and staff on crisis management for Banuelos Elementary, and ensure that plans are clearly communicated and practiced throughout the year. Teach and Implement Safe, Responsible, and Respectful expectations to be followed throughout the campus.. Strategy's Expected Result/Impact: Decrease numbers of discipline/crisis situations by 10% from 2024-2025. 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 - \$500	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 - \$600	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: Increase STAAR Results by 10% for each reporting test at the Approaches level. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach Funding Sources: Costs for At- Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction - 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 - 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 - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Cost for Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$80,000, 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 9 Details	Formative Reviews		
Strategy 9: 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 10 Details	Formative Reviews		
Strategy 10: 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: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Supplemental materials to support parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$800	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Title I, Part A Federal Program - Provide Campus Teaching and Learning Coaches 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	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: 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	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	8	Cost for Student Success Specialist	Title I, Part A	\$80,000.00
5	2	10	Supplemental materials to support parent academic sessions	Title I Part A Funds	\$800.00
5	2	10	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
5	2	11	Coaching support by Teaching and Learning Coaches	Title I Part A	\$200,000.00
Sub-Total					\$304,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
5	2	4	Costs for Accelerated Instruction	SCE Funds	\$8,000.00
5	2	4	Costs for At- Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$79,600.00