

Goose Creek Consolidated Independent School District

E.F. Green Junior School

2025-2026 CIP Periodic Update - November 2025



Mission Statement

Mission

“Developing the Whole Child”

- Edward Franklin "E.F." Green Junior School commits to providing a safe learning environment whereby rigorous instruction is delivered, real-world experiences are incorporated, intentional student talk is facilitated, critical thinking and inquiry skills are developed, positive relationships are cultivated, social-emotional needs are addressed and high student achievement is achieved.

Vision

Vision

"This is the school that every family wants their child to attend and every stakeholder is the better because we are purposefully positioned here."

Edward Franklin "E.F." Green Junior School embraces a visionary approach apparent in our "4A" Focus - Academics, AVID, Athletics, and The Arts providing the framework for high student achievement that resonates beyond the walls of the building to each stakeholder.

Value Statement

If It's Not Great...It's Not Green!

We:

Exemplify Excellence In Every Way

Face The Future With A Fortified Focus

Grow Giants That Impact Every Generation

Table of Contents

Comprehensive Needs Assessment Data Documentation 4

Goals 5

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 5

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 14

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 16

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 20

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 25

Campus Funding Summary 28

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

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: The Reading Language Arts Campus Improvement Plan (CIP) for the 2025-2026 school year is to ensure that rigorous reading and writing instruction and learning occurs campus wide aligned with our "4A" focus. Based on the 2025 STAAR results, Edward Franklin "E.F." Green Junior School did not meet the ambitious RLA performance goals set for the 2024-2025 school year. However, all three grade levels consistently ranked first among all junior high campuses in Goose Creek CISD in RLA STAAR performance categories--demonstrating not only academic strength, but also district-leading performance.

If Edward Franklin "E.F." Green Junior School implements research-based instructional strategies, the LIFT Framework with fidelity for RLA, and targeted, data-informed interventions across all grade levels, then student performance on the 2026 STAAR RLA assessment will increase with:

- 60% of 6th grade students performing at Meets, and 26% performing at Masters
- 55% of 7th grade students performing at Meets, and 30% performing at Masters
- 56% of 8th grade students performing at Meets, and 29% performing at Masters

The above performance gains will ensure that E.F. Green Junior school will reach state-level performance.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus teachers will implement the district curriculum with fidelity by internalizing lesson content (Lift Lessons), using data trackers to monitor student performance, growth, reteach needs, and embedding Higher Order Thinking (H.O.T.) questions to promote inquiry-based learning and critical thinking. Instruction will be guided by intentional monitoring practices that ensure all students are supported through targeted interventions and reflection on learning artifacts. The following, are practices to strengthen instructional quality, teacher capacity, and student ownership of learning through systematic monitoring, feedback, and targeted professional development: - Weekly "Every Minute Matters" classroom visits completed by the leadership team, with the addition of TLC participation bi-monthly - Instructional/calibration walkthroughs each 9 weeks conducted by the leadership and counseling teams. - Each teacher engaging in a Swivel-recorded observation opportunity with intentional feedback provided by the leadership team, including administrators and TLCs. - Campus-wide instructional weekly focuses aligned to the campus instructional playbook, which provides a guide for teacher and student behaviors, examples, and practical tips. Feedback will be provided using a rubric identifying highly effective, effective, developing, and improvement areas for teachers. - Consistent student-led use of district-implemented data tracking folders added to by students within one week after each CUA, and utilized in student-teacher goal-setting conferences on R.A.R.E. days. Strategy's Expected Result/Impact: By consistently collecting weekly direct learning artifacts and instructional strategies from different ELA/RLA content teachers, along with updates on student conferences and engagement through content-specific questions during announcements, the school will maintain a dynamic and detailed understanding of student progress. Administrators' active participation in PLCs at least twice weekly and their commitment to teaching a content class monthly will strengthen instructional leadership and foster collaboration. These efforts will enable timely, data-informed adjustments to instruction, increase student engagement, and drive measurable improvements in literacy skills across all grade levels. Staff Responsible for Monitoring: Campus Principal, admin team, TLC, and content lead.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Improvement Plan (CIP) for the 2025-2026 school year will be focused on targeted instruction and student support across all performance levels.

If Edward Franklin "E.F." Green Junior School continues and monitors with fidelity the intervention plans established during 2024-2025, and implements the new curriculum with fidelity, we expect improved student outcomes in each category.

- 6th grade students achieving 37% Meets, and 14% achieving Masters
- 7th grade students achieving 40% Meets, and 16% achieving Masters
- 8th grade students achieving 53% Meets, and 16% achieving Masters
- Algebra students achieving 100% Meets, and 100% achieving Masters

The above performance gains will ensure that E.F. Green Junior school will reach state-level performance.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will follow the Carnegie/Bluebonnet curriculum with fidelity while receiving ongoing support to build instructional capacity and effectively implement digital differentiation tools such as Mathia, Progress Learning, etc. Students will engage in real-world problem-solving using a structured model that emphasizes analyzing information, developing a strategy, justifying solutions, and clearly communicating mathematical reasoning with academic language. Inquiry-based instruction will be reinforced through the use of Higher Order Thinking (H.O.T.) questions to deepen critical thinking and creativity. Student progress will be intentionally monitored using data trackers that go beyond pass/fail, focusing on growth, reteach needs, and instructional adjustments to ensure mastery. Strategy's Expected Result/Impact: By incorporating weekly artifacts and student open-ended responses from different content teachers, combined with ongoing student conferences and content-specific engagement through announcements, teachers and students will have a continuous, detailed view of student understanding and growth. Monitoring grade-level performance from BOY to MOY for 6th, 7th, and 8th grades allows for targeted instructional adjustments. Administrator involvement in PLCs twice weekly and monthly teaching commitments reinforce a culture of shared accountability and instructional support. Utilizing data meeting presentations further informs instructional decisions. Collectively, these practices are expected to enhance student mastery of math skills, increase student engagement, and drive measurable improvements in academic outcomes across all grade levels. Success criteria for expected results include: - Students are aware of their ongoing performance and goals through the utilization of district-implemented data tracking folders. - PLCs including teacher, TLC, and administrator attendance will prioritize TEKS deep dive and lesson clarity. Staff Responsible for Monitoring: Campus Principal, Assistant Principals	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will continue to maintain and refine its intervention framework so that the multi-tiered systems of support ensure that instruction is both personalized and aligned to STAAR rigor: - Tutorial sessions (two each week per teacher), focused on TEKS-based skills using specific student data for selection - Targeted intervention periods, small-group instruction using Mathia and iXL - Meets and Masters push-in/pull-out sessions, TLC led grade-level pullouts during designated days: Tuesday (6th grade), Wednesday (7th grade), and Thursday (8th grade). Success criteria for expected results include: - Intentional instructional/collaboration walkthroughs every nine weeks completed by the leadership team, including counselors to ensure teacher implementation of Mathia and iXL instructional tools. - Implementation of data-tracking systems with fidelity, reviewed weekly to analyze the progress of individual students achieving meets and masters' goals. Strategy's Expected Result/Impact: These interventions are expected to enhance student mastery of math skills, increase student engagement, and drive measurable improvements in academic outcomes across all grade levels. Staff Responsible for Monitoring: Campus Principal, Assistant Principals	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Improvement Plan (CIP) for the 2025-2026 school year is to increase the percentage of eighth grade students in Science achieving Meets or Masters proficiency by at least 10 percentage points at Meets and 9 percentage points at Masters to reach state-level performance. Targeted interventions will result in a minimum 7% collective performance increase amongst the African American and Hispanic student populations achieving Masters proficiency.

- 35% to 45% of 8th grade students performing at Meets, and 9% to 16% performing at Masters

(Meets percentage for African American students increasing from 25% to 30%, Hispanic students increasing from 33% to 35%, and Emergent Bilingual students improving from 9% to 23%).

(Masters percentage for African American students increasing from 3% to 8%, Hispanic students increasing from 8% to 10%, and Emergent Bilingual students improving from 4% to 6%).

If teachers consistently use data-driven instruction, implement targeted interventions, utilize with fidelity the 3D model, and engage students in individual goal-setting, then the percentage of students achieving "Meets" or "Masters" proficiency across all subgroups will increase.

The above performance gains will ensure that E.F. Green Junior school will reach state-level performance.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Science teachers will design and implement lesson plans grounded in inquiry-based instruction using the 3D model to foster student engagement through hands-on experiments, open-ended investigations, and real-world problem solving. To deepen scientific understanding and critical thinking, collaborative student discourse will be encouraged through structured group activities, Socratic seminars, debates, and peer-led discussions. Formative assessments--including observations, science journals, and quick reflections--will be used consistently to monitor student comprehension throughout learning. Weekly PLC meetings will provide opportunities for teachers to reflect on data, celebrate successes, address instructional challenges, and refine science teaching practices to promote continuous improvement in student learning. Strategy's Expected Result/Impact: Through systematic progress monitoring using lesson plans and student data trackers--such as the BOY (Beginning of Year) Maps to Benchmark --teachers will gain detailed insight into student learning growth and mastery of science standards. Regular review of instructional plans and data enables timely identification of learning gaps, supports targeted reteaching, and informs differentiated instruction. This structured approach is expected to increase student engagement and achievement in science, leading to measurable improvements in benchmark performance and overall mastery of key science concepts. 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: The Social Studies Campus Improvement Plan (CIP) for the 2025-2026 school year is focused on the percentage of eighth grade students reaching:

- the meets level will increase from 22% to 30%

(Meets percentage for African American students increasing from 11% to 20%, Hispanic students increasing from 19% to 21%, and Emergent Bilingual students improving from 5% to 11%).

- the masters level will increase from 8% to 16%

(Masters percentage for African American students increasing from 4% to 9%, Hispanic students increasing from 6% to 10%, and Emergent Bilingual students improving from 2% to 5%).

If teachers consistently utilize PLC time addressing the four essential PLC questions, analyzing student data, prioritizing the Process TEKS (specifically 8.29B), integrating primary and secondary sources into every inquiry-based lesson, and helping students make cross-curricular connections, the percentage of students achieving Meets and Masters proficiency will increase by at least 8% to 11% percentage points, by subject area.

The above performance gains will ensure that E.F. Green Junior school will reach state-level performance.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will intentionally plan and collaborate during PLCs, participate in "Do & Takes," and engage in peer observations across campuses to strengthen instructional practices. Leveraging the expertise of content specialists, teachers will incorporate a college-style platform where all classes rotate instruction and replicate effective teaching strategies for increased student outcomes. Students will engage in inquiry-based learning through the use of primary and secondary sources to write short constructed responses that demonstrate their ability to draw conclusions, make connections, and infer meaning based on evidence. Instruction will include Higher Order Thinking (H.O.T.) questions and Social Studies inquiry models that emphasize analyzing information through sequencing, categorizing, cause-and-effect, comparison, summarizing, and drawing conclusions. Intentional monitoring using data trackers will focus on student growth, reteach opportunities, and identifying misconceptions through calibration on constructed responses (SCRs). During transitions, teachers will engage students in articulating the TEKS they are developing to reinforce learning and inform instructional adjustments. Strategy's Expected Result/Impact: Through consistent weekly submission of instructional artifacts and exit tickets, combined with intentional lesson plan and data tracker reviews during PLCs and walkthroughs, teachers and administrators will maintain a clear, real-time understanding of student learning progress. This approach will enable timely, targeted feedback and strategic reteaching, resulting in improved student mastery of standards. Administrator participation in PLCs at least twice weekly and teaching a content class monthly will foster a culture of shared accountability and instructional excellence, strengthening teacher capacity and increasing overall student achievement. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will update classroom and campus data trackers within one week of each assessment to ensure timely analysis and instructional planning. Data conversations during PLCs will be guided by these updated trackers, allowing teachers to identify student strengths, target misconceptions, and design responsive interventions within the following instructional cycle. Strategy's Expected Result/Impact: Increased instructional alignment and targeted support will result in measurable growth on common assessments and state benchmarks, with students demonstrating mastery of prioritized standards. Staff Responsible for Monitoring: Campus principal, assistant principals and TLCs.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: In the AVID elective, by the end of each nine-week grading period, 100% of students enrolled in the AVID elective will actively participate in structured inquiry-based instruction, demonstrating engagement in evidence-based strategies such as Socratic Seminars, Philosophical Chairs, and Costa's Levels of Thinking. Additionally, students will successfully apply the AVID ten-step tutorial process during schoolwide AVID tutorials to enhance their critical thinking and collaborative problem-solving skills, as measured by teacher observation, student reflections, and tutorial participation records.

The above performance gains will ensure that E.F. Green Junior school will reach state-level performance.

Evaluation Data Sources: Baseline data on current CUA/CMA scores, Connect 4 & "4A" Focus data, progress reports, NWEA scores, and STAAR results.

Strategy 1 Details	Formative Reviews		
Strategy 1: -Tutorial Application: Conduct AVID tutorials twice per week through AVID House. Assign rotating roles (tutor, presenter, note-taker, timekeeper) so students engage in all aspects of the 10-step process. - Monitoring & Feedback Teacher Observation Logs: Track student engagement during inquiry activities and tutorials. Students complete a short written reflection after each inquiry activity and weekly tutorial, focusing on how they applied strategies. Use tutorial sign-in sheets and rubrics to measure consistency and quality of participation. Strategy's Expected Result/Impact: Students will demonstrate increased confidence in using higher-level questioning techniques. 100% of students will actively engage in structured discussions, evidenced by contributions to seminars/chairs. Students will consistently apply the AVID 10-step tutorial process, improving problem-solving and collaboration skills. Staff Responsible for Monitoring: Campus Principal Site Coordinator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

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

Evaluation Data Sources: Parent/Teacher surveys, family night rosters, positive phone call logs, attendance and behavior reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: E. F. Green Junior School will communicate with parents using, parent emails, ParentSquare alerts, social media postings, conferences, etc. Strategy's Expected Result/Impact: Increased parent involvement and connection with the school culture that lends to a positive school experience for stakeholders will be reported through the parent survey and evidence of continual communication. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Educators will make and document two positive phone calls to parents/guardians each week. Calls made are not exclusive to the students that are on the roster of each teacher. Strategy's Expected Result/Impact: 100% increase in parent/guardian contact, as well as improved communication and support with an expectation of celebration and appreciation relative to attendance, grades, and disciplinary referrals will trend downward as the school community works collaboratively. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: E. F. Green Junior School will host at least one before or after school event each nine weeks for parents/guardians and stakeholders. Strategy's Expected Result/Impact: Increased parent involvement, improved grades, tutorial opportunities, and community collaboration. The results will be evidenced in our annual survey. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: We will provide a coordinated approach to school health in order to educate students, families, faculty, staff, and the community on healthy lifestyle activities and nutrition via CATCH lessons, Sun Safety lessons, bulletins and posters throughout campus, and "Going the Extra Mile" monthly events. Strategy's Expected Result/Impact: Increased participation in healthy lifestyle choices, improved community attendance as stakeholders are invited to campus, exponential relational capacity as staff, students and stakeholders join together, and intentional conversations around health. Staff Responsible for Monitoring: Administrators CATCH Representatives/Team Wellness Team	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: E. F. Green Junior School and Family First ER - Baytown (Partner in Education) will partner to provide support to teachers and students that yield an increase in community involvement, awareness, and achievement. Strategy's Expected Result/Impact: Increased parent/community awareness, involvement, and student achievement that will be evident in the annual survey, visual displays of events, and celebrations throughout the year. 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: E. F. Green Junior School will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Discipline reports, classroom management plans, attendance reports, and report cards.
Drill compliance, PBIS Safety Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be visible and actively monitor as "Greatness Guides" during morning and/or afternoon location assignments each day, week, and/or month, as assigned. Strategy's Expected Result/Impact: Increase positive interactions each morning and afternoon by each student being positively addressed a minimum of three times prior to entering the building at the beginning of the day or leaving the building at the end of the day. This intentionality will reduce disciplinary infraction occurrences and reportings. Monthly audits will be conducted by administrators. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will utilize a planner or comparable organizational tool to support the development of time management skills and effective goal setting for both teacher and individual progress monitoring. Strategy's Expected Result/Impact: Decreased tardies as the schedule will be visible in the front of the binder, increased student engagement as educators reference the planner and student are aware of their goals, improved grade point averages, and ownership of the E. F. Green experience as it bolsters: "If It's Not Great...It's Not Green!" building pride evidenced in our student survey of a percentage greater than 80%. Staff Responsible for Monitoring: Campus Administrators AVID Site Coordinator/Site Team	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be visible, actively monitoring, and communicating with students and staff during transitions between classes. Strategy's Expected Result/Impact: The expectation is to achieve a 20% decrease in tardies, 100% of students will see adults that are available to assist them, and a collective mission is being displayed as staff cohesively demonstrates relational capacity. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve attendance at E. F. Green Junior School to a minimum of 97% by maintaining a campus-wide expectation of excellence, making two positive phone calls to parents/guardians weekly, campus engagement, parent involvement, and keeping students aware of the ADA via announcements. Strategy's Expected Result/Impact: Improved attendance rate to 97%. Staff Responsible for Monitoring: Campus Administrators Attendance Clerk	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: All staff will adhere to district and campus discipline management expectations and the student code of conduct 100% of the time when engaging with campus and district stakeholders during school hours and during school events. Strategy's Expected Result/Impact: Decrease in discipline referrals, and increase in autonomy of staff and students to understand the expectations of everyone on campus during hours of operation. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 100% of classrooms will prominently display safety posters, evacuation maps, and emergency procedures. Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in student awareness of safety procedures. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Intentional master scheduling of students into intervention classes if they were unsuccessful on STAAR. Strategy's Expected Result/Impact: Increased opportunity for students to take ownership of their learning with frequent checks for understanding and embedded instructional supports which will result in 5% increase in Meets/Masters on STAAR. campus-wide. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Counselors	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Incorporate use of campus-wide testing strategies with visual aids, accommodations, and modifications as needed for STAAR. Strategy's Expected Result/Impact: Increase student learning and grow confident test-takers as strategies are utilized, which will result in a 5% increase in Meets/Masters on STAAR. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Campus Diagnostician	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Engage students in content rotations/camps prior to STAAR assessments. These rotations/camps will consist of intentional grouping (including students not on the roster of the teacher of record), and incorporation of Costa's Levels of Thinking and Questioning, which will result in a 5% increase in Meets/Masters on STAAR. Strategy's Expected Result/Impact: Increase student learning and test-taking strategies. Create confident test-takers and increase STAAR results. Refine strategies to address areas of minimal mastery and enhance comprehension for increased levels of mastery. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Department Chairpersons AVID Campus Coordinator	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Campus will have a pre-approved list of applications & software programs to be implemented incrementally in daily instruction. Strategy's Expected Result/Impact: Teacher and students become proficient and efficient at using and implementing district approved applications into their instruction and learning. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Teachers are required to purposefully integrate academic technology tools into their lessons with an emphasis on iPads and Promethean boards. Strategy's Expected Result/Impact: Technological growth for educators, lesson plans with documented integration of technology, and improved student technological proficiency evident in artifacts. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: E. F. Green Junior School will provide intentional activities each nine-weeks that promote school spirit and pride, celebrate accomplishments, and build character. Examples include pep rallies for purpose, attendance and grade incentives, awards ceremonies, family nights, leader/growth boards, and announcement shout outs. Strategy's Expected Result/Impact: Increase in student engagement on campus, attendance, pride in our school, self confidence, and belonging evidenced through an overall percentage in our student survey of a minimum of 80%. Staff Responsible for Monitoring: Campus Administrators PBIS Team Planning Committee	Formative		
	Nov	Feb	June

Strategy 13 Details	Formative Reviews		
Strategy 13: All campus stakeholders will be expected to adhere to safety protocols in emergency situations [fire, hold, evacuation, secure, active shooter, lockdown, shelter] during monthly drills or real-life situations 100% of the time. Strategy's Expected Result/Impact: Adherence to district and state standards, personal ownership, and training that minimizes anxiety, and a campus culture that reflects safety matters 100% of the time and measured in safety drills executed to standard. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: The campus PBIS and Instructional Leadership Teams will analyze disciplinary data at their meetings to determine efficacy of application of the student code of conduct and identify strengths and weaknesses of campus discipline. Strategy's Expected Result/Impact: Minimal disciplinary referrals by 100. Staff Responsible for Monitoring: Campus Administrators PBIS Site Team Instructional Leadership Team	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Increase student participation in school activities by offering clubs that are reflective of the interests of the students and allowing a planned platform for student voice. (Inducting qualified students into National Honor Society and Student Council and partnering with our PTO). Strategy's Expected Result/Impact: Implement or continuance of student clubs, and opportunities to speak directly with the principal are expect to result in attendance of 97%, a sense of belonging and school pride reflected in the student survey that exceeds 80%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

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

Evaluation Data Sources: Staff reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide differentiated professional development for teachers based on levels of expertise, interest, skill mastery, and growth opportunities. Strategy's Expected Result/Impact: Teachers having access to the resources and support they need in order to effectively implement instructional strategies and skills that align with campus and district goals will increase retention by 20%. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Grade Level Leads	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Pair new teachers (new to district or campus) with a mentor or buddy according to the district mentor program. Strategy's Expected Result/Impact: Retain 100% of team members committed to education, campus culture, and high student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The principal will provide "Teacher Tip Tuesday" emails with research-based strategies to support personnel coupled with videos, exemplars for implementation, etc. Strategy's Expected Result/Impact: Teachers will know that the principal is the lead learner on campus and values each team member by providing information, expecting a response to the question provided on the email, and following up to share feedback resulting in 100% of the team receiving continual support. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: Train all educators on how to access Eduphoria to retrieve and analyze data from CFAs, End of Unit Assessments, CUAs, Student Trackers, and STAAR reports for their classes in an intentional effort to identify their students' specific strengths, weaknesses, and necessary teacher adjustments. Strategy's Expected Result/Impact: Teachers will participate in PLC data talks as they accurately breakdown their student data and assess the needs of their students as reflected in their agenda. Completing this training provides a source of understanding and allow opportunity for instructional self-reflection by closing the opportunity and achievement gaps by 5%. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Department Chairperson		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
Strategy 5: Train all staff on the use of Depth of Knowledge (DOK) question strategies and Costa's Levels of Thinking and Questions for implementation in daily instruction. Strategy's Expected Result/Impact: Educators that skillfully ask higher order thinking questions will stimulate learning, promote critical thinking, and provide an environment for growth in students. Having an understanding of questioning techniques will build capacity in students and rigor in the lessons that will promote student learning and skill mastery which will result in a 5% increase in Meets/Masters on STAAR. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches AVID Campus Coordinator/Site Team		Formative		
		Nov	Feb	June
Strategy 6 Details		Formative Reviews		
Strategy 6: All teachers will be trained on differentiated instructional strategies (grouping, reflection and goal-setting, mini lessons, centers and resources, voice and choice in product, differentiation through formative assessments, and balanced teamwork and individual work) which will result in a 5% increase in Meets/Masters on STAAR. Strategy's Expected Result/Impact: Students will be able to produce high-quality products, grow in articulation of their learning as trained educators address learner deficiencies which will result in a 5% increase in Meets/Masters on STAAR. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Department Chairpersons		Formative		
		Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide engaging on-going professional development to refine the skills of educators to effectively promote critical thinking through the use of questioning strategies. These systematic learning opportunities will yield increased understanding, relevance, and rigor in instruction which will result in a 5% increase in Meets/Masters on STAAR. Strategy's Expected Result/Impact: Increased display of critical thinking, achievement, confidence, and peer-to-peer collaboration which will result in a 5% increase in Meets/Masters on STAAR. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches AVID Site Team	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Monthly professional development of inquiry based strategies and resources, and ongoing monitoring of daily lesson plans, which will result in a 5% increase in Meets/Masters on STAAR. Strategy's Expected Result/Impact: Implementing inquiry strategies in the classroom allows educators to guide students in comprehending concepts and articulating ideas at increasingly complex levels. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Department Chairpersons AVID Campus Coordinator	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Engage and prepare all staff in refining their knowledge and skills to effectively implement instructional strategies in inquiry (Costa's Levels of Thinking and Questioning). Strategy's Expected Result/Impact: Increased opportunity for student learning and content mastery by closing the opportunity and achievement gaps by 5%. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches AVID Campus Coordinator	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Engage staff in professional learning opportunities intended to cultivate teacher efficacy while increasing cultural relevance. Strategy's Expected Result/Impact: Increase mindfulness and intentionality when planning lessons which engage all learners by closing the opportunity and achievement gaps by 5%. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Department Chairperson	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: E.F. Green Junior School will provide targeted professional development on iPads, Promethean boards, and Apple product training. Strategy's Expected Result/Impact: Improved frequency and proficiency with technology tools, and recognition of Apple Distinguished Campus honor. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Teachers will receive multiple opportunities for training from our technology department so that assistance is given with trending technology in the classroom, electronic readers, scientific calculators, digital scales, Apple products, etc. Strategy's Expected Result/Impact: Improved frequency and proficiency with technology tools, relevant lessons, continual communication with our district partners evidenced by emails, professional development, and 100% of teachers remaining Apple certified. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Administrators will maintain an open-door policy, facilitate monthly celebrations, model positivity and excellence, and provide intentional learning opportunities to all personnel with their peers. Evidence will be supplied in our surveys of greater than 75% of the staff providing positive feedback. Strategy's Expected Result/Impact: Retention of 100% of team members committed to education, campus culture, and high student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: PBIS Training for staff throughout the year. Strategy's Expected Result/Impact: -100 fewer disciplinary referrals and increased positive student and staff interactions. -Improved collective ownership of behaviors and positive influence of the school community. Staff Responsible for Monitoring: Campus Administrators PBIS Site Team	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: All campus staff will be trained on classroom management strategies, identifying and documenting behaviors that warrant a referral in Review 360, and protocols for addressing and correcting student behavior. Strategy's Expected Result/Impact: Understanding the application and adherence to the code of the conduct, while encouraging 100% of campus stakeholders to read through the document completely increasing positive behaviors and decreasing referrals by 100. Staff Responsible for Monitoring: Campus Administrators Team Leads	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 an 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 the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas by reviewing data for students receiving special education services and determine additional support needed to improve academic performance. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$400	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement. Strategy's Expected Result/Impact: Increased opportunity for student learning and content mastery by closing the opportunity and achievement gaps by 5% Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: State Compensatory Education (SCE) State Program -- Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students based on data analysis through various intervention efforts, including before and after school programs and dedicated intervention periods for all core subjects. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$75,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs. Strategy's Expected Result/Impact: Improved student achievement, social capital, family involvement and a sense of belonging that will be reflected in a 100% follow-up with each student. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

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	ESL Funds	\$400.00
5	2	4	Costs for Teaching and Learning Coach	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$8,000.00
5	2	5	Costs for At-Risk Intervention Teacher	SCE Funds	\$75,000.00
5	2	6	Costs for Student Wellness Interventionist	SCE Funds	\$80,000.00
Sub-Total					\$234,400.00