Goose Creek Consolidated Independent School District

Robert E. Lee High School

2022-2023 Campus Improvement Plan

Public Presentation Date: November 3, 2022

Mission Statement

At Lee High School, we prepare each student to become an academically strong, college and career ready, accountable, productive, independent learner for life.

Vision

Our vision is for students to take ownership of their own learning.

Value Statement

Kid by Kid

Skill by Skill

Bell to Bell

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Lee High School is one of three traditional high schools in Goose Creek Consolidated Independent School District. Lee High School serves approximately 1,775 students in grades 9-12. Lee High School is a diverse campus that hosts the GCCISD STEM Academy. We provide a variety of athletics, fine arts, CTE programs, and clubs to meet the needs of our students. Our instructional focus is centered around feedback information for our students. This feedback is driven by specific learning intentions, that are support by defined student success criteria. Featured instructional practices include WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading), highly effective PLC processes, built in intervention/enrichment programs, and technology integration.
- The student population is as follows; 15% African American, 11% Anglo, < 1% Asian, and 71% Hispanic. Our gender breakdown is as follows 54% Male and 46% Female. The low socioeconomic status of our campus is currently at 81%.
- In a recent study produced by Moak and Casey our campus was identified as the most at-risk campus of the entire Goose Creek District. Out of the 27 risk factors where schools are rated, we were identified as having 23 of the 27 risk factors. This rubric evaluates each school on a variety of external and internal forces, such as parent college attained, single parent household, number of homeless shelters in attendance zone, mobility, chronic absenteeism, and a host of other factors. We have many challenges that are internal and external factors that we grapple with daily. However, the campus climate is one rich in tradition and the belief in our students and the value of family.

Demographics Strengths

The community in which we live would be considered a blue-collar working class. Robert E. Lee High School is the original high school of Baytown with many traditions and a rich legacy of excellence. Much of the community can trace their high school experience to Robert E. Lee High School. In 2013, Robert E. Lee High School was designated by the state of Texas as a historical site. The blue-collar work ethic lends itself to a family atmosphere where respect to others is foundational.

Despite these challenges Robert E. Lee High School has a strong school culture that embraces the family dynamic. We embrace our diversity as a strength while statistically boasting the least amount of out of school suspensions and alternative school placements due to student discipline.

Student Learning

Student Learning Summary

Point of Discussion:

- Robert E. Lee High School the last several years has met the standards as identified by the Texas Educational Agency. We have also earned several distinctions during the time when measured against similar high schools in our accountability group. Our student achievement data as of June 2021 states the following: 73# passing in Algebra (which is a decline of 3% points from 2019), 77% passing Biology (which is a 8% decrease from 2019), 84% passing in US History (which is a 3% decrease from 2019), 52% passing in ELA I (which is a 4% decrease from 2019), and 55% passing in ELA II (1% increase from 219).
- Our current LEP students have performed at the following rates: 72% passing Algebra I (which is down 1% from 2019), 77% passing Biology (which is a 3% increase from 2019), 84% passing in US History (which is a down 1% from 2019), 49% passing in ELA I (which is a 13% increase from 2019) and 55% passing in ELA II (which is an increase of 28% from last year).

Areas that continue to be a focus:

- EB performance in ELA I and ELA II and US History
- Special Education performance on ELA, Biology, Algebra falls significantly below the general population

Student Learning Strengths

- ELA I and II performance is below state and district performance, although there was a significant increase from 2019 levels
- All students at the Masters level improved from 2% in 2019 to 4%
- Hispanic improved in every reporting category
- US History African American student achievement improved in every reporting category

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education and Emergent Bilingual test scores are below the scores of the other campus groups. **Root Cause:** An effective plan for student interventions has not been systemically implemented.

School Processes & Programs

School Processes & Programs Summary

Teachers believe that the district scope and sequence documents are well aligned with both instructional and assessment needs. Rigor and Relevance are clearly expressed expectations in district curriculum and assessment documents ans well as campus leadership expectations. Campus leaders ensure instruction is appropriate and rigorous. There are district created and administered assessment in each core area as well as district benchmarks. Teacher clarity is a major focus for the campus. Campus leadership guided the faculty in shifting from content and language objectives to the more student-centered learning target and success criteria. With this change, instruction became more relevant for students. Planning is done in teams within the PLC framework. Data is analyzed and students are grouped for remediation and enrichment through the PLC process. Most teachers have participated in some degree of SIOP training and have attempted these strategies in class.

School Processes & Programs Strengths

In terms of our programs we have a three pronged focus:

1. Teacher Clarity
2. WICOR/ AVID
3. PLC
4. PBIS

All programs are supported by:

- Apple Distinguished Campus Initiatives including district 1:1 iPad for students and staff
- T-Stem Designated Academy with strong focus and supports in Math and Science
- College and Career Preparation through College and Career Counselor, AVID, Dual Credit, and Pre-AP+AP courses

Perceptions

Perceptions Summary

The overall summary for Lee High School is:

- We have a multi-level approach to meeting the needs of students with varying learning styles as well as diverse backgrounds.
- We seek to meet students where they are by building relationships and focusing on multiple types of data.
- We encourage family and parental involvement to support the whole scholar.
- We gather formative as well summative data to guide instructional practices.
- We host various cultural events so that students feel represented.
- We participate in PLCs to disaggregate data and plan based on student performance.
- We provide Gander Time for students needing extra support or enrichment.

Parents

- Parents feel that curriculum is appropriate for students' ability levels.
- Parents feel that students have a sense of belonging here at Lee.
- Parents feel that students' diverse backgrounds are considered and respected.
- The majority of our parents and family feel that school staff communicates well regarding their students' academic performance as well as their behavioral practices.

Teachers

- Staff find their work engaging and feel a part of a team working toward a common goal.
- Staff knows students who receive special services and are able to support students in special programs.
- Teachers feel confident in the expertise and knowledge demonstrated by administrative staff.
- Teachers feel that they receive constructive performance feedback and have the ability to seek professional growth.
- The majority of staff is clear about their job duties and feel confident in their abilities to perform them with the given resources.

Areas that continue to be a focus:

- Embedding culturally relevant lessons daily.
- Increasing community involvement.
- Recognizing staff for exemplary job performance.
- Restructuring PBIS to meet the needs of students post-Pandemic.
- Attendance
- Discipline

Perceptions Strengths

Evidence of student graduation rates, CCMR points awarded, as well as the myriad of students who earn a range of certifications during their time at Lee are clear indicators of student success.

Students may earn multiple certifications:

- Certified Clinical Medical Assistant
- Certified Nurse's Aide
- Cosmetology Operator License
- Educational Aide
- Health Science Certification
- Microsoft Office Suite
- NCCER Core
- OSHA 30 General

Students in the agricultural program auction livestock as well as handcrafted wood and metal creations.

Students participate in CTE competitions around the state.

We celebrated Giant Decision Day which highlighted 458 students who had been accepted into 90 colleges and universities as well as multiple branches of the armed service.

Priority Problem Statements

Problem Statement 1: Special Education and Emergent Bilingual test scores are below the scores of the other campus groups.

Root Cause 1: An effective plan for student interventions has not been systemically implemented.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Lee High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Through rigorous instruction and timely interventions, we will increase our Level II and Level III percentages.

    Evaluation Data Sources: STAAR, TELPAS, Advanced Placement, TSIA, PSAT, and SAT/ACT Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Masters Level performance on CBAs and benchmarks will be monitored and reviewed with the faculty.	**Formative**		
Strategy's Expected Result/Impact: Increased Masters Level performance **Staff Responsible for Monitoring:** Campus Administrators; Content Specialists	**Nov**	**Feb**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses.	**Formative**		
Strategy's Expected Result/Impact: Increased first time passers. Students completing preparation courses. **Staff Responsible for Monitoring:** Campus Administrators; Content Specialists; Counselors	**Nov**	**Feb**	**June**
Strategy 3 Details	**Formative Reviews**		
Strategy 3: We will continue our LEP monitoring system with our SI teachers and ESL aides. LEP students will be placed in an ESL Reading class for additional support.	**Formative**		
Strategy's Expected Result/Impact: Increase in TELPAS proficiency **Staff Responsible for Monitoring:** Campus Administrators; Content Specialists **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - $400	**Nov**	**Feb**	**June**
Strategy 4 Details	**Formative Reviews**		
Strategy 4: We will continue our Special Education monitoring system by ensuring that teachers are closely monitoring their responsible students and are regularly using inclusion strategies in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Completed SPED paperwork; completed "failure" ARDs; campus audits for student progress monitoring documents; continual analysis and review of SPED performance on CBAs, benchmarks, and EOC exams. **Staff Responsible for Monitoring:** Campus Administrators; Content Specialists **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $400	**Nov**	**Feb**	**June**

Strategy 5 Details	**Formative Reviews**		

Strategy 5: We will continue to provide a structured intervention/enrichment time within the school day to support student academic growth. ("Gander Time")
 	
    Strategy's Expected Result/Impact: Increase in performance on STAAR test, support growth in formative assessment data, and extend student knowledge.
    Staff Responsible for Monitoring: Campus Administrators; Content Specialists
 	
    Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - GT Funds - $750
	Formative		

	Nov	**Feb**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Lee High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: 100% of seniors at Lee High School will be accepted to a two-year college, technical school, four-year college or military branch of service.

    Evaluation Data Sources: National Clearing House Reports, CTE Reports, Apply Texas Completions.

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of seniors at Lee High School will complete an online college application.	**Formative**		
Strategy's Expected Result/Impact: Online reports of seniors applying to a college, technical school or university. **Staff Responsible for Monitoring:** Campus Administrators; College & Career Counselor; Senior Counselor	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to increase the percentage of students taking Dual Credit and Advanced Placement classes at Lee High School.	**Formative**		
Strategy's Expected Result/Impact: Dual Credit/AP course offerings report; Dual credit/AP student enrollment increase in numbers **Staff Responsible for Monitoring:** Campus Administrators; College & Career Counselor **Funding Sources:** Cost for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - $75,000	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase AP performance to 35% of all student making 3's or higher.	**Formative**		
Strategy's Expected Result/Impact: AP meetings; clear guidelines for goals and expectations with AP team **Staff Responsible for Monitoring:** Campus Administrators; Content Specialists	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: All juniors and seniors at Lee High School will take at least one college preparation/entrance exams (ACT, SAT, PSAT, TSIA).	**Formative**		
Strategy's Expected Result/Impact: SAT, PSAT, ACT, TSIA reports **Staff Responsible for Monitoring:** Campus Administrators; College & Career Counselor	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Lee High School will increase the number of students who are served in AVID.	**Formative**		
Strategy's Expected Result/Impact: Percentage of students taking the AVID elective class; percentage of students who are in AVID three or more years (retention); opportunities for AVID site team members to connect or interact with AVID students; ongoing recruitment and connections with JH feeder schools/ AVID programs. **Staff Responsible for Monitoring:** Campus Administrators; AVID Campus Team	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Lee High School will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Lee HS will continue to implement structures in order to actively monitor classroom instruction and student progress.

    Evaluation Data Sources: PLC process implemented to accurately track teacher planning and administrator walk-through. Common Formative Assessment data review.

Strategy 1 Details			Formative Reviews		
Strategy 1: Lee will effectively implement the PLC process.			**Formative**		
Strategy's Expected Result/Impact: Increased STAAR scores			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators					
Strategy 2 Details			Formative Reviews		
Strategy 2: PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs.			**Formative**		
Strategy's Expected Result/Impact: Improved student assessment scores			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators					
Strategy 3 Details			Formative Reviews		
Strategy 3: Provide coaching opportunities for identified classrooms to improve instructional quality and student success in EOC testing areas.			**Formative**		
Strategy's Expected Result/Impact: Increased STAAR scores			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach **Funding Sources:** Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - $70,000					
Strategy 4 Details			Formative Reviews		
Strategy 4: All Lee High School faculty will regularly incorporate effective research based strategies and technology integration in order to increase the rigor of their lessons.			**Formative**		
Strategy's Expected Result/Impact: Improved student performance			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 3: Lee High School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Implement structures at Lee High School that will address common graduation obstacles, including student seat time, credit recovery, and testing remediation.

Evaluation Data Sources: PBIS Reports, Attendance Reports, Failure Reports, and Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The Student Support Team will meet weekly to identify students with attendance, academic, and/or behavior needs and provide them with assistance and resources to increase student success.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Targeted intervention through assigned remediation courses. **Staff Responsible for Monitoring:** Campus Administrators; SST Team **Funding Sources:** Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - $75,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Accelerated Instruction, including high impact tutorials, will be implemented to support identified at-risk students in order to increase academic performance.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Targeted intervention through assigned remediation courses. **Staff Responsible for Monitoring:** Campus Administrators; Teaching and Learning Coach **Funding Sources:** Payroll costs for intervention- tutoring, academic recovery, etc. - Coordination of Local and State Funds - SCE Funds - $13,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will continue to implement a targeted intervention program for students who are at risk of failing classes or the EOC exams.	**Formative**		
Strategy's Expected Result/Impact: Reduced failure rates in EOC tested areas.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach; Content Specialists			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide a variety of credit recovery opportunities for students at risk of not graduating, including credit recovery, attendance recovery, creative scheduling to meet the needs of at-risk students, and recommendations of the SST Team.	**Formative**		
Strategy's Expected Result/Impact: Increase in graduation rate, credit and attendance data, and home visits	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach			

Strategy 5 Details	Formative Reviews		
Strategy 5: Incentivize attendance through PBIS.	**Formative**		
Strategy's Expected Result/Impact: More students on time to class; fewer students in the halls during the beginning and end of class. Improve ADA	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

 No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Lee High School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Lee High School faculty will be proactive and consistent in enforcing a positive, structured campus environment as well as provide a positive campus atmosphere that reinforces high expectations, promotes school spirit and rewards student accomplishments.

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers and administrators will follow the campus discipline management process and code of conduct.	**Formative**		
Strategy's Expected Result/Impact: Reduced discipline referrals by teacher or grade level.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and administrators will enforce Gander PRIDE: Prepare for Success, Respect for All, Integrity, Determination, and Engagement	**Formative**		
Strategy's Expected Result/Impact: Training at Back to School orientation completed, PBIS lessons completed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through the use of campus incentives in the classroom all faculty will implement the elements of the PBIS (Positive Behavioral Intervention & Support) system.	**Formative**		
Strategy's Expected Result/Impact: Reduction in discipline referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will continue to provide campus activities that increase school spirit and pride. Examples include attendance and grade incentives, recognizing student success through display boards (e.g. Ganders Taking Flight), recognizing teacher accomplishments in faculty meetings (MVP trophy and Championship Belt).	**Formative**		
Strategy's Expected Result/Impact: Increase in school spirit and morale	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Lee High School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Lee High School will recruit and retain highly effective personnel.

    Evaluation Data Sources: Certification data and Teacher Retention Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs (when applicable) and recruit early from a pool of highly effective teachers in core academic subjects.	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	**Formative**		
Strategy's Expected Result/Impact: Increase in teacher retention	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: Lee High School will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Lee High School will provide multiple opportunities for parents to participate in their child's educational career.

    Evaluation Data Sources: Parent Event Documents, Phone Call Logs, Volunteer Reports, PIE Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend monthly PIE meetings, utilize resources for students.	**Formative**		
Strategy's Expected Result/Impact: Increase in community partnerships through PIE	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Lee High School will host various activities and events for parents, such as grade level meetings, program meetings (AVID, booster club, STEM), college/career readiness meetings, FAFSA night, Senior Experience, ESL Parent Outreach, Fish Camp and test prep meetings in order to encourage parents to participate in their student's high school education.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parental involvement.			
Staff Responsible for Monitoring: Campus Administrators; College & Career Counselor			

Strategy 3 Details	Formative Reviews		
Strategy 3: Lee High School will continue to communicate to parents using weekly newsletters (Week at a Glance), parent emails, IRIS alerts, website postings, Facebook updates and parent conferences/meetings.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parent communication			
Staff Responsible for Monitoring: Campus Administrators			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 7: Lee High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Instructional technology will be used to increase student interest, motivation and achievement.

    Evaluation Data Sources: Usage Reports, Training Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will regularly integrate technology tools into their lessons, with a heavy emphasis on iPads and Promethean boards.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: We will actively utilize our college/career computer lab, and other labs, to assist with college readiness testing, online application and scholarships.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators; College & Career Counselor	**Nov**	**Feb**	**June**
Strategy 3 Details	**Formative Reviews**		
Strategy 3: New Teacher Induction training to ensure all teachers meet Apple Distinguished School Criteria.	**Formative**		
Strategy's Expected Result/Impact: Meet Apple Distinguished Renewal Criteria **Staff Responsible for Monitoring:** Campus Administrators; Librarian	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Campus Funding Summary

			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental instructional materials	ESL Funds	$400.00
1	1	4	Supplemental instructional materials	Special Education Funds	$400.00
1	1	5	Supplemental Materials and Supplies	GT Funds	$750.00
1	2	2	Cost for College and Career Counselor	CCMR Funds	$75,000.00
2	1	3	Costs for Teaching and Learning Coach	SCE Funds	$70,000.00
3	1	1	Costs for Student Wellness Interventionist	SCE Funds	$75,000.00
3	1	2	Payroll costs for intervention- tutoring, academic recovery, etc.	SCE Funds	$13,000.00
				Sub-Total	$234,550.00