

Goose Creek Consolidated Independent School District

Jessie Lee Pumphrey Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

The mission of Pumphrey Elementary is to ensure that every “Pelican” leaves with the ability to soar in the next chapter of their life. Our highly motivated team of educators will provide a welcoming, happy, safe, and supportive learning environment in which everyone is valued, and all achievements are celebrated.

Vision

Together we can build successful lifelong scholars who are prepared to adapt to the ever-changing world and are confident in obtaining their future goals.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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:

Campus [State] Performance for Spring 2025 RLA STAAR:

3rd Approaches 79 [78], 3rd Meets 49 [52], 3rd Masters 20 [22]

4th Approaches 80 [81], 4th Meets 41 [54], 4th Masters 9 [24]

5th Approaches 73 [81], 5th Meets 48 [58], 5th Masters 11 [30]

Campus Performance Target for Spring 2026 RLA STAAR:

3rd Approaches 83, 3rd Meets 52, 3rd Masters 23

4th Approaches 84, 4th Meets 54, 4th Masters 24

5th Approaches 81, 5th Meets 58, 5th Masters 30

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA 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 TLCs, 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: **A-Team members will conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader). **A-Team members will consistently utilize the observation tool which is provided by TEA for monitoring the implementation of RLA Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observation tool will be translated into a Google form, allowing for quick analysis of inputted responses. **A-Team members will partner with Region 4 RLA Implementation Advisors in September to schedule quarterly campus implementation walks. Strategy's Expected Result/Impact: During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, providing dedicated time for campus leaders to analyze classroom walkthroughs, identify instructional strengths, and determine areas for refinement and targeted support. Teachers who have instructional strengths will be spotlighted in weekly campus newsletter under the header "Bluebonnet Leaders", helping staff members partner with effective counterparts. Within 24 hours, areas for refinement will be addressed with individual teachers. Grade level concerns 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring to measure student outcomes. To support Strategy 2: **A-Team members will partner with other campus leaders to develop engaging and concise staff development on strategic monitoring to be delivered October 2025. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. **A-Team members quarterly share a strategic monitoring self-assessment for teachers to monitor their implementation of strategic monitoring. Teachers submit responses during faculty meetings; campus admins review responses to determine teachers needing support. **A-Team members quantify evidence of strategic monitoring using the observation tool referenced in Strategy 1, which will include the following statement and scoring guidance: "Strategic monitoring during Tier 1 instruction informs reteach/interventions." 3 - True 2 - Somewhat True 1 - Not True 0 - Not Applicable TLCs to coach teachers: twice per 9-weeks for individuals scoring a 1; once per 9-weeks for individuals scoring a 2. Strategy's Expected Result/Impact: Students will receive timely support, leading to better understanding and academic performance. Early intervention will prevent long-term learning setbacks. Instructional strategies will be refined based on classroom evidence. Lessons will be more student-centered and effective. Students will become aware of their learning process and take responsibility for it. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Amira - The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills, preventing academic gaps through individualized instruction. **During September faculty meeting, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective, as identified through the teacher's strategic monitoring. **Teacher pulls Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Amira for students who did not demonstrate mastery during RLA Tier 1. **Teachers to partner with RLA TLCs and/or Amira staff 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. Strategy's Expected Result/Impact: 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. 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: MATHEMATICS: With campus Spring 2025 STAAR averages for Math underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 Math STAAR:
3rd Approaches 73 [70], 3rd Meets 42 [45], 3rd Masters 13 [19]
4th Approaches 63 [68], 4th Meets 27 [46], 4th Masters 9 [24]
5th Approaches 60 [73], 5th Meets 23 [46], 5th Masters 6 [22]

Campus Performance Target for Spring 2026 Math STAAR:
3rd Approaches 79, 3rd Meets 55 3rd Masters 25
4th Approaches 83, 4th Meets 52, 4th Masters 24
5th Approaches 80, 5th Meets 65, 5th Masters 20

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA 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 TLCs, 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: **A-Team members will conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader). **A-Team members will consistently use the Bluebonnet observation tool which is provided by TEA for monitoring the implementation of Math Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observation tool will be translated into a Google form, allowing for quick analysis of inputted responses. **A-Team members partner with Region 4 Math Implementation Advisors in September to schedule quarterly campus implementation walks. Strategy's Expected Result/Impact: During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, providing dedicated time for campus leaders to analyze classroom walkthroughs, identify instructional strengths, and determine areas for refinement and targeted support. Teachers who have instructional strengths will be spotlighted in weekly campus newsletter under the header "Bluebonnet Leaders", helping staff members partner with effective counterparts. Within 24 hours, areas for refinement will be addressed with individual teachers. Grade level concerns 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes on both formative and unit assessments for Math Bluebonnet Learning. To support Strategy 2: **A-Team members develop engaging and concise staff development on strategic monitoring to be delivered October 2025. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. **A-Team members quarterly share a strategic monitoring self-assessment for teachers to monitor their implementation of strategic monitoring. Teachers submit responses during faculty meetings; campus admins review responses to determine teachers needing support. **A-Team members quantify evidence of strategic monitoring using the observation tool referenced in Strategy 1, which will include the following statement and scoring guidance: "Strategic monitoring during Tier 1 instruction informs reteach/interventions." 3 - True 2 - Somewhat True 1 - Not True 0 - Not Applicable TLCs to coach teachers: twice per 9-weeks for individuals scoring a 1; once per 9-weeks for individuals scoring a 2. Strategy's Expected Result/Impact: Students will receive timely support, leading to better understanding and academic performance. Early intervention will prevent long-term learning setbacks. Instructional strategies will be refined based on actual classroom evidence, not assumptions. Lessons will become more student-centered and effective. Students will become more aware of their learning process and take greater responsibility for it. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Zearn - The systematic implementation of Math Targeted Small Groups and Zearn will remediate identified skills, preventing academic gaps through individualized instruction. **During September faculty meeting, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective, as identified through the teacher's strategic monitoring. **Teacher pulls Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Zearn for students who did not demonstrate mastery during Math Tier 1. **Teachers to partner with Math TLCs and/or Zearn to support each Math PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. Strategy's Expected Result/Impact: All students complete at least 2 lessons per week on Zearn. Teacher maintains records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Zearn. 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: 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 [State] Performance for Spring 2025 Science STAAR:
5th Approaches 47 [64], 5th Meets 11 [29], 5th Masters 0 [12]

Campus Performance Target for Spring 2026 RLA STAAR:
5th Approaches 81, 5th Meets 58, 5th Masters 20

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Science Lab Utilization: All teachers will actively engage students in hands-on science instruction by implementing all recommended laboratory experiences within a designated lab setting. Each investigation will be anchored in the Claim-Evidence-Reasoning (CER) framework, guiding students to construct, justify, and communicate scientific explanations through inquiry-based learning. Strategy's Expected Result/Impact: *Students will demonstrate increased proficiency in scientific reasoning and communication, as evidenced by stronger use of the Claim-Evidence-Reasoning (CER) framework in lab investigations and student-constructed responses. *Regular monitoring and feedback will enhance instructional quality and increase student mastery of key science concepts. *Increased hands-on lab experiences will contribute to a 16-point gain in the overall Science STAAR component score by April 2026. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Effective Use of Science Journals: The campus will have students maintain their interactive science journal to reflect and demonstrate understanding of science by increasing daily writing and increasing student discourse. Strategy's Expected Result/Impact: *Students will deepen their understanding of scientific concepts through consistent use of interactive science journals that promote daily writing and discourse. *A-Team walkthroughs will show evidence of students using academic language to explain scientific ideas and processes. *PLCs will regularly review short-constructed responses and writing samples as artifacts to monitor progress and strengthen instructional practices. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement student data tracking with science where students will be able to demonstrate what they have learned. Students will take ownership of their learning through one-on-one student data meetings with the teacher. Strategy's Expected Result/Impact: *Increase the Science STAAR component score by 22 points through consistent walkthroughs and science journal checks. *Provide students with greater ownership of their learning by allowing them to write and communicate their understanding of science concepts. *Strengthen student accountability through conversations, goal setting, and self-tracking of data. *Use student journals as key artifacts during PLC meetings to support teacher reflection and intentional instructional practices. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: PRE-K READING: By May 2026, the percentage of Pre-K students demonstrating proficiency in recognizing and producing rhyming words (Texas Prekindergarten Guideline II.A.2) will increase from 5% on track as evidenced by the BOY CLI engage data to at least 80% on track, which would represent 75% gain, as measured by the CLI Engage CIRCLE Progress Monitoring end-of-year assessment.

Evaluation Data Sources: CLI Engage, Fueling Brains Assessments, and PLC Data

Strategy 1 Details	Formative Reviews		
Strategy 1: High-quality, data-driven Tier 1 instruction will be achieved through the purposeful planning and implementation of small-group instruction and collaborative PLC practices. Teachers and campus leaders will use PLC time to analyze student data, plan differentiated small-group lessons, and adjust instruction to meet the diverse needs of all learners. To support strategy 1: *Develop, Implement and maintain a consistent small-group schedule that ensures all students are seen at least once per week, with differentiated activities for each group and documented progress tracking during each session. *During PLCs, teachers will review anecdotal and progress-tracking notes to plan and share targeted instructional strategies. PLC time will be used to develop and align phonological awareness (PA) activities for implementation at least three times per day. *Campus leaders and the Brain Coach will provide ongoing support and accountability through walkthroughs using a PA implementation checklist, weekly reviews of anecdotal notes and progress data, and targeted PD based on observed needs. Strategy's Expected Result/Impact: Through intentional small-group instruction and data-driven PLC collaboration, teachers will deliver targeted phonological awareness lessons that strengthen students' ability to recognize and produce rhyming words. As a result, Pre-K proficiency is expected to increase from 5% "On Track" at BOY to at least 80% "On Track" by EOY, demonstrating a 75% overall gain in early literacy skills and instructional effectiveness. Staff Responsible for Monitoring: Campus Principal, Academic Dean	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes. To monitor strategy 2: *A-Team members develop engaging and concise staff development on strategic monitoring to be delivered October 2025. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. *A- team members review anecdotal notes to monitor teachers implementation of strategic monitoring. Teachers will submit their responses and campus admin will review to determine teachers who need support. Strategy's Expected Result/Impact: Through the use of strategic monitoring, teachers will respond promptly to student data and adjust instruction to meet individual literacy needs in phonological awareness. As a result, Pre-K proficiency in recognizing and producing rhyming words will increase from 5% "On Track" at BOY to at least 80% "On Track" by EOY, reflecting a 75% gain in early literacy achievement and improved instructional responsiveness. Staff Responsible for Monitoring: Campus Principal, Academic Dean	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: PRE-K MATH: By May 2026, the percentage of Pre-K students demonstrating proficiency in mathematical operations(Texas Prekindergarten Guideline V.B.1, V.B.2) will increase from 4% "On Track" on the Beginning-of-Year (BOY) CLI Engage CIRCLE Progress Monitoring to at least 80% "On Track" by the End-of-Year (EOY) assessment, representing a 76% overall gain in student performance.

Evaluation Data Sources: CLI Engage, Fueling Brains Assessments, and PLC Data

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality, Data Driven Tier 1 Instruction: High-quality, data-driven Tier 1 instruction will be achieved through the purposeful planning and implementation of small-group instruction and collaborative PLC practices. Teachers and campus leaders will use PLC time to analyze student data, plan differentiated small-group lessons, and adjust instruction to meet the diverse needs of all learners. To support strategy 1: *Develop, Implement and maintain a consistent small-group schedule that ensures all students are seen at least once per week, with differentiated activities for each group and documented progress tracking during each session. *Campus leaders and instructional coaches will provide ongoing support and accountability through walkthroughs using a mathematics operations implementation checklist, weekly reviews of anecdotal notes and progress data, and targeted PD based on observed needs. Strategy's Expected Result/Impact: Through consistent small-group instruction and data-driven Tier 1 practices grounded in PLC collaboration, Pre-K teachers will deliver differentiated lessons that address individual learning needs in mathematical operations. This targeted approach will increase proficiency from 4% "On Track" at BOY to at least 80% "On Track" by EOY, demonstrating significant gains in student achievement and instructional effectiveness. Staff Responsible for Monitoring: Campus Principal, Academic Dean	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to measure student outcomes. To support strategy 2: *A-Team members develop engaging and concise staff development on strategic monitoring to be delivered October 2025. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. *A- team members review anecdotal notes to monitor teachers implementation of strategic monitoring. Teachers will submit their responses and campus admin will review to determine teachers who need support. Strategy's Expected Result/Impact: Through responsive instruction and intentional strategic monitoring, teachers will use real-time data to adjust lessons and meet each child's individual learning needs in mathematical operations. This focused support will help increase Pre-K proficiency, reflecting stronger instructional alignment and significant student growth. Staff Responsible for Monitoring: Campus Principal, Academic Dean	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Pumphrey Elementary 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 Session Feedback
Parent University Session Documentation
Parent Contact Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a variety of methods to communicate between home and school to support ongoing student success (newsletters, weekly folders, Parent Square, parent conferences, mail outs). Strategy's Expected Result/Impact: Effective Communication Feedback from the Parent Survey Increase in parent and family participation in school activities Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for parent and families to engage in opportunities to support the campus and their child through volunteering, field trips, Parent university sessions, college and career nights, and other events that occur during the instructional day and/or after school. Strategy's Expected Result/Impact: Increase in parent support with campus and student activities Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, CSSS	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct the weekly Student Support Team meeting to assess family needs and provide support for parents to promote their child's education. Strategy's Expected Result/Impact: 100% compliance with scheduled meetings Student needs addressed Staff Responsible for Monitoring: Campus Administrators CSSS CYS	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase awareness about PTO and how parents, teachers and staff can be actively involved with the campus. Strategy's Expected Result/Impact: Greater parental participation and students' academic success Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Collaborate/Foster a solid relationship with our Baytown Chamber of Commerce Partner in Education- Patients ER to develop meaningful learning experiences to all students, staff, and parents. Strategy's Expected Result/Impact: Attend PIE meetings. Increase visibility of our partnership with Patients ER will increase our community involvement with other members of our community. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: Pumphrey 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 Data, Discipline Data, Health and Nutrition Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will review the cumulative records and all relevant data for their students to assess the dynamics for each of their assigned students in order to have a clear picture of each child's needs for possible interventions, RTI , small group tutorials, and/or targeted interventions for students. Strategy's Expected Result/Impact: Increased scores on NWEA Increased academic achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level teams will review, plan, and provide MTSS for all students so that all students receive high levels of instruction to address all learning styles that will increase their understanding of the material being presented. Strategy's Expected Result/Impact: Increase STAAR results Increase district test data Increase in Positive PBIS data Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Fueling Brains curriculum with fidelity to ensure students have a variety of opportunities to close their executive function gaps in the areas of cognitive flexibility, inhibitory control and working memory. Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate nutrition and hygiene education into student's PE classes each six weeks and into core content areas as appropriate. Strategy's Expected Result/Impact: Empowers children with knowledge and skills to make healthy choices Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Incorporate lessons about sun safety as part of health and fitness to help our students be more active and engaged during the school day. Strategy's Expected Result/Impact: Compliance with GCCISD Sun Safety Policy Staff Responsible for Monitoring: PE teacher, Classroom Teacher	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities that promote coordinated school health practices and/or objectives focused on nutrition in all areas of the school informing students and staff about healthy food choices, wellness and fitness that engages and motivates students to have an active lifestyle, and incorporate parent and family activities focused on knowledge of healthy lifestyle choices. Strategy's Expected Result/Impact: Students will make better choices about what they choose to eat at school for breakfast and lunch. Students are more physically active. Staff Responsible for Monitoring: Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase student knowledge about college and career planning through campus wide activities that allow students to explore different colleges and careers. Strategy's Expected Result/Impact: Students gain a better understanding about what is required for them to attend college. Students will learn more about different career opportunities that are available. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Counselors	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Determine and implement programs that will focus on increasing student achievement on curriculum goals for each grade level. Students that demonstrate academic success by earning all A's, or A's and B's will be recognized each nine weeks. Strategy's Expected Result/Impact: Increase of honor students by grade level Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Incorporate activities that will promote attendance to be above 97% through a school-wide attendance incentive program for student. Strategy's Expected Result/Impact: Targeted attendance rate 97% or greater Staff Responsible for Monitoring: Campus Administrators Attendance clerk	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Grade level Teams will review attendance, academic, behavior, and social/emotional dynamics for all students of the grade level and establish how the grade level team will connect with the identified "high" need students in order to be proactive in minimizing difficult situations that impact the learning environment. Strategy's Expected Result/Impact: Reduced discipline referrals Reduction in inconsistent consequences Increase in positive adult-student interactions Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: The Student Support Team will monitor students' with attendance, academic, behavior, and social/emotional wellness needs in order to provide support that will improve students' well being and increase academic success for students. Strategy's Expected Result/Impact: Students grades, attendance, behavior will closely monitored to help ensure that we are meeting the needs of our students. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Counselors, CSSS	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Implement an effective PBIS framework that provides strategic expectations along with incentives and consistent consequences for students. Strategy's Expected Result/Impact: Increase in excellent student citizenship and morale Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Promote positive staff climate with a variety of ways throughout the school year. Strategy's Expected Result/Impact: Climate and Culture committee Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Teach daily Character Strong lessons to all students. Counselors will provide classroom lessons over the character trait of the month. Provide a comprehensive counseling program for all students that meets specific needs of students. Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 15 Details	Formative Reviews		
Strategy 15: Ensure that classroom, grade level, campus and district behavior management systems are aligned and effective. Ensure that grade level discipline plans are communicated effectively to students and parents. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
Strategy 16: Incorporate cool down areas and bins in each classroom so that students can self regulate their emotions. Strategy's Expected Result/Impact: Reduction in discipline referrals 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: Pumphrey Elementary 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: Professional Development Reports
Training Logs
Staff Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from a pool of highly qualified 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: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage 100% of 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: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Hire and recruit paraprofessionals that meet or exceed the required 60 college hours or certificate. Strategy's Expected Result/Impact: Requirements met for a highly certified staff Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Through our established interview committee, hire highly qualified candidates that best matches the needs of our student population. Strategy's Expected Result/Impact: Increase teacher capacity and student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: All positions will be filled before the school year begins. Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: All teachers will be given the resources and materials that they need to successfully implement the GCCISD curriculum. Strategy's Expected Result/Impact: Students score approaches, meets or masters on district and state assessments and/or show evidence of being proficient at grade level material. Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Jessie Lee Pumphrey staff will use PLCs to provide common planning time for teachers to collaborate on rigorous TEKS based instruction that increases learning for all students. PLCs will take place weekly for all grade level teams. Strategy's Expected Result/Impact: Increase academic performance of students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Pumphrey Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom. Strategy's Expected Result/Impact: Increase technology use by staff Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans. Strategy's Expected Result/Impact: Staff development needs assessment Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Collaborate in PLCs to ensure that all student populations have access to a rigorous and viable curriculum, focus on student performance, and plan and implement individual intervention and enrichment plans accordingly for POD time, utilize formative assessments to ensure mastery, and improve alignment in the instructional practices. Strategy's Expected Result/Impact: PLC meeting agendas that indicate data discussions and collaboration to ensure that students demonstrate growth. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 11 Details		Formative Reviews		
Strategy 11: Create opportunities for vertical alignment meetings to take place. Vertical alignment meetings by content will meet at least once a semester, with the focus being that all students are taught with campus wide instructional strategies that meets the needs of students. Strategy's Expected Result/Impact: Increase in usage of collaborative instructional strategies and student performance on grade level TEKS measured by district and state assessments. Staff Responsible for Monitoring: Campus Administrators		Formative		
		Nov	Feb	June
Strategy 12 Details		Formative Reviews		
Strategy 12: Provide training for staff members on the 3 executive functions (cognitive flexibility, inhibitory control, and working memory) to maintain positive student-teacher/student-student relationships and decrease student discipline referrals. Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener. Staff Responsible for Monitoring: Academic Dean, Principal, Brain Coach		Formative		
		Nov	Feb	June
Strategy 13 Details		Formative Reviews		
Strategy 13: Plan professional development opportunities aligned to district and campus goals based on needs of campus staff. Incorporate ways for staff to have professional development sessions offered during the school day or after school. Strategy's Expected Result/Impact: Improve teaching practices of staff Staff Responsible for Monitoring: Campus Administrators		Formative		
		Nov	Feb	June
Strategy 14 Details		Formative Reviews		
Strategy 14: Implement Teacher Intervention Plan for all non-highly effective teachers. Strategy's Expected Result/Impact: Intervention plan on file and submitted to personnel within 6 weeks of hire. Staff Responsible for Monitoring: Campus Administrators		Formative		
		Nov	Feb	June
Strategy 15 Details		Formative Reviews		
Strategy 15: Provide school improvement through focused professional development such as Fueling Brains Right Brain/Left Brain Trainings in order to close the achievement gap among all sub-populations. Strategy's Expected Result/Impact: Students will be able to demonstrate growth in both academic and behavior areas on the MOY and EOY assessments. Staff Responsible for Monitoring: Academic Dean, Principal, Brain Coach		Formative		
		Nov	Feb	June

Strategy 16 Details	Formative Reviews		
Strategy 16: During grade level and content PLCs and meetings, staff will disaggregate and analyze students' test data in all core subjects and determine additional staff development and training needed to address needs by distinguishing areas of success from areas of focus, including achievement discrepancies among various student groups. Strategy's Expected Result/Impact: Increase STAAR scores Increase EOY Benchmarks 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 - From determining the achievement discrepancies through disaggregating state, local, and other student test data, provide supplemental support activities that enrich and accelerate the curriculum for identified GT students. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - From determining the achievement discrepancies through disaggregating state, local, and other student test data, provide the least restrictive environment along with supplemental support activities for identified Sp. Ed. students to improve the achievement discrepancies among student groups. Strategy's Expected Result/Impact: 5% increase in student achievement scores Improved student academic and behavioral performance Master goals on IEPs by the determined quarter or year 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 - From determining the achievement discrepancies through dis-aggregation of state, local, and other student test data, the campus will provide supplemental support activities to ensure that all identified EB students are working towards becoming English proficient and improving the achievement discrepancies among student groups. Strategy's Expected Result/Impact: Improved academic performance throughout the year Achieve on-grade level performance on EOY assessments in English Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Instructional Materials and Supplies - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - 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: Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth Decrease in at-risk student identification 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: Early Education Allotment State Program - Effectively implement the researched-based early learning curriculum and materials , provide guidance support for the instructional staff, and implement activities for preparing pre-school children to transition to kindergarten through the Early Learning Academy located within the Pumphrey Elementary school site. Strategy's Expected Result/Impact: Increase in student cognitive function development Increase in teacher effectiveness with instructional and behavioral strategies Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Certified teachers and instructional support staff - 50% - Coordination of Local and State Funds - Early Education Allotment Funds - \$300,000	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements 10% increase in student academic success Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialist 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: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$75,000	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: 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 Students grades, attendance, behavior will closely monitored Improved academic, attendance, and/or behavior outcomes Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Campus Student Success Specialist Costs - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$75,000, Harris County CYC Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: 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 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 12 Details	Formative Reviews		
Strategy 12: 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: CSSS costs to support parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000, Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$800	Formative		
	Nov	Feb	June

Strategy 13 Details	Formative Reviews		
Strategy 13: 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 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 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: 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 16 Details	Formative Reviews		
Strategy 16: 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 17 Details	Formative Reviews		
Strategy 17: 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			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will earn an "A" rating for the campus during the 2025-2026 school year. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Earn a campus rating of "A" Staff Responsible for Monitoring: Campus Principal	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	9	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$75,000.00
5	2	10	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	10	Campus Student Success Specialist Costs	Title I Part A Funds	\$75,000.00
5	2	12	Materials for parent academic sessions	Title I, Part A Funds	\$800.00
5	2	12	CSSS costs to support parent training sessions	Title I, Part A Funds	\$4,000.00
Sub-Total					\$174,800.00
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 and Supplies	Bilingual/ESL Funds	\$500.00
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
5	2	5	Certified teachers and instructional support staff - 50%	Early Education Allotment Funds	\$300,000.00
Sub-Total					\$379,500.00

Pumphrey Elementary Targeted Improvement Plan (TIP)

If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.
101911126	James Husband	james.husband@gccisd.net	54%	50
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	
50	100	50	Intensive Curriculum & Instruction Improvements	
Which, if any, grants has your school system been awarded to support this strategy?	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?
Our school system does not intend to apply for a grant to support this strategy	Bluebonnet Learning Math Grades K-5, Bluebonnet Learning K-5 Reading Language Arts	Yes	K-2 RLA-190 mins/day 4 RLA- 170 mins/day 150 mins/day Math- 100 mins/day 5 Math- 110 mins/day	3- K-2 RLA-190 mins/day 5 RLA- 3-4 RLA- 170 mins/day K-4 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day
Grade Level Minutes:				
(K-2) ELA 190 includes: 120 Whole Group (Bluebonnet Learning Foundational Skills and RLA) 60 Targeted Small Group (mCLASS) 10 Transitions embedded with ELA Math 100 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine (10 for Kinder) 5 Transitions embedded with Math (10 for Kinder) Social Studies/Science 55 includes: 3 days a week Science (suggest M, T, TH) 2 days a week Social Studies (suggest W, F)	(3rd) ELA 170 includes: 120 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (Bluebonnet Learning Foundational Skills & mCLASS) Math/Science/Social Studies 170 includes: 60 HQIM (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine 5 Transitions embedded with Math 25 Social Studies 45 Science	(4th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	(5th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	

Pumphrey Elementary Targeted Improvement Plan (TIP)

Please describe the assessment plan for the impacted campus(es)			Will the campus(es) implement a PLC structure?	How frequently will PLCs occur?
Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.	Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning.	All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment.	Yes	1-2 times per week
Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used	Please describe your planned training/PD sessions (and who delivers and attends) for:	
Instructional Leadership Team	Teachers/Instructional Leadership TEAM	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps	District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the ESF Grant. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	

Pumphrey Elementary Targeted Improvement Plan (TIP)

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.	
Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	TTESS Walkthrough tool, BlueBonnet Checklist	Our district federal programs personnel from Sped and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period. In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.	By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS 10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31 10/10: BOY Screener data to campuses to review with campus ILT 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&I 12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR)	12/9/26: Benchmark data to principals to review with campus ILT 12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23 by 1/26: mid-year IA step back 1/30/26: MOY Screener data to campuses to review with campus ILT 2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim) 2/26: Region IV TIL Implementation Support Visit

Pumphrey Elementary Targeted Improvement Plan (TIP)

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones	Please describe how district and campus leaders will monitor the successful implementation of this plan.		Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?
2/27/26: Benchmark data to principals to review with campus ILT 3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8 5/15/26: EOY Screener data to campuses to review with campus ILT 5/19/26: EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)	District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators. Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.	District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback. This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.	Campus Principal, Principal Supervisor, DCSI	Monthly

Pumphrey Elementary Targeted Improvement Plan (TIP)

How will milestone progress data be collected?		How will milestone progress data be shared with district leadership and other relevant stakeholders?		
Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.	Professional Development Participation: Tracked through sign-in sheets Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.	Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments.	At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Deputy Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.	
If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.			
Locally funded	Artifacts to collect: Leadership team agendas and minutes, observation and feedback schedules with follow-up actions, PLC agendas and completed data analysis protocols. Also classroom walkthrough checklist and student progress tracking artifacts.	District implemented a Master Schedule district wide to help facilitate PD. With each campus on the same schedule we are able to provide district pd on implementation, internalization, etc. so that the same narrative is being given to all teams. This also allows us to streamline our implementation walks and attend campus PLCs.		