

# **Goose Creek Consolidated Independent School District**

## **Robert E. Lee High School**

### **2025-2026 Goose Creek CISD Board Review - September 2025**



# 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 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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 1:** The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for 62% of ELA 1 students to score a 2 or higher on the STAAR 2025 extended response.

(If students are able to deconstruct a prompt and use appropriate conventions/organization, then they will successfully be able to respond to the extended constructed response rubric)

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will data from STAAR test to identify students who scored zeros on last STAAR performance extended constructive response, then the team will create a rotation for each student to receive targeted tier 2 instruction for support on the extended constructive responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress Monitoring to be completed through PLC and Data Analysis reviews will focus on review of the artifacts to see improvement in the extended constructive responses from the tier 2 pull outs with an expectation to meet the Campus identified ELA CAAP goal.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus teachers will use district resources such as Rubric Remedies to target student's areas of weakness in writing. All students in ELA 1 will read, write, and speak daily. Teachers will use data trackers to track student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified ELA CAAP goal, the Team will use data analysis reports from assessments to alter strategies as needed to increase student performance. Team will monitor the progress and make adjustments. Teacher trackers will be used for PLC and data meetings after every CUA. Campus ELA Admin Team will invite AED/C&amp;I to meetings for additional analysis and planning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Students will use a campus color coded system to interact with exemplar extended responses focusing on structure and the needs of the rubric. This practice will transfer to the student's own writing. Students will track their individual progress and goal set.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified ELA CAAP goal, students will be issued rubrics. Students will interact with multiple exemplars. Students will be accountable for structures. Student trackers will be checked by teacher, TLC, and administrators during walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 2:** The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for at least 75% of all students to achieve the "Approaches Grade Level" standard, 42% to achieve the "Meets Grade Level" standard, and 15% to achieve the "Masters Grade Level" standard on the Algebra I EOC STAAR Assessment.

(If there is consistent implementation of spiraling assignments, adherence to a full lesson cycle (including warm-ups and exit tickets), and the integration of targeted notes to increase the level of rigor in instruction, then increases in achievement can be reached.)

**Evaluation Data Sources:** STAAR Results, Benchmark Assessments, CUA Data, PLC and CFA data, and Universal Screeners, Data Trackers

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will utilize RARE Days (Reteach, Assess, Review and Extend) based upon student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Math CAAP goal, progress monitoring will be completed through regular assessments, data analysis, and adjustments to instructional strategies as needed, the alignment of TLCs and mentors to work with new teachers on curriculum and rigor level, and lesson plans will include strategies that new teachers can use.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus team will monitor low performing students with a focus on African American, Hispanic population, M&amp;Ms, and re-testers. Implement Data trackers and student trackers that include all students in the focus groups. Grouped students will be strategically assigned in classroom aligned high-mid-mid-low, high -low, mid-mid, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Math CAAP goal, progress monitoring will be completed through Data Analysis, regular assessments and adjustments in instructional strategies, teachers utilizing RARE Days as well as Reteach, Assess, Review and Extend. CUA data days added to calendar and invites will be sent as scheduled from math admin for planning and revisions for adjustments for student intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Students will use student trackers maintaining a tracking form for each Common Unit assessment, complete student reflections based on data for their strengths, their need assistance areas, and where they need more help with TEK-objective support. Based off the information on the reflection, students will determine the specifics for their next goal.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Math CAAP goal, progress monitoring will be completed after each CUA for data analysis and completing the student reflection piece.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 3:** The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for 86% of students to achieve "Approaches Grade Level" standard, 53% to achieve the "Meets Grade Level" standard, and 15% to achieve the "Masters Grade Level" standard for all students taking the Biology EOC STAAR Assessment.

(If we systematically implement and monitor the use of a student assessment data tracker to identify students that are within 10 points for approaching, meets, and mastery, and engage students in focused and intentionally design interventions through RARE days, differentiated learning opportunities, and a Biology intervention camp that includes re-testers, then the achievement levels will increase in Biology.)

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

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will implement student data trackers for students to track their own NWEA BOY, MOY, EOY assessments, CUA's, and semester exams. Focus groups will be EB and SpEd sub-populations and re-testers since they showed the largest achievement gaps in the prior year assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Science CAAP goal, progress monitoring will be completed through our data review sessions, tracking the learning progress or regression of our focus students, intentionally seeking to better understand the intervention plan designed to address learning gaps through continued use of data reviews of NWEA BOY, MOY, and EOY assessments as well as CUA's and semester exams. The leadership team will monitor student and teacher data trackers for implementation and the data review through PLC meetings scheduled for the administrative team, Instructional Specialist and EOC teachers after every listed assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Phenomena and lab activity will be carefully selected for every unit per the Science C&amp;I initiative with High quality differentiation and scaffolding through implementation of phenomena and hands-on activities including RARE day which will be intentionally designed to address low, medium, and high performance needs and will include a focus on building TEKS-aligned academic vocabulary for the focus students that are EB and/or Sp. Ed and re-testers.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Science CAAP goal, progress monitoring will be completed through the PLC grouping and intervention development using the data from trackers which will be monitored through lesson plans, PLC, and classroom observations of RARE days.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> IPC will be used to help with a 9-week STAAR review for all re-testers prior to December and April testing.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Science CAAP goal, progress monitoring will be completed through lesson plan reviews and CUA data review for re-testers included in IPC google drive, closely following the district plan for labs and guides with the Administrative team monitoring through observations and additional district level instructional support.</p> <p>The use of progress learning and online platforms will be used to help track re-testers growth and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>



## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 4:** The Social Studies Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is the Social Studies team will increase student achievement on all assessments by 5% for Approaches, 3% for Meets, and that the overall student goal for Master's is 40%.

(If all teams will implement intentional end embedded vocabulary instruction, accountable student talk and student writing, student-centered learning activities, and social studies stimuli, then the increase in achievement will be accomplished.)

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

Strategy 1 Details
<p><b>Strategy 1:</b> Implementing activities for African American, Hispanic, and M&amp;M student groups with high yield strategies for vocabulary where students interact with "often seen" words and common usage. Teachers will highlight these words during lessons as they encounter them where students see the embedded key vocabulary, not front loading.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Social Studies CAAP goal, progress monitoring will be completed through data analysis from CUAs where questions that contain these words will be analyzed during PLCs, interventions to be provided along with tutorial STAAR plan to be implemented at least 2 weeks prior to the STAAR test, instructional strategies that proved to support student growth will only be used, and CUA assessments will be used to track student success and concerns. TLCs will help support new teachers with strategies and curriculum meetings weekly, mentors and admin will help support new teachers with classroom management and other tools in order to help achieve this. The Mentor program meet monthly with the mentors meeting weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Implement data trackers for teachers and students where teachers will have data trackers that are maintained per student and tracked per TEK with student data trackers used to indicate their specific breakdown per TEK with specific goals set for every CUA given.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Social Studies CAAP goal, progress monitoring will be completed through data talks that will take place for every CUA assessment with trackers to be updated at these meetings aligned to specific CUA assessments points, campus social studies admin requesting AED involvement in the reviews. The TLC will help support new teachers with trackers through weekly meetings, mentors and admin will help support new teachers with setting up trackers, once a monthly meeting with mentor program with mentors meeting weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will implement Focused Writing Lessons, where students will practice answering appropriate level questions as well as focused writing activities completed daily where students practice answering the direct question. Students will practice writing in comparison of items throughout different TEKs in every unit of study.</p> <p><b>Strategy's Expected Result/Impact:</b> To meet the Campus identified Social Studies CAAP goal, progress monitoring will be completed daily work on writing and accountable talk, data analysis to be used to adjust activities as needed for under performing students and students that are not showing growth. The TLC will help support new teachers with writing strategies through weekly meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** Lee High School 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 Event Documents, Phone Call Logs, Volunteer Reports, PIE Report

Strategy 1 Details
<p><b>Strategy 1:</b> 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, Migrant &amp; Multilingual meetings, Parent Outreach, Fish Camp and test prep meetings in order to encourage parents to participate in their student's high school education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental involvement by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators College &amp; Career Counselor</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Lee High School will continue to communicate to parents using weekly newsletters (Week at a Glance), weekly ParentSquare communication, website postings, Facebook updates and parent conferences/meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent communication by sending frequent communication of events and celebrations through ParentSquare.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Attend monthly PIE meetings, utilize resources for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community partnerships through PIE by 100%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

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

**Evaluation Data Sources:** Attendance Reports  
Discipline Reports

Strategy 1 Details
<b>Strategy 1:</b> Masters Level performance on Formative Assessments such as Frequent Intentional Checks for Understanding, Exit Tickets, CUAs, and benchmarks will be monitored and reviewed with the faculty. <b>Strategy's Expected Result/Impact:</b> Increased Masters Level performance by 1%. <b>Staff Responsible for Monitoring:</b> Campus Administrators; Content Specialists
Strategy 2 Details
<b>Strategy 2:</b> Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses. <b>Strategy's Expected Result/Impact:</b> Increased first time passers by 5%. Students completing preparation courses. <b>Staff Responsible for Monitoring:</b> Campus Administrators; Content Specialists; Counselors
Strategy 3 Details
<b>Strategy 3:</b> We will continue to implement a targeted intervention program for students who are at risk of failing classes or the EOC exams. Interventions such as our Biology Bootcamp supported first time Biology EOC testers and re-testers. The students were grouped based on performance data and areas of need. (TEK Specific) <b>Strategy's Expected Result/Impact:</b> Reduced failure rates in EOC tested areas (Approaches 5%, Meets 3% and Masters 1%) <b>Staff Responsible for Monitoring:</b> Campus Administrators; Teaching and Learning Coach; Content Specialists
Strategy 4 Details
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in graduation rate by 1%, and attendance data by 7%, and home visits <b>Staff Responsible for Monitoring:</b> Campus Administrators; Teaching and Learning Coach
Strategy 5 Details
<b>Strategy 5:</b> Increase AP performance to 43% of all student making 3's or higher. (Current State average is at 49%) <b>Strategy's Expected Result/Impact:</b> AP meetings; clear guidelines for goals and expectations with AP team <b>Staff Responsible for Monitoring:</b> Campus Administrators; Content Specialists

Strategy 6 Details
<p><b>Strategy 6:</b> All Lee High School faculty will regularly incorporate effective research based strategies and technology integration in order to increase the rigor of their lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance (Approaches 5%, Meets 3% and Masters 1%).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Lee High School will increase the number of students who are served in AVID by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators; AVID Campus Team</p>
Strategy 8 Details
<p><b>Strategy 8:</b> 100% of seniors at Lee High School will complete an online college application.</p> <p><b>Strategy's Expected Result/Impact:</b> Online reports of seniors applying to a college, technical school or university.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; College &amp; Career Counselor; Senior Counselor</p>
Strategy 9 Details
<p><b>Strategy 9:</b> All teachers and administrators will follow the campus discipline management process and code of conduct.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals by teacher or grade level by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 10 Details
<p><b>Strategy 10:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in school spirit and morale</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 11 Details
<p><b>Strategy 11:</b> Teachers and administrators will enforce Gander PRIDE: Prepare for Success, Respect for All, Integrity, Determination, and Engagement</p> <p><b>Strategy's Expected Result/Impact:</b> Training at Back to School orientation completed, PBIS lessons completed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>
Strategy 12 Details
<p><b>Strategy 12:</b> Through the use of campus incentives in the classroom all faculty will implement the elements of the PBIS (Positive Behavioral Intervention &amp; Support) system.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>

Strategy 13 Details
<p><b>Strategy 13:</b> Incentivize attendance through PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> More students on time to class; fewer students in the halls during the beginning and end of class. Improve ADA by 7%.</p> <p><b>Staff Responsible for Monitoring:</b> 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:** Certification data and Teacher Retention Reports

Strategy 1 Details
<b>Strategy 1:</b> Assure all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> 100% highly effective staff roster <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 2 Details
<b>Strategy 2:</b> Lee will effectively implement the PLC process. <b>Strategy's Expected Result/Impact:</b> Increased STAAR scores (Approaches 5%, Meets 3% and Masters 1%) <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 3 Details
<b>Strategy 3:</b> PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs. <b>Strategy's Expected Result/Impact:</b> Improved student assessment scores (Approaches 5%, Meets 3% and Masters 1%) <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 4 Details
<b>Strategy 4:</b> New Teacher Induction training to ensure all teachers meet Apple Distinguished School Criteria. <b>Strategy's Expected Result/Impact:</b> Meet Apple Distinguished Renewal Criteria <b>Staff Responsible for Monitoring:</b> Campus Administrators; Librarian

**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><b>Strategy 1:</b> The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p><b>Strategy's Expected Result/Impact:</b> All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p><b>Strategy's Expected Result/Impact:</b> The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p><b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in student achievement scores across all STAAR progress measures</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$750</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Special Education State Program - The campus will continue to implement the system of ensuring that teachers are providing supplemental support for identified students to increase student success, are closely monitoring their responsible students, and are regularly using inclusion strategies in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Bilingual/ESL State Program - The campus will continue to implement the system of ensuring that teachers are providing supplemental support for identified EB students to increase student success, are closely monitoring their responsible students, and students are scheduled into an additional reading class when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS proficiency by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$400</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 related Program materials/supplies - Coordination of Local and State Funds - CTE Funds - \$200,000

#### Strategy 5 Details

**Strategy 5:** State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement.

**Strategy's Expected Result/Impact:** Targeted intervention through assigned remediation courses

Intervention plans developed and implemented with fidelity

Progress Monitoring completed to determine student growth

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$13,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for SCE Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$70,000

#### Strategy 6 Details

**Strategy 6:** State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs.

**Strategy's Expected Result/Impact:** Support Plans Developed and Implemented

Increase in Student Attendance

Increase in Student Academic Success

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$85,000

### Strategy 7 Details

**Strategy 7:** 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 by:

\*having all juniors and seniors at Lee High School take at least one college preparation/entrance exams (ACT, SAT, PSAT, TSIA)

\*Increase the percentage of students taking Dual Credit and Advanced Placement classes at Lee High School.

\*Actively utilize our college/career computer lab and other labs to assist with college readiness testing, online applications, and scholarships

**Strategy's Expected Result/Impact:** 2% increase in Dual Credit/AP course offerings

2% increase in Dual credit/AP student enrollment

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Cost for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$75,000

# 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	\$750.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$400.00
5	2	3	Supplemental instructional materials	ESL Funds	\$400.00
5	2	4	Costs for Staff and related Program materials/supplies	CTE Funds	\$200,000.00
5	2	5	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	5	Costs for SCE Teaching and Learning Coach	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$13,000.00
5	2	6	Costs for Student Wellness Interventionist	SCE Funds	\$85,000.00
5	2	7	Cost for College and Career Counselor	CCMR Funds	\$75,000.00
<b>Sub-Total</b>					\$514,550.00