

Goose Creek Consolidated Independent School District

Robert E. Lee High School

2023-2024 Campus Improvement Plan



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 1,785 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, technology integration, and AVID support.
- The student population is as follows; 14% African American, 11% Anglo, < 1% Asian, and 73% Hispanic. Our gender breakdown is as follows 55% Male and 45% Female. The low socioeconomic status of our campus is currently at 82%.
- 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 challenges Robert E. Lee High School has a strong school culture that embraces the family dynamic. We embrace our diversity as a strength.

Student Learning

Student Learning Summary

- Robert E. Lee High School has met the standards identified by the Texas Educational Agency for several years and has recently received the Postsecondary Readiness distinction.
- Our student achievement data as of December 2022 states the following: 52% passing in English I (increase of 3%), 62% passing in English II (increase of 7%), 68% passing in Algebra I (decrease of 4%), 78% passing in Biology (increase of 1%) and 83% passing in U.S. History (decrease of 1%).
- Our LEP population has performed at the following rates: 31% passing in English I (decrease of 4%), 35% passing in English II (increase of 1%), 59% passing in Algebra I (decrease of 4%), 67% passing in Biology (decrease of 3%) and 68% passing in U.S. History (increase of 4%).
- Our Special Education students performed at the following rates: 23% passing in English I (increase of 17%), 20% passing in English II (increase of 2%), 45% passing in Algebra I (increase of 4%), 54% passing in Biology (increase of 24%) and 64% passing in U.S. History (increase of 4%).

Areas that continue to be a focus:

- All populations except for Special Education saw a decrease in Algebra I scores between the 2021 and 2022 school year. African American decreased 16% from 75% to 59%, Hispanic decreased 3% from 72% to 69%, and White decreased 4% from 77% to 73%, and LEP decreased 4% from 63% to 59%.
- Compared to 2019, Mathematics across the campus has decreased 20% while English has increased 5%.

Student Learning Strengths

- English I SPED student achievement increased 17%.
- English II saw student achievement growth in African American increasing 17%, Hispanic increasing 6%, White increasing 6% and LEP increasing 1%.
- English II all students at Masters level improved from 3% to 4%.
- Algebra I all students at Masters level improved from 15% to 17%.
- Biology all students at Masters level improved from 15% to 17%.
- Biology SPED student achievement increased 24%.
- U.S. History LEP and SPED student achievement increased 4%.

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 as 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.

School Processes & Programs Strengths

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

- Teacher Clarity
- WICOR/ AVID
- PLC
- PBIS

All programs are supported by:

- Apple Distinguished Campus Initiatives including district 1:1 iPad for students and staff
- NCAC National Model and P-Tech (planning year) 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 as 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.

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.
- Most of our parents and families feel that school staff communicate inconsistently, especially concerning grades and progress.
- Parents are highly concerned about the safety and security of our scholars.

Teachers

- Staff find their work engaging and feel a part of a team working toward a common goal.
- Staff know students who receive special services and can support students in special programs.
- Teachers feel that they receive constructive performance feedback and can seek professional growth.
- Most staff members are clear about their job duties and feel confident in their abilities to perform them with the given resources.
- Many teachers feel that discipline of poor behaviors have inconsistent consequences.
- Most staff members are very concerned about the safety and security of our campus and scholars.

Perceptions Strengths

- Teachers value students' opinions and ideas.
- Teachers feel supported academically.
- Students feel loved and cared for by teachers and staff members.
- Safety concerns have begun to be addressed with visible staff in the commons moving the traffic to the next class.
- Classroom doors are locked during class time.
- Minimizing hallway traffic during class has been very effective.
- The weekly SWAG has been a great tool to keep faculty informed about events and important information.

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-P ESS 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		
<p>Strategy 1: Masters Level performance on CBAs, CUAs, and benchmarks will be monitored and reviewed with the faculty. Strategy's Expected Result/Impact: Increased Masters Level performance by 1%. Staff Responsible for Monitoring: Campus Administrators; Content Specialists</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses. Strategy's Expected Result/Impact: Increased first time passers by 5%. Students completing preparation courses. Staff Responsible for Monitoring: Campus Administrators; Content Specialists; Counselors</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Increase in TELPAS proficiency by 5%. Staff Responsible for Monitoring: Campus Administrators; Content Specialists Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$400</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Completed SPED paperwork; completed "failure" ARDs; campus audits for student progress</p>	Formative		
	Nov	Feb	June


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

 No Progress

 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. 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	Formative		
	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. Strategy's Expected Result/Impact: Dual Credit/AP course offerings report; Dual credit/AP student enrollment increase in numbers by 2%. 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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase AP performance to 35% of all student making 3's or higher. Strategy's Expected Result/Impact: AP meetings; clear guidelines for goals and expectations with AP team Staff Responsible for Monitoring: Campus Administrators; Content Specialists	Formative		
	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). Strategy's Expected Result/Impact: SAT, PSAT, ACT, TSIA reports Staff Responsible for Monitoring: Campus Administrators; College & Career Counselor	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Lee High School will increase the number of students who are served in AVID by 10%.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators; AVID Campus Team</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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. Strategy's Expected Result/Impact: Increased STAAR scores (Approaches 5%, Meets 3% and Masters 1%) Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs. Strategy's Expected Result/Impact: Improved student assessment scores (Approaches 5%, Meets 3% and Masters 1%) Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide coaching opportunities for identified classrooms to improve instructional quality and student success in EOC testing areas. Strategy's Expected Result/Impact: Increased STAAR scores (Approaches 5%, Meets 3% and Masters 1%) 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	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Improved student performance (Approaches 5%, Meets 3% and Masters 1%). Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Targeted intervention through assigned remediation courses.</p> <p>Staff Responsible for Monitoring: Campus Administrators; SST Team</p> <p>Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$75,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Accelerated Instruction, including high impact tutorials, will be implemented to support identified at-risk students in order to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Targeted intervention through assigned remediation courses.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach</p> <p>Funding Sources: Payroll costs for intervention- tutoring, academic recovery, etc. - Coordination of Local and State Funds - SCE Funds - \$13,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will continue to implement a targeted intervention program for students who are at risk of failing classes or the EOC exams.</p> <p>Strategy's Expected Result/Impact: Reduced failure rates in EOC tested areas (Approaches 5%, Meets 3% and Masters 1%)</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach; Content Specialists</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in graduation rate by 1%, and attendance data by 7%, and home visits</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Incentivize attendance through PBIS. 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 by 7%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>Strategy 1: All teachers and administrators will follow the campus discipline management process and code of conduct. Strategy's Expected Result/Impact: Reduced discipline referrals by teacher or grade level by 2%. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and administrators will enforce Gander PRIDE: Prepare for Success, Respect for All, Integrity, Determination, and Engagement Strategy's Expected Result/Impact: Training at Back to School orientation completed, PBIS lessons completed Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Reduction in discipline referrals by 2%. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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). Strategy's Expected Result/Impact: Increase in school spirit and morale Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  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. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increase in teacher retention by 2%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  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		
<p>Strategy 1: Attend monthly PIE meetings, utilize resources for students. Strategy's Expected Result/Impact: Increase in community partnerships through PIE by 100%. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Increase in parental involvement by 10%. Staff Responsible for Monitoring: Campus Administrators; College & Career Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Increase in parent communication by sending a parent newsletter from the Principal home monthly. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  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. Strategy's Expected Result/Impact: Increase in student achievement (Approaches 5%, Meets 3% and Masters 1%). Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Increase in student achievement (Approaches 5%, Meets 3% and Masters 1%). Staff Responsible for Monitoring: Campus Administrators; College & Career Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: New Teacher Induction training to ensure all teachers meet Apple Distinguished School Criteria. Strategy's Expected Result/Impact: Meet Apple Distinguished Renewal Criteria Staff Responsible for Monitoring: Campus Administrators; Librarian	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
1	1	3	Supplemental instructional materials	ESL Funds	\$400.00
1	1	4	Supplemental instructional materials	Special Education Funds	\$400.00
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					\$233,800.00