

Goose Creek Consolidated Independent School District

Impact Early College High School

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

We will prepare all students enrolled at IMPACT Early College High School to be college-ready, independent, and skilled citizens. We will provide all students with a rigorous, challenging academic environment that encourages and actively supports high school and college graduation.

Vision

Impacting lives today and tomorrow.

Value Statement

The faculty and administration of Impact Early College High School commit to:

Incorporate WICOR/CIF across the curriculum on a daily basis.

Collect, analyze, collaborate and communicate student data to provide opportunities for growth and intervention.

Implement student based instructional technology in the classroom at least once a six weeks.

Develop and maintain a rapport within and among students to foster a physically and emotionally safe and inclusive environment.

Provide opportunities for leadership and creativity through a culture of service.

Table of Contents

Comprehensive Needs Assessment Data Documentation 4

Goals 6

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 6

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 12

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 14

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 17

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 19

Campus Funding Summary 22

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025 - 2026 school will focus on teachers showing students how to find and track their TEKS-based CUA data and triangulate it with MAP data (as available) as well as have teachers offer ways for students to record their growth goals, have teachers monitor students as they set goals for future assessments, and have students reflect on their learning using self-reflection matrix.

If we implement personalized goal setting based on historical STAAR performance, CUA performance, and MAP data, then students will discover their own areas for academic growth.

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

Strategy 1 Details
<p>Strategy 1: The campus will clearly post learning intentions and success criteria based on high-priority TEKS determined through comprehensive data analysis (STAAR, MAP, CUA). Provide small-group intervention based on areas of low student performance on CUAs and MAP. Help teachers gain understanding of priority TEKS using the data from the TEA Research Portal (Item Analysis) available at https://txresearchportal.com/results.</p> <p>Strategy's Expected Result/Impact: Utilize CUA data; Eduphoria Teacher Learning Report and Sub-cluster Report; MAP Custom Goal Setting Report to monitor and provide feedback. Meet 1 x per month to review CUA data and discuss RARE plans. Meet with Instructional Coaches to reinforce instructional priorities.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement classroom-based systems of TEKS goal setting. Students can tell you their own strengths and weaknesses and areas where they need additional support. Students will generate artifacts of learning in a digital notebook that the teachers share during PLC. Students write a reflection after significant testing milestones. Students use self-reflection matrix of sure/not sure/right/wrong.</p> <p>Strategy's Expected Result/Impact: Lead4ward TEKS tracker customized for student use based on student learning progression and learning targets measured by CUAs. Teachers confer weekly with every student about his or her reading/writing. Artifact analysis at PLC and Faculty Meetings. Meet 1x per month to review student artifacts and CUA data. Work with TLC for rubric training for teachers and students. Students need to know what earns points in the STAAR rubric world. These meetings center around data collection - warehoused in Google Folders.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>

Strategy 3 Details

Strategy 3: The campus will utilize school-wide systems of personalized assessment and screener goal sheets and progress monitoring in content-area classes and MAPS/AVID classes Friday Study Hall (includes all IMPACT students). Students can show you what they need to learn and relearn. Focus is on self-reflection process and teacher/campus administrator monitoring. Students track assessment and screener data collected from CUA, MAP, and STAAR Interim data.

Strategy's Expected Result/Impact: Student assessment data tracker housed in Google Classroom. Comprehensive, whole-school focus of assessment data folder housed in Friday Study Hall classroom through Google Classroom. Student records and updates folder with current STAAR, MAP, TSIA, and PSAT scores. Friday Study Hall teacher monitors student completion on weekly check-in. Campus administrators are included as teachers in the Friday Study Hall Class and can provide affirmation and encouragement. Students update Google Doc weekly with updated assessment and screener activity as well as updated Progress Learning activity - there's always something to do in Progress Learning! Teachers and campus administrators review GClass folders weekly to reward and encourage students. Student Google Doc is housed in student Google Drive so it will remain with student.

Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025 - 2026 school year will focus on teachers showing students how to find and track their TEKS-based CUA data and triangulate it with MAP data (as available) as well as have teachers offer ways for students to record their growth goals, have teachers monitor students as they set goals for future assessments, and have students reflect on their learning using self-reflection matrix.

If we implement personalized goal setting based on historical STAAR performance, CUA performance, and MAP data, then students will discover their own areas for academic growth.

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

Strategy 1 Details
<p>Strategy 1: The campus will clearly posted learning intentions and success criteria based on high-priority TEKS determined through comprehensive data analysis (STAAR, MAP, CUA). Small-group intervention based on areas of low student performance on CUAs and MAP. Teachers gain understanding of priority TEKS using the data from the TEA Research Portal (Item Analysis) available at https://txresearchportal.com/results.</p> <p>Strategy's Expected Result/Impact: CUA data; Eduphoria Teacher Learning Report and Sub-cluster Report; MAP Custom Goal Setting Report. Meet 1 x per month to review CUA data and discuss RARE plans. Meet with Instructional Coaches to reinforce instructional priorities.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement classroom-based systems of TEKS goal setting. Students can tell you their own strengths and weaknesses and areas where they need additional support. Students will generate artifacts of learning in a digital notebook that the teachers share during PLC. Students write a reflection after significant testing milestones. Students use self-reflection matrix of sure/not sure/right/wrong.</p> <p>Strategy's Expected Result/Impact: Lead4ward TEKS tracker customized for student use based on student learning progression and learning targets measured by CUAs. Teachers confer weekly with every student about his or her reading/writing. Artifact analysis at PLC and Faculty Meetings.Meet 1x per month to review student artifacts and CUA data. Work with TLC for rubric training for teachers and students. Students need to know what earns points in the STAAR rubric world. These meetings center around data collection - warehoused in Google Folders.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>

Strategy 3 Details

Strategy 3: The campus will utilize school-wide systems of personalized assessment and screener goal sheets and progress monitoring in content-area classes and MAPS/AVID classes Friday Study Hall (includes all IMPACT students). Students can show you what they need to learn and relearn. Focus is on self-reflection process and teacher/campus administrator monitoring. Students track assessment and screener data collected from CUA, MAP, and STAAR Interim data.

Strategy's Expected Result/Impact: Student assessment data tracker housed in Google Classroom. Comprehensive, whole-school focus of assessment data folder housed in Friday Study Hall classroom through Google Classroom. Student records and updates folder with current STAAR, MAP, TSIA, and PSAT scores. Friday Study Hall teacher monitors student completion on weekly check-in. Campus administrators are included as teachers in the Friday Study Hall Class and can provide affirmation and encouragement.

Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025 - 2026 school year will focus on teachers showing students how to find and track their TEKS-based CUA data and triangulate it with MAP data (as available) as well as have teachers offer ways for students to record their growth goals, have teachers monitor students as they set goals for future assessments, and have students reflect on their learning using self-reflection matrix.

If we implement personalized goal setting based on historical STAAR performance, CUA performance, and MAP data, then students will discover their own areas for academic growth.

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

Strategy 1 Details
<p>Strategy 1: The campus will clearly posted learning intentions and success criteria based on high-priority TEKS determined through comprehensive data analysis (STAAR, MAP, CUA). Small-group intervention based on areas of low student performance on CUAs and MAP. Teachers gain understanding of priority TEKS using the data from the TEA Research Portal (Item Analysis) available at https://txresearchportal.com/results.</p> <p>Strategy's Expected Result/Impact: CUA data; Eduphoria Teacher Learning Report and Sub-cluster Report; MAP Custom Goal Setting Report. Meet 1 x per month to review CUA data and discuss RARE plans. Meet with Instructional Coaches to reinforce instructional priorities.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement classroom-based systems of TEKS goal setting. Students can tell you their own strengths and weaknesses and areas where they need additional support.</p> <p>Strategy's Expected Result/Impact: Lead4ward TEKS tracker customized for student use based on student learning progression and learning targets measured by CUAs. Meet 1x per month to review student artifacts and CUA data.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>
Strategy 3 Details
<p>Strategy 3: The campus will utilize personalized goal sheets and progress monitoring in content-area classes and MAPS/AVID classes. Students can show you what they need to learn and relearn. Focus is on self-reflection process. Data collected from CUA, MAP, and STAAR Interim data.</p> <p>Strategy's Expected Result/Impact: Student TEKS tracker housed in student notebook; work with TLC for rubric training for teachers and students</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025 - 2026 school year will focus on attaining distinctions by reviewing our comparison group data and implementing strategies to increase improvement in all areas to achieve the distinction.

If we score in the top quartile (Top 25%) of our comparison group in these AADD Social Studies Indicators: Attendance Rate, Grade 8 Social Studies Performance (Masters Grade Level), EOC U.S. History Performance (Masters Grade Level), Retest Growth-Social Studies, and Advanced/Dual-Credit Course Completion Rate-Social Studies (grades 9-12), then we will achieve Distinction status.

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

Strategy 1 Details
<p>Strategy 1: The campus will clearly post learning intentions and success criteria based on high-priority TEKS. Provide small-group intervention based on areas of low student performance on CUAs and MAP, for example RARE days. Help teachers gain additional understanding of priority TEKS using the data from the TEA Research Portal available at https://txresearchportal.com/results.</p> <p>Strategy's Expected Result/Impact: CUA data; Eduphoria Teacher Learning Report and Sub-cluster Report; MAP Custom Goal Setting Report. Meet 1 x per month to review CUA data and discuss RARE plans. Meet with Instructional Coaches to reinforce instructional priorities.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement classroom-based systems of TEKS goal setting. Students can tell you their own strengths and weaknesses and areas where they need additional support.</p> <p>Strategy's Expected Result/Impact: Lead4ward TEKS tracker customized for student use based on student learning progression and learning targets measured by CUAs. Meet 1x per month to review student artifacts and CUA data.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>
Strategy 3 Details
<p>Strategy 3: The campus will utilize personalized goal sheets and progress monitoring in content-area classes and MAPS/AVID classes. Students can show you what they need to learn and relearn. Focus is on self-reflection process. Data collected from CUA, MAP, and STAAR Interim data.</p> <p>Strategy's Expected Result/Impact: Student TEKS tracker housed in student notebook. Self-reflection matrix will be housed in student notebook (digital or paper). Work with TLC for item analysis input and new test items.</p> <p>Staff Responsible for Monitoring: Campus Principal and Academic Dean/AP</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

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

Evaluation Data Sources: Parent participation reports and surveys
Community participation reports

Strategy 1 Details
<p>Strategy 1: The campus will communicate with parents via ParentSquare posts/messages, parent e-mails, website postings, campus events, social media and parent conferences.</p> <p>Strategy's Expected Result/Impact: Maintain an updated website, by reviewing every Friday and emailing campus webmaster with updates</p> <p>Send out newsletters</p> <p>Utilize ParentSquare for communication including calls/emails/texts</p> <p>Run reports to document all communication</p> <p>Post info on social media sites</p> <p>Keep sign-in sheets and agendas</p> <p>Staff Responsible for Monitoring: Campus Administrators, Webmaster, Social Media Coordinator</p>
Strategy 2 Details
<p>Strategy 2: The campus will work with it's Partner In Education to promote education, parental involvement, and community supports including activities such as Red Ribbon week, contributions toward membership in Phi Theta Kappa, etc., and other activities as agreed upon.</p> <p>Strategy's Expected Result/Impact: Submit annual PIE report</p> <p>Increased student participation</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, PIE Liaison</p>
Strategy 3 Details
<p>Strategy 3: Parent and student meetings will be conducted throughout the year to inform the stakeholders about academic strengths, areas of concern, parental support, and student expectations as well as AVID strategies and college entrance concerns.</p> <p>Strategy's Expected Result/Impact: Maintain an updated website, by reviewing every Friday and emailing campus</p> <p>Send out newsletters</p> <p>Utilize ParentSquare for communication including calls/emails/texts</p> <p>Post info on social media sites</p> <p>Keep sign-in sheets and agendas</p> <p>Staff Responsible for Monitoring: Campus Administrators, Webmaster, Social Media Coordinator</p>

Strategy 4 Details

Strategy 4: The campus will contact parents of students that are marked absent for the day to discuss reason for absence. Parents will be reminded of the importance of attending class and the ramifications for missing a college class.

Strategy's Expected Result/Impact: Monitor attendance reports

Keep parent phone call log to document daily calls

Keep Minutes of all Discussions and Deliberations

Improve Attendance

Staff Responsible for Monitoring: Campus Administrators, SST Team, Attendance Clerk

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Academic Reports

Attendance Reports

Discipline Reports

Strategy 1 Details
<p>Strategy 1: Guidelines and criteria will be developed so students know minimum performance expectations at IMPACT.</p> <p>Strategy's Expected Result/Impact: Structured Guidelines to Implement Increase in Students Remaining at IMPACT</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: When students feel they want to leave IMPACT, a conference will be scheduled with parents, students, and school officials to discover why they want to leave and what can be done to encourage them to stay and complete their degree. Once that is determined, a plan will be developed and students must comply with their individual support plan to the best of their ability with parent assistance before it is considered that they might return to their home campus to earn their High School diploma.</p> <p>Strategy's Expected Result/Impact: Analyze progress reports, report cards and college grades to determine which students to target for tutorials Develop and share committee's finalized plan and minutes of meetings for each student Meet with parents and keep minutes of meeting Summer Bridge program to introduce incoming students to IMPACT and to set expectations for academics, behavior, and success at IMPACT and Lee College</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p>
Strategy 3 Details
<p>Strategy 3: Using the guidelines and criteria for minimum performance expectations at IMPACT, a committee will review any students failing to meet these expectations and develop a plan to help the students meet the expectations and provide support.</p> <p>Strategy's Expected Result/Impact: Analyze progress reports, report cards and college grades to determine which students to target for tutorials Develop and share committee's finalized plan and minutes of meetings for each student Meet with parents and keep minutes of meeting Summer Bridge program to introduce incoming students to IMPACT and to set expectations for academics, behavior, and success at IMPACT and Lee College</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p>

Strategy 4 Details

Strategy 4: All IMPACT teachers will offer after school tutorials for at-risk students in need of additional instruction.

Strategy's Expected Result/Impact: Analyze progress reports, report cards and college grades to determine which students to target for tutorials

Develop and share committee's finalized plan and minutes of meetings for each student

Meet with parents and keep minutes of meeting

Summer Bridge program to introduce incoming students to IMPACT and to set expectations for academics, behavior, and success at IMPACT and Lee College

Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers

Strategy 5 Details

Strategy 5: The SST Team will meet and identify students that are having difficulty with attendance, academic, and/or behavior needs in order to provide support and/or resources to the student and/or the parent to increase student achievement.

Strategy's Expected Result/Impact: Increase in student achievement as reflected by state testing scores.

Staff Responsible for Monitoring: Campus Administrators, SST Team

Strategy 6 Details

Strategy 6: Student conferences will be scheduled for any student who misses more than three days, regardless for the reason of the absences. If absences continue, a parent conference will be scheduled for students who miss 5 or more days. At the conference a plan will be developed by the parent, student, and Academic Dean/Assistant Principal to eliminate any further absences. In addition, a state and district required contract will be reviewed and signed by all parties.

Strategy's Expected Result/Impact: Maintain minutes from meeting and signed contracts, review minutes from SST, monitor attendance reports from Project Truancy, keep parent phone call log to document daily calls, monitor and discuss attendance concerns during weekly SST meetings, OnData Suite for attendance data

Staff Responsible for Monitoring: Campus Administrators, SST Team, Attendance Clerk

Strategy 7 Details

Strategy 7: Provide incentives for students achieving perfect attendance as well as improved attendance and/or expected behavior standards each grading period and semester.

Strategy's Expected Result/Impact: List individual students getting the awards

Use the Prize Wheel for no tardies every 9 weeks

Exam exemptions incentivizing attendance and discouraging needlessly missing class

Positive rewards will encourage students to meet expected behavior. Implement a button reward system that rewards positive educational attainment (e.g. Dean's List) based on student semester grades. Analyze Review 360 discipline frequency reports to determine changes (trending positively and negatively) in student behavior patterns. Reward students based on improvement using Review360.

Staff Responsible for Monitoring: Campus Administrators

Strategy 8 Details

Strategy 8: Maintain and grow the IMPACT Bullying Prevention Committee and continue representation on the District Anti-Bullying Committee.

Strategy's Expected Result/Impact: Increased student awareness of bullying and input on how to address/decrease bullying incidents, as measured by frequency of reports entered in Review360 and/or frequency of reports to the Bullying Hotline.

Staff Responsible for Monitoring: Campus Administrators, Counselor, SWI

Strategy 9 Details
<p>Strategy 9: As needed, plans will be developed for students to receive instruction and intervention on issues of concern that include bullying, abuse, self-harm, tolerance, or other topics.</p> <p>Strategy's Expected Result/Impact: Reflect in classroom observations</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

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: Staffing reports

Strategy 1 Details
<p>Strategy 1: IMPACT administration will attend job fairs and recruit early from a pool of highly effective teachers in core subject areas and ensure that all assignments and reassignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: Attend job fairs per recruiting schedule and hire 100% highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Ensure teachers attend district professional development during the course of the school year to build on their quality of instruction.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for teacher growth Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: Develop staff development growth plans for all non-highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for teacher growth Increase quality of instruction</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 4 Details
<p>Strategy 4: IMPACT will send delegates from our campus to the AVID professional development conference. These teachers will share strategies learned.</p> <p>Strategy's Expected Result/Impact: Write meeting minutes to show strategies Spotlight a strategy once a month Collect certificates from AVID summer institute.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus AVID Coordinator</p>

Strategy 5 Details

Strategy 5: Each year administration, faculty and staff will receive an overview training to identify signs of abuse including but not limited to bullying, abuse, self-harm, tolerance, or other topics.

Strategy's Expected Result/Impact: File training certificates and sign in sheets
Reflect in classroom observations

Staff Responsible for Monitoring: Campus Administrators

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p>Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p>Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

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
<p>Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300</p>

Strategy 4 Details

Strategy 4: Career and Technology Education State Program - The campus will facilitate funds to prepare students for successful careers in a dynamic economy by improving program quality, expanding access, supporting educators, and aligning with workforce demands.

Strategy's Expected Result/Impact: Student and Staff Data Reports

Program of Study Reports

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for Staff and Program materials - Coordination of Local and State Funds - CTE Funds - \$85,000

Strategy 5 Details

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 as well as social-emotional student supports 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

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for Tutorial Teacher Pay and Bus Transportation - Coordination of Local and State Funds - SCE Funds - \$4,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000

Strategy 6 Details

Strategy 6: College, Career, and Military Readiness State Program - Address higher education/continuing education by providing opportunities for all students through the campus College and Career Center and Counseling Department.

Strategy's Expected Result/Impact: PSAT Improvement

TSIA Improvement

Dual Credit Improvement

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$85,000

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	\$300.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
5	2	4	Costs for Staff and Program materials	CTE Funds	\$85,000.00
5	2	5	Costs for Tutorial Teacher Pay and Bus Transportation	SCE Funds	\$4,000.00
5	2	5	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	6	Costs for College and Career Counselor	CCMR Funds	\$85,000.00
Sub-Total					\$245,100.00