Goose Creek Consolidated Independent School District

Victoria Walker Elementary

2025-2026 CIP Periodic Update - November 2025

Mission Statement

Victoria Walker Elementary commits to partnering with parents and the community to build a foundation of academic excellence, promote a passion for lifelong learning, and empower students to contribute positively as responsible citizens.

Vision

One Team, One Heart, One Mission

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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
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 9, 2025

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages for RLA under performing 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 80 [78], 3rd Meets 50 [52], 3rd Masters 22 [23]
4th Approaches 79 [81], 4th Meets 58 [54], 4th Masters 19 [24]
5th Approaches 65 [77], 5th Meets 45 [58], 5th Masters 20 [30]

Campus Performance Target for Spring 2026 RLA STAAR:
3rd Approaches 83, 3rd Meets 52, 3rd Masters 23
4th Approaches 81, 4th Meets 60, 4th Masters 24
5th Approaches 77, 5th Meets 58, 5th Masters 30

Evaluation Data Sources: STAAR Results, AMIRA Screener, PLC artifacts, Exit Tickets, EOU

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. Coaching Cycles, PLC guidance, campus PDs, 1:1 meetings, etc.).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 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) and in our weekly meeting we will use data to determine teacher strengths and areas of refinement. A-Team will conduct monthly calibration walks using an Observation Tool, such as TTESS, Bluebonnet, Strategic Monitoring, etc. to ensure observation reliability and consistency in feedback. During weekly A-Team meetings, "Walk Discussions/Feedback" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends which will drive our coaching cycles. Partner with our Region 4 Bluebonnet learning implementation advisor to help with PLC and Bluebonnet implementation. **Staff Responsible for Monitoring:** Campus Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to identify the problem of need for RLA Bluebonnet Learning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: A-Team members develop engaging and concise staff development on strategic monitoring to be delivered at the September PLC day. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. PLC teams will use a monthly reflection tool to evaluate the implementation of strategic monitoring and identify areas for refinement. Each month's final PLC agenda will include team celebrations, identified opportunities for growth, and requests for targeted support, reinforcing a culture of continuous improvement. **Staff Responsible for Monitoring:** Campus Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Targeted Small Groups - The systematic implementation of RLA Targeted Small Groups will remediate identified skills, preventing academic gaps through individualized instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will pull Targeted Small Groups four days per week using Bluebonnet exit tickets and Amira skills status report data. The fifth day will be dedicated to STAAR aligned TEKS practice small groups. Campus will maintain a Digital RLA Data Tracker integrating Amira BOY/MOY/EOY data to target individual student growth. During PLCs, teachers will identify targeted students and analyze Bluebonnet student artifacts to set instructional priorities and monitor progress. **Staff Responsible for Monitoring:** Campus Principal			

No Progress	Accomplished	Continue/Modify	Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: With campus Spring 2025 STAAR averages for Math under performing 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 64 [70], 3rd Meets 37 [45], 3rd Masters 17 [19]
4th Approaches 60 [68], 4th Meets 34 [46], 4th Masters 15 [24]
5th Approaches 54 [73], 5th Meets 29 [46], 5th Masters 12 [22]

Campus Performance Target for Spring 2026 Math STAAR:
3rd Approaches 70, 4th Meets 45, 4th Masters 19
4th Approaches 68, 4th Meets 46, 4th Masters 24
5th Approaches 73, 5th Meets 46, 5th Masters 22

Evaluation Data Sources: STAAR Results, MAPS Data, PLC artifacts, Exit Tickets, EOM

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="3">Formative Reviews</th></tr>
<tr><th colspan="3">Formative</th></tr>
<tr><th>Nov</th><th>Feb</th><th>June</th></tr>
<tr><td>Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. Coaching Cycles, PLC guidance, campus PDs, 1:1 meetings, etc.).
Strategy's Expected Result/Impact: 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) and in our weekly meeting we will use data to determine teacher strengths and areas of refinement.

A-Team will conduct monthly calibration walks using an Observation Tool, such as TTESS, Bluebonnet, Strategic Monitoring, etc. to ensure observation reliability and consistency in feedback.

During weekly A-Team meetings, "Walk Discussions/Feedback" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends which will drive our coaching cycles.

Partner with our Region 4 Bluebonnet learning implementation advisor to help with PLC and Bluebonnet implementation.
Staff Responsible for Monitoring: Campus Principal</td><td></td><td></td><td></td></tr>
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Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to identify the problem of need for Math Bluebonnet Learning. **Strategy's Expected Result/Impact:** A-Team members develop engaging and concise staff development on strategic monitoring to be delivered at the September PLC day. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. PLC teams will use a monthly reflection tool to evaluate the implementation of strategic monitoring and identify areas for refinement. Each month's final PLC agenda will include team celebrations, identified opportunities for growth, and requests for targeted support, reinforcing a culture of continuous improvement. **Staff Responsible for Monitoring:** Campus Principal			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Targeted Small Groups - The systematic implementation of Math Targeted Small Groups will remediate identified skills, preventing academic gaps through individualized instruction. **Strategy's Expected Result/Impact:** Teachers will pull Targeted Small Groups four days per week using Assessment data and Bluebonnet exit ticket data. The fifth day will be dedicated to STAAR aligned TEKS practice small groups. Campus will maintain a Digital Math Data Tracker integrating NWEA Maps BOY/MOY/EOY data to target individual student growth. During PLCs, teachers will identify targeted students and analyze Bluebonnet student artifacts to set instructional priorities and monitor progress. **Staff Responsible for Monitoring:** Campus Principal			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Prioritize Closing the Gaps Accountability Group for 4th and 5th (Hispanic & African American) - All staff members will work to address the campus accountability group of low performance for Hispanic and African American students and we will specifically track 4th and 5th grade. **Strategy's Expected Result/Impact:** The A-Team will establish African American and Hispanic monitor groups to provide targeted support for students in Grades 4 and 5 with the goal of accelerating progress to Meets and Masters levels on STAAR. PLC teams will regularly review strategic monitoring data for these targeted students and reflect on sub-population performance to guide instructional priorities. Teachers will collect and analyze student artifacts from these sub-populations to inform instruction and monitor progress toward Meets and Masters. A-Team members will collaborate with Region 4 product advisors and district partners to conduct quarterly classroom walks focused on the fidelity of Math support implementation for these targeted students. **Staff Responsible for Monitoring:** Campus Principal			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: With campus Spring 2025 STAAR averages in science below the state average, the campus goal is to perform at or above the state average in grade 5 without regression.

Campus [State] Performance for Spring 2025 Science STAAR (5th Grade):
Approaches 64 [64], Meets 25 [29], Masters 6 [12]

Campus Performance Target for Spring 2026 Science STAAR:
Approaches 66, Meets 29, Masters 12

Evaluation Data Sources: STAAR Results, District Assessments, PLC Artifacts

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Ensure High-Quality Tier 1 Instruction - Campus leaders, including TLCs, conduct walks to monitor TEKS implementation. Insights from walks inform next steps (i.e. Coaching Cycles, PLC guidance, campus PDs, 1:1 meetings, etc.). **Strategy's Expected Result/Impact:** 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) and in our weekly meeting we will use data to determine teacher strengths and areas of refinement. During weekly A-Team meetings, "Walk Discussions/Feedback" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends which will drive our coaching cycles. **Staff Responsible for Monitoring:** Campus Principal	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide Responsive Instruction: Strategic Monitoring - Teachers will use strategic monitoring best practices to identify the problem of need for Science. **Strategy's Expected Result/Impact:** A-Team members develop engaging and concise staff development on strategic monitoring to be delivered at the September PLC day. Leaders promote buy-in by clarifying the "why" and connecting strategic monitoring to current campus work/goals. PLC teams will use a monthly reflection tool to evaluate the implementation of strategic monitoring and identify areas for refinement. Each month's final PLC agenda will include team celebrations, identified opportunities for growth, and requests for targeted support, reinforcing a culture of continuous improvement. **Staff Responsible for Monitoring:** Campus Principal	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Hands On Labs - The systematic implementation of hands-on science labs will promote inquiry and conceptual understanding. Lab experiences will be paired with short constructed responses or Claim Evidence Reasoning reflections. **Strategy's Expected Result/Impact:** Teachers will implement hands-on labs that directly connect to instructional materials according to the scope and sequence provided. Teachers will embed short constructed responses or Claim Evidence Reasoning lab reflections to measure conceptual understanding. Teachers will use strategic monitoring to evaluate the SCR and Claim Evidence Reasoning responses by taking anecdotal notes. In PLC, we will discuss these artifacts to inform our instructional practice. **Staff Responsible for Monitoring:** Campus Principal			

No Progress — Accomplished — Continue/Modify — Discontinue

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Victoria Walker 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 reports, surveys, community meeting agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize our campus website, newsletters, and parent square to inform students, staff, and the public of important school information and activities to enhance the school/community partnership. **Strategy's Expected Result/Impact:** Parents, staff, students, and community will be informed of campus events and deadlines Increase of 10% in the attendance of campus events **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Facilitate communication between school and home through parent square, home visits, and Tuesday Folder communication/ phone calls/ parent conferences and volunteers that are reported to the Title I program as evidenced on sign-in sheets and logs. **Strategy's Expected Result/Impact:** By May 2026, the campus will strengthen school-to-home communication through consistent use of Parent Square, home visits, Tuesday Folder communication, phone calls, parent conferences, and volunteer involvement. Success will be measured by increased parent engagement as evidenced by communication logs, sign-in sheets, and Title I volunteer reports. These efforts will foster stronger family partnerships, support student achievement, and promote a collaborative campus culture. **Staff Responsible for Monitoring:** Campus Administrators, CS3, Teachers	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to build community relationships with our Partner-In-Education, EXXON BOP. **Strategy's Expected Result/Impact:** Increase in the number of PIE activities on campus by one per semester **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to have structured family nights to increase parent participation at different events throughout the year. **Strategy's Expected Result/Impact:** Increase parent participation by 10% at academic family nights **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: 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: staff training's, discipline plans, surveys, and incentives reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Each grade level will implement discipline plans that are communicated to our parents and have components of PBIS. **Strategy's Expected Result/Impact:** Decrease of 10% in the number of office referrals **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote a positive climate by establishing a ILT team of faculty and staff, parents, and community members collaborating in the best interest of our students. **Strategy's Expected Result/Impact:** Decrease of 5% in staff mobility **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Character Strong Curriculum and PAWS to promote positive relationships between staff and students. **Strategy's Expected Result/Impact:** Decrease in the number of office referrals by 10% **Staff Responsible for Monitoring:** Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize positive incentives to promote good citizenship and attendance through the use of: award assemblies, student recognition on announcements, teacher incentives, and positive communication with parents. **Strategy's Expected Result/Impact:** Increase of 10% in the number and frequency of students demonstrating monthly citizenship characteristics Increase in student attendance **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement an anti-bullying awareness plan, which includes teacher training, student programs, and routine monitoring of discipline data. **Strategy's Expected Result/Impact:** Decrease of 5% in bullying reports as reported by students and parent **Staff Responsible for Monitoring:** Campus Administrators	**Formative**		
	Nov	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Successfully Implement "CATCH" School Health Plan curriculum for students and staff. **Strategy's Expected Result/Impact:** Success of the CATCH School Health Plan implementation will be measured through a combination of participation records and staff feedback collected through surveys every nine weeks. These data points will help monitor engagement, identify areas for improvement, and ensure the program is effectively promoting a healthy lifestyle for both students and staff. **Staff Responsible for Monitoring:** Campus Administrators Campus Wellness Team	**Formative**		
	Nov	**Feb**	**June**

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Reports from job fairs, TEAMS, new teacher meetings, and teachers with ESL and GT certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. **Strategy's Expected Result/Impact:** Increase in the number of highly effective teachers in core academic subject areas and have campus fully staffed at an earlier date **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to collaborate through yearly transition meetings with secondary schools and provide support to assist transition of students. **Strategy's Expected Result/Impact:** all students will successfully transition to secondary schools **Staff Responsible for Monitoring:** Campus Administrators, Counselor	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage and solicit teachers to add subject area certification. **Strategy's Expected Result/Impact:** Increase in the number of teachers adding to subject area certification such as ESL, GT, Special Education, and Technology. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Train all faculty and staff on crisis management for Victoria Walker Elementary. Ensure that plans are clearly communicated and practiced throughout the year. **Strategy's Expected Result/Impact:** Campus will be prepared in the event of a crisis by feedback given and documentation of improvement from practice drills. **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		
	Formative		
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	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
	Formative		
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	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
	Formative		
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	**Nov**	**Feb**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Strategy's Expected Result/Impact:** 5% increase in student achievement scores across all STAAR progress measures. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $500	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Strategy's Expected Result/Impact:** Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $600	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. **Strategy's Expected Result/Impact:** 5% increase in student achievement scores across all STAAR progress measures. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $500	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
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:** Improvement in student performance 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	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
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	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
	Formative		
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	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
	Formative		
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	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:** Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $75,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $20,000	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Campus Student Success Specialist to support student success components - 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 **Staff Responsible for Monitoring:** Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. **Strategy's Expected Result/Impact:** Meet Title I Part A Element 4.2 requirements Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $600, CSSS costs to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $4,000	Formative		
	Nov	Feb	June

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

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

Strategy 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.	Formative		
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.	Nov	Feb	June
Staff Responsible for Monitoring: Principal District Program Director			

Strategy 15 Details	Formative Reviews		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".	Formative		
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	Nov	Feb	June
Staff Responsible for Monitoring: Principal District Program Director			

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.	Formative		
Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP	Nov	Feb	June
Staff Responsible for Monitoring: Principal District Program Director			

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	8	Harris County CYS Social Worker Contracted Services	Title I Part A Funds	$20,000.00
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	$75,000.00
5	2	9	Campus Student Success Specialist to support student success components	Title I, Part A Funds	$65,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	$20,000.00
5	2	11	CSSS costs to support parent academic training sessions	Title I, Part A Funds	$4,000.00
5	2	11	Materials for parent academic sessions	Title I Part A Funds	$600.00
				Sub-Total	$184,600.00

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	$600.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	$500.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	$70,000.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	$8,000.00
				Sub-Total	$79,600.00