Goose Creek Consolidated Independent School District

David Crockett Elementary

2025-2026 CIP Periodic Update - November 2025

Mission Statement

The mission of Crockett elementary is to inspire future leaders by embracing diversity, promoting independent thinking, and committing to excellence in preparing students for college and careers.

Vision

Crockett Elementary will be an exemplary learning community that embraces diversity, supports innovation and technology, and is committed to continuous improvement.

Value Statement

Create a culture of kindness.

All staff, students, and parents will function within a culture of collaboration and feedback.

Provide students with various opportunities to be successful utilizing a variety of teaching strategies to meet the needs of each student.

All children can learn.

We will provide a safe and nurturing environment for all students.

Developing the whole child by nurturing students emotionally, socially and academically.

Providing a variety of learning opportunities for a diverse population.

Table of Contents

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data
- 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 most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:
Reading Language Arts (RLA)
****Campus (Crockett) Performance Spring 2025 STAAR
3rd RLA: Approaches 81 (State 78), Meets 48 (State 52), Masters 21 (State 23)
4th RLA: Approaches 88 (State 81), Meets 54 (State 54), Masters 23 (State 24)
5th RLA: Approaches 71 (State 77), Meets 54 (State 58), Masters 27 (State 30)
****2026 Targets
3rd RLA: Approaches 85, Meets 53, Masters 25
4th RLA: Approaches 90, Meets 57, Masters 27
5th RLA: Approaches 80, Meets 58, Masters 32
****African American Students
RLA: Increase Meets from 40% (Target 34%) to 45%.
****SPED Students
RLA: Increase Meets from 28% (Target 26%) to 30%.

Evaluation Data Sources: Screener
Interim
STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning and focused walks. 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). -On District PLC days we will conduct vertical alignment where each team shares one engagement strategy and one technology strategy that assists with Bluebonnet. Primary also shares one effective Zone activity. -A-Team members consistently use observational tool which is provided by TEA for monitoring the implementation of RLA Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). -During weekly A-Team meetings, "Walk Reflections" will be a weekly agenda item. Trends will set walkthrough focus which will be shared in weekly newsletter with explicit look-fors. -Exemplars will be spotlighted in the weekly campus newsletter. -Within 5 workdays, areas of concern will be 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. -A-Team meeting agenda will be used to monitor and track progress weekly. **Strategy's Expected Result/Impact:** 3rd RLA: Approaches 85, Meets 53, Masters 25 4th RLA: Approaches 90, Meets 57, Masters 27 5th RLA: Approaches 80, Meets 58, Masters 32 African American Students RLA: Increase Meets from 40% (Target 34%) to 45%. SPED Students RLA: Increase Meets from 28% (Target 26%) to 30%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide Responsive Instruction: AVID Goal Setting used as Strategic Monitoring - Teachers will use AVID goal setting best practices to measure student outcomes and monitor progress on both formative and unit assessments for RLA Bluebonnet Learning. To support Strategy 2: -Teachers will hold goal setting student conferences at a minimum of monthly. -Principal and Chevron representatives will train AVID Ambassadors as goal setting ambassadors in their classrooms. -Biweekly student work checks will be conducted using campus student work agenda (WEEK A). -Biweekly data formative monitoring and Learning Zone grouping and planning will be conducted using student tracking form and campus Bluebonnet agenda (WEEK B). **Strategy's Expected Result/Impact:** 3rd RLA: Approaches 85, Meets 53, Masters 25 4th RLA: Approaches 90, Meets 57, Masters 27 5th RLA: Approaches 80, Meets 58, Masters 32 African American Students RLA: Increase Meets from 40% (Target 34%) to 45%. SPED Students RLA: Increase Meets from 28% (Target 26%) to 30%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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: -Teachers pull targeted small groups at least four days each week, using Bluebonnet Learning and Amira to support students who did not demonstrate mastery during RLA Tier 1 instruction. The 5th day of instruction will be designated as Flex Friday, providing time for goal setting, student conferencing, or remediation tailored to student needs. -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 a week through Amira. -Teacher maintains records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Amira. Monitored through biweekly data agenda and focused walk-throughs. **Strategy's Expected Result/Impact:** 3rd RLA: Approaches 85, Meets 53, Masters 25 4th RLA: Approaches 90, Meets 57, Masters 27 5th RLA: Approaches 80, Meets 58, Masters 32 African American Students RLA: Increase Meets from 40% (Target 34%) to 45%. SPED Students RLA: Increase Meets from 28% (Target 26%) to 30%. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Monitor High-Risk Sub Pops (SPED-Special Education and African American) - All staff members will work to address the campus federal identification of low performance for SPED and African American students. To support Strategy 4: -A-Team weekly agenda will include a link to data that includes sub populations to monitor. -Based on data, action plans will be developed strategically using tutors and TLCs for push-in during Tier 1 or pull-out during targeted small group time. -Conduct monthly data PLCs with SPED teachers. -Fidelity in ARDs with services and accommodations will be ensured. -Staff RTI (Response to Intervention) training will be provided on 8/4 with a follow-up session on 10/9. -Master schedule revised to ensure no students pulled from RLA Tier 1 instruction for SPED supports. This instead will take place during Targeted Small Group time for RLA. **Strategy's Expected Result/Impact:** 3rd RLA: Approaches 85, Meets 53, Masters 25 4th RLA: Approaches 90, Meets 57, Masters 27 5th RLA: Approaches 80, Meets 58, Masters 32 African American Students RLA: Increase Meets from 40% (Target 34%) to 45%. SPED Students RLA: Increase Meets from 28% (Target 26%) to 30%. **Staff Responsible for Monitoring:** Principal Special Education Diagnostician Assistant Principal Special Education Teachers Student Support Administrator			

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 (Crockett) Performance Spring 2025 STAAR
3rd Math: Approaches 70 (State 70), Meets 40 (State 45), Masters 10 (State 19)
4th Math: Approaches 76 (State 68), Meets 46 (State 46), Masters 25 (State 24)
5th Math: Approaches 75 (State 73), Meets 47 (State 46), Masters 11 (State 22)
****2026 Targets
3rd Math: Approaches 80, Meets 50, Masters 25
4th Math: Approaches 80, Meets 50, Masters 30
5th Math: Approaches 80, Meets 50, Masters 25
****African American Students
Math: Increase Meets from 37% (Target 33%) to 35%.
****SPED Students
Math: Increase Meets from 29% (Target 29%) to 30%.

Evaluation Data Sources: Screeners
Interim
STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning and focused walks. 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). -On PLC days we will conduct vertical alignment where each team shares one engagement strategy and one technology strategy that assists with Bluebonnet. Primary also shares one effective Zone activity. -A-Team members consistently use observational tool which is provided by TEA for monitoring the implementation of Math Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). -During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item. Trends will set walkthrough focus which will be shared in weekly newsletter with explicit look-fors. -Exemplars will be spotlighted in the weekly campus newsletter. -Within 5 workdays, areas of concern will be addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations. Region 4 Math Product Advisors to help address lesson internalization needs observed during classroom walks. -A-Team meeting agenda will be used to monitor and track progress. **Strategy's Expected Result/Impact:** 3rd Math: Approaches 80, Meets 50, Masters 25 4th Math: Approaches 80, Meets 50, Masters 30 5th Math: Approaches 80, Meets 50, Masters 25 African American Students Math: Increase Meets from 37% (Target 33%) to 35%. SPED Students Math: Increase Meets from 29% (Target 29%) to 30%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide Responsive Instruction: AVID Goal Setting used as Strategic Monitoring - Teachers will use AVID goal setting best practices to measure student outcomes and monitor progress on both formative and unit assessments for Math Bluebonnet Learning. To support Strategy 2: -Teachers will hold goal setting student conferences at a minimum of monthly. -Principal and Chevron representatives will train AVID Ambassadors as goal setting ambassadors in their classrooms. -Biweekly student work checks will be conducted using campus Bluebonnet agenda (WEEK A). -Biweekly data formative monitoring and Learning Zone grouping and planning will be conducted using student tracking and campus Bluebonnet agenda (WEEK B) **Strategy's Expected Result/Impact:** 3rd Math: Approaches 80, Meets 50, Masters 25 4th Math: Approaches 80, Meets 50, Masters 30 5th Math: Approaches 80, Meets 50, Masters 25 African American Students Math: Increase Meets from 37% (Target 33%) to 35%. SPED Students Math: Increase Meets from 29% (Target 29%) to 30%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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: -Teachers pull targeted small groups at least four days each week, using Bluebonnet Learning and Zearn to support students who did not demonstrate mastery during Math Tier 1 instruction. The 5th day of instruction will be designated as Flex Friday, providing time for goal setting, student conferencing, or remediation tailored to student needs. -Teachers to partner with Math TLCs to support each 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 Zearn lessons 3x a week. -Teacher maintains records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Zearn. Monitored through biweekly data agenda and focused walk-throughs. **Strategy's Expected Result/Impact:** 3rd Math: Approaches 80, Meets 50, Masters 25 4th Math: Approaches 80, Meets 50, Masters 30 5th Math: Approaches 80, Meets 50, Masters 25 African American Students Math: Increase Meets from 37% (Target 33%) to 35%. SPED Students Math: Increase Meets from 29% (Target 29%) to 30%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Prioritize Federal Identification: Monitor High-Risk Sub Pops (SPED-Special Education and African American) - All staff members will work to address the campus federal identification of low performance for SPED and African American students. To support Strategy 4: -A-Team agenda will include a link to data that includes sub populations to monitor. -Based on data, action plans will be developed strategically using tutors and TLCs for push-in during Tier 1 or pull-out during targeted small group time. -Conduct monthly data PLCs with SPED teachers. -Fidelity in ARDs with services and accommodations will be ensured. -Staff RTI training will be provided on 8/4 with a follow-up session on 10/9. -Master schedule revised to ensure no students pulled from Math Tier 1 instruction for SPED supports. This instead will take place during Targeted Small Group time for Math. **Strategy's Expected Result/Impact:** 3rd Math: Approaches 80, Meets 50, Masters 25 4th Math: Approaches 80, Meets 50, Masters 30 5th Math: Approaches 80, Meets 50, Masters 25 African American Students Math: Increase Meets from 37% (Target 33%) to 35%. SPED Students Math: Increase Meets from 29% (Target 29%) to 30%. **Staff Responsible for Monitoring:** Campus Principal Special Education Diagnostician Assistant Principal Special Education Teachers Student Support Administrator			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: SCIENCE - With campus Spring 2025 STAAR averages for Science 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 (Crockett) Performance Spring 2025 STAAR
5th Science: Approaches 81(State 64), Meets 33(State 29), Masters 12(State 12)
****2026 Targets
5th Science: Approaches 82, Meets 40, Masters 20
****African American Students
Science: Increase Meets from 10% (State 17%) to 20%.
****SPED Students
Science: Increase Meets from 14% (State 10%) to 20%.

Evaluation Data Sources: Screeners
Interim
STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Focused Walkthroughs to Strengthen Tier 1 Instruction - Focused walkthroughs will ensure that teachers consistently implement the designated targets in their science instruction, leading to a higher frequency of hands-on experiences and the effective integration of writing activities across all grade levels. This will result in improved student engagement, deeper understanding of science concepts, and alignment with the curriculum goals as evidenced by classroom observations and student work. 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). -One out of the 10 required walkthroughs for each administrator per week will be dedicated to science, with a focus on hands-on learning and integration of writing. -During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item. Trends will set walkthrough focus which will be shared in weekly newsletter with explicit look-fors. -Exemplars will be spotlighted in the weekly campus newsletter. -Within 5 workdays, areas of concern will be addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations. -A-Team meeting agenda will be used to monitor and track progress. **Strategy's Expected Result/Impact:** Approaches 82, Meets 40, Masters 20 African American Students Science: Increase Meets from 10% (State 17%) to 20%. SPED Students **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide Responsive Instruction: AVID Goal Setting used as Strategic Monitoring - Teachers will use AVID goal setting best practices to measure student outcomes and monitor progress on both formative and unit assessments in science. To support Strategy 2: -Teachers will hold goal setting student conferences at a minimum of monthly. -Principal and Chevron representatives will train AVID Ambassadors as goal setting ambassadors in their classrooms. -Biweekly student work checks will be conducted using campus agenda (WEEK A). -Biweekly data formative monitoring will be conducted using student tracking and campus agenda (WEEK B). **Strategy's Expected Result/Impact:** 2026 Targets 5th Science: Approaches 82, Meets 40, Masters 20 African American Students Science: Increase Meets from 10% (State 17%) to 20%. SPED Students Science: Increase Meets from 14% (State 10%) to 20%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Ensure Hands-On and Writing Integration in Science Lessons - Students will engage in meaningful, inquiry-based science instruction that integrates writing and hands-on activities across grade levels. To support Strategy 3: -At least 80% of science lessons in K-1, 60% of lessons in grades 2-3, and 50% of lessons in grades 4-5 will incorporate hands-on experiences, as evidenced by PLC observations, classroom observations, and student work samples. -All science lessons will include writing integration to support literacy development and deeper understanding of scientific concepts, with emphasis on CER (Claim, Evidence, Reasoning) and SCR (Short Constructed Response). Teachers will ensure that writing opportunities are embedded into daily instruction to promote critical thinking, explanation of reasoning, and alignment to campus literacy goals. -Administrators and teacher leaders will monitor this expectation during PLC and focused walkthroughs. -PLCs will be used to review student work samples and adjust planning to ensure hands-on and writing integration is implemented consistently. **Strategy's Expected Result/Impact:** 2026 Targets 5th Science: Approaches 82, Meets 40, Masters 20 African American Students Science: Increase Meets from 10% (State 17%) to 20%. SPED Students Science: Increase Meets from 14% (State 10%) to 20%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Strategically Utilize Funds to Enhance Science Curriculum - Chevron, PTO, and grant funds will be used to supplement the science curriculum and expand student opportunities for hands-on learning. To support Strategy 4: -Allocate Chevron funds to support the STEAM lab and purchase high-impact materials aligned with TEKS. -Use Education Foundation grants to fund additional resources that expand hands-on learning opportunities and enrich the science curriculum. -Designate Turkey Trot incentives for STEAM support through PTO funds, providing resources directly connected to student engagement. -Ensure that all funded resources are tracked for impact through student engagement levels, classroom observations, and performance on assessments. **Strategy's Expected Result/Impact:** 2026 Targets 5th Science: Approaches 82, Meets 40, Masters 20 African American Students Science: Increase Meets from 10% (State 17%) to 20%. SPED Students Science: Increase Meets from 14% (State 10%) to 20%. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Teaching and Learning Coaches Campus Student Support Administrator			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Monitor High-Risk Sub Pops (SPED and African American) - All staff members will work to address the campus federal identification of low performance for SPED and African American students. To support Strategy 5: -A-Team agenda will include a link to data that includes sub populations to monitor. -Based on data, action plans will be developed strategically using tutors and TLCs for push-in during Tier 1. -Conduct monthly data PLCs with SPED teachers. -Fidelity in ARDs with services and accommodations will be ensured. -Staff RTI training will be provided on 8/4 with a follow-up session on 10/9. Master schedule revised to ensure no students pulled from Science Tier 1 instruction for SPED supports. This instead will take place during Targeted Small Group time for Science. **Strategy's Expected Result/Impact:** 2026 Targets 5th Science: Approaches 82, Meets 40, Masters 20 African American Students Science: Increase Meets from 10% (State 17%) to 20%. SPED Students Science: Increase Meets from 14% (State 10%) to 20%. **Staff Responsible for Monitoring:** Campus Principal Special Education Diagnostician Assistant Principal Special Education Teachers Student Support Administrator			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

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

Evaluation Data Sources: Parent Engagement Reports, Volunteer Reports, and PIE EOY Report

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: The campus will promote parental awareness and increase parental involvement by providing informative and meaningful communication with parents through open house, conferences, parent engagement opportunities, the school newsletter, the school website, and the Student Support Team. **Strategy's Expected Result/Impact:** Increase in parent involvement by 10%. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners. **Strategy's Expected Result/Impact:** By May 2026, the campus will increase the number of active volunteers by 10%, as documented through volunteer sign-in sheets, participation logs from monthly Partner in Education meetings, and attendance at community-supported events such as JA in a Day and Exxon's STEAM program for girls. These partnerships will enhance student learning experiences and strengthen community involvement in campus initiatives. **Staff Responsible for Monitoring:** Campus Administrators Counselor Campus Student Success Specialist	Nov	Feb	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

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

Evaluation Data Sources: Discipline Reports, Bullying investigations, DARE Data, and Kindness Commitment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers. **Strategy's Expected Result/Impact:** By May 2026, each grade level will maintain a minimum attendance rate of 97% or higher, as documented in PEIMS reports each nine weeks, excluding SILC and Life Skills. Student and teacher incentive programs will support this goal, with at least 85% of students participating in attendance-related activities and recognitions throughout the year. **Staff Responsible for Monitoring:** Campus Administrators Counselor Campus Student Support Specialist	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide reward and incentive program for positive student behavior. **Strategy's Expected Result/Impact:** By May 2026, the implementation of a school-wide reward and incentive program will lead to a 15% increase in positive behavior recognitions, a 10% decrease in substantiated bullying incidents, and a 10% reduction in overall office referrals compared to the previous year. Additionally, 5th grade office referrals will decrease by at least 20% in the second semester, as measured by discipline data. At least 80% of students will report feeling recognized for positive behavior on the annual student climate survey. **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Organize incentives to boost student citizenship and morale and provide student leadership opportunities through AVID and student council. **Strategy's Expected Result/Impact:** By May 2026, student participation in leadership programs such as AVID and student council will increase by 20%, and at least 85% of students will report a sense of belonging and pride in their school on the annual student survey. Incentive programs will result in a 10% increase in students meeting citizenship expectations, as documented by teacher feedback and quarterly behavior reports. **Staff Responsible for Monitoring:** Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide support through the SST Team (Counselor, CSSS, and CYS) to students who are missing class due to identified attendance, academic, and/or behavior. **Strategy's Expected Result/Impact:** By May 2026, students receiving targeted support from the SST Team (Counselor, CSSS, and CYS) will demonstrate a 10% increase in overall attendance and academic performance, along with a 10% decrease in office referrals, as measured by attendance records, grade reports, and discipline data. **Staff Responsible for Monitoring:** Campus Administrators Student Support Team	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Implement the C-SHAC program with a strategy to promote the whole child initiative by establishing a committee that develops and integrates a comprehensive health and wellness curriculum. **Strategy's Expected Result/Impact:** Increase 10% in healthy habits by students and staff members as evidenced by C-SHAC lesson logs and surveys. **Staff Responsible for Monitoring:** Campus Administrators C-SHAC Champion	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team. **Strategy's Expected Result/Impact:** By May 2026, staff survey results will show a 15% increase in overall satisfaction with campus culture and morale. Participation in staff incentives, team-building activities, and professional growth opportunities will increase by 20%, as tracked through sign-in sheets, feedback forms, and event attendance records. **Staff Responsible for Monitoring:** Campus Administrators Social Committee	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 Development Reports
PLC Reports
PD plans
Teacher Observation Data
Staffing Reports
Professional Development Reports

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Provide instructional coaching support for classroom teachers based on identified subject area data analysis information. **Strategy's Expected Result/Impact:** Increased student success as noted in Walk-throughs and student assessment Anecdotal records obtained from coaching visits documented coaching cycle Tier II and III teacher support. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide professional development to address needs in core content areas, technology, and with at-risk students within special groups and monitor implementation. **Strategy's Expected Result/Impact:** By May 2026, at least 85% of teachers will demonstrate effective implementation of strategies from professional development sessions, as evidenced by walkthrough data, lesson plans, and student work samples. Additionally, student performance for at-risk groups will show a minimum 10% increase in proficiency on campus-based assessments in targeted content areas. **Staff Responsible for Monitoring:** Campus Administrators	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		
	Formative		
Strategy 1: Gifted and Talented (GT) State Program - Implement the GATE program and enrichment opportunities so that all GATE students are taught at their highest potential through accelerated instruction through WIN , STEAM, and Apple labs **Strategy's Expected Result/Impact:** Increased Level II and III as a result of lesson internalization, walk-throughs, and Texas Performance Standards Project completed by 10% **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $400	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Special Education State Program - Implement the Special Education program with a strategic focus on ensuring that all Special Education students are educated in the least restrictive environment as outlined in their Individualized Education Programs (IEPs). This strategy will include a special emphasis on aligning accommodations and supports to enhance student achievement and foster integration within the general education setting. **Strategy's Expected Result/Impact:** Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $300	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Bilingual/ESL State Program - Implement the Dual language/ESL program so that English Language Learner (ELs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years by providing ongoing professional development, engaging parents, and ensuring a culturally relevant curriculum and environment. **Strategy's Expected Result/Impact:** Increased Spring TELPAS Scores by 10% **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $300	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement. **Strategy's Expected Result/Impact:** Increased student achievement as a result of weekly lesson plans, targeted small group plans and schedules per 2025-2026 Campus Action Plan, Domain 1 by 10%. Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - $70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - $8,000	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". **Strategy's Expected Result/Impact:** Meet Title I Part A Element 2.6 requirements 10% increase in student academic success **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. **Strategy's Expected Result/Impact:** TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores 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 Funds - $140,000	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 5.1 requirements By May 2026, students receiving targeted support from the SST Team (Counselor, CSSS, and CYS) will demonstrate a 10% increase in overall attendance and academic performance, along with a 10% decrease in office referrals, as measured by attendance records, grade reports, and discipline data. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Campus Student Success Specialist Support 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 10 Details	Formative Reviews		
Strategy 10: Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.1 requirements Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation Families will receive in both print and digital formats. At least 80% of parents surveyed will report understanding the documents and feeling included in the development or review process, as measured by an annual Title I parent engagement survey **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.2 requirements Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays By May 2026, the campus will host at least one annual Title I meeting and a minimum of three academic-focused family events. At least 75% of families will participate in one or more engagement opportunities 85% of parents surveyed will indicate that the events supported their understanding of how to help their child succeed academically **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $500, CSSS costs for PAFE training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $4,000			

Strategy 12 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 1.1 Requirements CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math **Staff Responsible for Monitoring:** Principal District Program Director			

Strategy 13 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 13: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. **Strategy's Expected Result/Impact:** Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. **Staff Responsible for Monitoring:** Principal District Program Director			

Strategy 14 Details	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	Coaching support by Teaching and Learning Coaches	Title I Part A Funds	$140,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	$20,000.00
5	2	9	Campus Student Success Specialist Support costs	Title I, Part A Funds	$65,000.00
5	2	11	CSSS costs for PAFE training sessions	Title I, Part A Funds	$4,000.00
5	2	11	Materials for parent academic sessions	Title I Part A Funds	$500.00
				Sub-Total	$229,500.00

Coordination of Local and State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1	Supplemental instructional materials	GT Funds	$400.00
5	2	2	Supplemental instructional materials	Special Education Funds	$300.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	$300.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	$8,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	$70,000.00
				Sub-Total	$79,000.00