

# **Goose Creek Consolidated Independent School District**

## **Ross S. Sterling High School**

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



# Mission Statement

Educators of Sterling High School use evidenced-based practices in the classroom to ensure that all students experience rigorous and relevant learning opportunities while building strong relationships that develop the "whole child".

# Vision

Educators of Sterling High School are committed to ensuring that all students experience support, success, and various learning opportunities to prepare students for their futures.

# Value Statement

We value building strong relationships that develop the "whole child".

# Table of Contents

Comprehensive Needs Assessment Data Documentation ..... 4

Goals ..... 7

    Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE ..... 7

    Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT ..... 11

    Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE ..... 13

    Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT ..... 16

    Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP ..... 18

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Enrollment trends

## **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-TESS data
- T-PESS data

**Parent/Community Data**

- Parent 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
- Budgets/entitlements and expenditures data
- Study of best practices
- 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 72% of Freshmen students will get a 2 or higher on the Extended Constructed Response item of the English I STAAR test.

If students gain a clearer understanding of how to respond appropriately to prompts using controlled ideas and appropriate structures, then they will meet the minimum requirements for the Extended Constructed Response items as well as the Short Constructed Response items.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will implement effective High Yield Instructional Strategies by having:</p> <ul style="list-style-type: none"><li>*Students in the English I class write daily with weekly actionable (quick and relevant) feedback</li><li>*Teachers will calibrate scoring ECRs and SCRs at least one time weekly during PLC</li><li>*On the district scheduled PLC, we will have writing conferences with students.</li></ul> <p><b>Strategy's Expected Result/Impact:</b> The strategy will increase scores by 10% though a progress monitoring plan and artifacts to accomplish the performance objective with check up dates/other information. The artifacts will include Short Constructed Response items, Extended Construct Response item. The PLC will be used to score artifacts which teachers have brought from SCRs.</p> <p>The daily check is to complete the following questions:</p> <ol style="list-style-type: none"><li>1. Did they answer the question correctly?</li><li>2. Did they provide appropriate text evidence?</li></ol> <p>The artifact checks will be completed by the End of each 3 week grading period</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 that 80% of students will maintain and/or meet projected growth through formal evaluations (i.e. CUAs).

If we track student data from the formal evaluations, then we can create interventions and extensions (R.A.R.E.).

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will require High Yield Instructional Strategies by having students in the Algebra I class participate in R.A.R.E days for each unit of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> *Grouping of students complete *RARE Day Differentiated Activities completed *Growth Tracker reviewed After every CUA-Group &amp; reteach based on most missed/similarly missed TEKS Use IXL to show growth in TEKS</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 80% of students will meet or exceed projected growth through formal assessment (i.e. MAP test).

If our team assesses student growth through informal assessments (CFAs) and data tracking formal assessments then we will achieve our WIG.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will require High Yield Instructional Strategies by having students participate in R.A.R.E days for each unit of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> RARE Days will be verified</p> <ul style="list-style-type: none"><li>*Grouping of students based on CUA data</li><li>*Reteach group: 6-8 lowest students/did not meet</li><li>*RARE Day Differentiated Activities (determined by data)</li><li>*CFA Data Dives, RARE Day within unit plan</li></ul> <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 that the percentage of students achieving masters on the EOC US History will grow from 40% in the 2024-2025 school year.

If teachers will provide rigorous instruction for all students using differentiated instruction including pear deck, near pod, jigsaws, stations, scaffolding released questions, data implementation, and a variety of vocabulary strategies.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The Campus will be using Pear Deck, Near Pod and questioning strategies for checks for understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> During our lecture notes about every 3-4 slides, we will have a slide that has a check for understanding built in. It will range from released staar questions that are broken down to help the students not only understand the content but also strategies and practice for answering the new question types. Other ways we will check for understanding will be short constructed response writing. They will use sentence stems, their notes and their own knowledge to write their sentences. We will also include pear deck slides that have the students use their knowledge to analyze primary sources. Quick near pod activities every few days will allow us to asses their knowledge of vocabulary by having the students match the words with definitions in a limited number of tries. Our last step will be questioning strategies throughout class that have been pre-planned during PLC to evaluate the student's knowledge. Using pear deck and near pod frequently, allows us to check for understanding but also allows us to give immediate feedback to the students. We can display right and wrong answers on the board and then have the students go back and try again.</p> <p>During PLC planning meetings we will plan and discuss our student's results to the checks for understanding. We will discuss if the students were successful or they struggled and then how can we modify our lesson plan to reteach topics that they struggled with.</p> <p>We will meet daily during our PLC planning period (4th) discuss our checks for understanding. For the students, the feedback is immediate in class after each question using the different features on pear deck and near pod which displays correct and incorrect answers at our command after we have discussed the question.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</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:** Meeting Documents, PIE Report, Volunteer Reports, Parent Surveys

Strategy 1 Details
<b>Strategy 1:</b> Grade level offices will routinely contact parents to ensure the accuracy of student records and contact information. <b>Strategy's Expected Result/Impact:</b> Completed record checks Corrected student records <b>Staff Responsible for Monitoring:</b> RSS Administrative Team
Strategy 2 Details
<b>Strategy 2:</b> Parent and student meetings will be conducted throughout the year to inform stakeholders about academic strengths, areas of concern, parental support, and student expectations. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement by 20%. <b>Staff Responsible for Monitoring:</b> RSS Administrative Team, Counselors, CTE
Strategy 3 Details
<b>Strategy 3:</b> Sterling High School will host various activities and events in order to encourage parents to participate in their student's high school education. <b>Strategy's Expected Result/Impact:</b> Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars with sign in sheets and QR codes to track parent and student attendance at multiple parent opportunities at RSS. <b>Staff Responsible for Monitoring:</b> RSS Administrative Team, College/Career Counselor
Strategy 4 Details
<b>Strategy 4:</b> Sterling High School and Methodist Houston San Jacinto Hospital to actively partner together to serve and support our students/faculty <b>Strategy's Expected Result/Impact:</b> Increase in partnership involvement by 20%. <b>Staff Responsible for Monitoring:</b> RSS Administrative Team, CTE admin, PIE

#### Strategy 5 Details

**Strategy 5:** Sterling High School will continue to communicate to parents using parent emails, Parent Square trainings and alerts, website postings and parent conferences/ meetings, and social media.

**Strategy's Expected Result/Impact:** Parent Square trainings through parents nights and social media. Parent Square logs by administration and teachers to monitor communication to parents.

Updated website and social media

**Staff Responsible for Monitoring:** RSS Administrative Team, Librarian

#### Strategy 6 Details

**Strategy 6:** Counselors will schedule a minimum of 1 parent conference per semester for every student at risk of failing.

**Strategy's Expected Result/Impact:** Increase in Parent call log as documented by log data

**Staff Responsible for Monitoring:** RSS Administrative Team, Grade Level Counselors

#### Strategy 7 Details

**Strategy 7:** Senior parents and students will be notified if the student is at risk of not graduating.

**Strategy's Expected Result/Impact:** Increase in student achievement by 10%.

**Staff Responsible for Monitoring:** RSS Administrative Team, Senior Counselors,

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** Sterling High School faculty will be proactive and consistent in enforcing a positive, structured campus environment to promote student success with attendance, academic, behavior, and/or other wellness needs.

**Evaluation Data Sources:** Campus discipline reports

Strategy 1 Details
<p><b>Strategy 1:</b> All core teachers will use Eduphoria Aware in order to understand their student's historical performance on state assessments and be able to monitor academic progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team, Teaching and Learning Coach</p>
Strategy 2 Details
<p><b>Strategy 2:</b> All honors and AP teachers will focus on their students achieving Master Level performance by using the appropriate questioning strategies, setting goals, and monitoring progress towards those goals (AP summer institute and AP classroom).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EOC Master Level performance by 20%</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Monitor gaps in achievement and plan interventions for academically fragile students through data meetings with teachers that are led by administrators and/or content specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EOC performance of first time testers of academically fragile students by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team, Content Specialists, PLC</p>
Strategy 4 Details
<p><b>Strategy 4:</b> An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Sterling High School</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team, Counselors</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Students who received all A's on the nine weeks report card will receive a reward</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of student earning all A's</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>

Strategy 6 Details
<p><b>Strategy 6:</b> Students who pass all classes for a nine week grading period are awarded through PBIS/ILT..</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students passing all classes each six weeks by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Counselors will meet with students who have failed one or more subjects every nine weeks to discuss grade repair options.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of the meetings conducted</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team, Counselors</p>
Strategy 8 Details
<p><b>Strategy 8:</b> 100% of seniors at Sterling High School will complete the Apply Texas application</p> <p><b>Strategy's Expected Result/Impact:</b> Apply Texas report of seniors applying to a college, technical school or university will increase by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team, College/Career Counselor</p> <p><b>Funding Sources:</b> Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$75,000</p>
Strategy 9 Details
<p><b>Strategy 9:</b> All seniors at Sterling High School will utilize the College/Career center to complete tasks (FAFSA, Apply Texas, etc.) that work toward a comprehensive individualized postsecondary plan.</p> <p><b>Strategy's Expected Result/Impact:</b> All plans are on file Senior Plan Review Meeting</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team, College/Career Counselor</p>
Strategy 10 Details
<p><b>Strategy 10:</b> All faculty members will consistently be active and highly visible in the building throughout the day.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>
Strategy 11 Details
<p><b>Strategy 11:</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> Decrease in discipline referrals by 20%</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>

### Strategy 12 Details

**Strategy 12:** We will initiate PBIS campus activities that increase school spirit and pride in accordance to MTSS goals and work to increase membership participation in clubs, fine arts, athletics, etc.

**Strategy's Expected Result/Impact:** Increased attendance by 10%

Decrease in the number of discipline referrals by 20%

**Staff Responsible for Monitoring:** RSS Administrative Team, PBIS team

#### 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 Report, Teacher Retention Reports

Strategy 1 Details
<b>Strategy 1:</b> Attend job fairs and hire highly effective teachers for all vacancies. <b>Strategy's Expected Result/Impact:</b> 100% highly effective teacher roster <b>Staff Responsible for Monitoring:</b> Principal
Strategy 2 Details
<b>Strategy 2:</b> During PLC time, the campus departments will review data, plan rigorous instruction, develop interventions and enrichment activities, and monitor overall student performance. <b>Strategy's Expected Result/Impact:</b> Increase in EOC passing rates by 20%. <b>Staff Responsible for Monitoring:</b> RSS Administrative Team Content Specialists
Strategy 3 Details
<b>Strategy 3:</b> EOC tested areas will evaluate common formative assessments (CUA, MAPS, Interim) data in PLC meetings using a data analysis protocol in order to identify strengths, weaknesses, interventions and enrichment activities. <b>Strategy's Expected Result/Impact:</b> Increase in identified strategies or focus as measured by a 20% Increase in scores <b>Staff Responsible for Monitoring:</b> RSS Administrative Team Content Specialists PLC team members
Strategy 4 Details
<b>Strategy 4:</b> RSS Administrators will conduct a minimum of ten walk throughs a week with instructional feedback provided on five . <b>Strategy's Expected Result/Impact:</b> Increase in student achievement by 10% <b>Staff Responsible for Monitoring:</b> RSS Administrative Team



Strategy 5 Details
<p><b>Strategy 5:</b> Assistant Principals, Counselors, and Academic Dean will hold monthly meetings and review the status of each senior.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation rate will increase</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team Counselors</p>
Strategy 6 Details
<p><b>Strategy 6:</b> ESL administrator will conduct targeted walk-throughs for SI Team members offering feedback to improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores by 20%</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>
Strategy 7 Details
<p><b>Strategy 7:</b> Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores by 20% and EOC scores by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>
Strategy 8 Details
<p><b>Strategy 8:</b> All faculty will be trained and familiar with campus and district emergency crisis plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in incidents by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>
Strategy 9 Details
<p><b>Strategy 9:</b> All faculty will be trained for PBIS procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher strategies for addressing social and emotional needs of students by providing teachers with relevant PD trainings on social/ emotional needs and Feedback forms from Character Strong lessons.</p> <p><b>Staff Responsible for Monitoring:</b> RSS Administrative Team</p>

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

## 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 - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Meets 20% and Master Level 10% performance on EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental Materials and Supplies - Coordination of Local and State Funds - GT Funds - \$750</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Special Education 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> 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 Materials and Supplies - Coordination of Local and State Funds - Special Education Funds - \$700</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas as determined by meeting with students to set individual growth goals and monitor student progress through common formative assessments, benchmarks, CUA's and other forms of data to increase the achievement success of identified student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Meets 20% and Master Level 10% performance on EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$750</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/supplies - Coordination of Local and State Funds - CTS 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:** Increase in student achievement by 10%

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000, Cost for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Cost for 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:** Students will have a team of staff members that will monitor the AR student by tracking data of assessments, attendance and behavior and using that data to determine strategies that will enhance student learning in all areas.

**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 - Address higher education/continuing education by providing opportunities for all students through the campus College and Career Center and Counseling Department including:

\*Increase availability of courses and the percentage of students taking dual enrollment and advanced placement classes

\*All juniors and seniors will take at least one college preparation/entrance exam(ACT, SAT, PSAT, TSIA)

\*Continue to offer the school day SAT to juniors with 16 or more credits

**Strategy's Expected Result/Impact:** Increase Dual Enrollment/AP course offerings 25%

Increase in scores as reflected on SAT, PSAT, ACT, TSIA reports by 10%

Increase in SAT participation by 20%

**Staff Responsible for Monitoring:** Principal

District Program Director

**Funding Sources:** Costs for College, Career, and Military 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
3	1	8	Costs for College and Career Counselor	CCMR Funds	\$75,000.00
5	2	1	Supplemental Materials and Supplies	GT Funds	\$750.00
5	2	2	Supplemental Materials and Supplies	Special Education Funds	\$700.00
5	2	3	Supplemental Materials and Supplies	ESL Funds	\$750.00
5	2	4	Costs for Staff and Program materials/supplies	CTS Funds	\$200,000.00
5	2	5	Cost for Teaching and Learning Coach	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$10,000.00
5	2	5	Cost for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	6	Costs for Student Wellness Interventionist	SCE Funds	\$85,000.00
5	2	7	Costs for College, Career, and Military Counselor	CCMR Funds	\$85,000.00
<b>Sub-Total</b>					<b>\$597,200.00</b>