

Goose Creek Consolidated Independent School District

Stuart Career Tech High School

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

The Mission at SCTHS is to EQUIP students with ACADEMIC and CAREER OPPORTUNITIES that successfully PREPARE, EMPOWER, and PROPEL our graduates into THEIR FUTURE.

Vision

Our Vision is that SCTHS graduates will possess the academic knowledge and employability traits necessary for the continued pursuit of additional post-secondary academic education or career specific training to create access and success in high skills, high demand careers in the community we serve and beyond.

Teaching that Engages	Through project-based learning, teachers design real-world inquiry-based curricula, so students learn to collaborate and problem solve.
Culture that Empowers	Learning is relevant and creates a collaborative culture in which students become connected to, engaged with, and challenged by our school, their teachers, and their peers.
Outcomes that Matter	Learning outcomes measure written and oral communications, and the development of student responsibility for their learning.
Technology that Enables	Teachers and students create, communicate, access information, and experience self-directed learning in a technology-rich environment.

Value Statement

As a career focused campus partnering with local colleges and regional industries, we hope to develop the potential future employees that leave high school with the necessary skills to enter the workforce and/or to continue at an institute of higher learning.

Table of Contents

Comprehensive Needs Assessment Data Documentation	4
Goals	6
Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE	6
Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT	11
Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE	12
Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT	15
Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP	17
Campus Funding Summary	20

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- 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
- 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
- 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.

- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- 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

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 aims to increase STAAR performance in ELA I and ELA II by 3% in the Masters performance category , which will also contribute to gains at the Approaches and Meets levels. Current Data indicates:

2024-25 School Year: ELA I Approaches - 71%, Meets - 50%, Masters - 9% with the 2025-26 School Year: ELA I Targets: Masters-12%

2024-25 School Year: ELA II Approaches - 74%, Meets - 54%, Masters - 1% with the 2025-26 School Year: ELA II Targets: Masters - 4%

If targeted instructional strategies, data-driven interventions, data trackers, and teacher professional development are implemented with fidelity, then student achievement in ELA I and ELA II will increase by at least 3% in the Approaches, Meets, and Masters categories on the 2026 STAAR assessment.

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 implement small group instruction on reteach days.</p> <p>Strategy's Expected Result/Impact: These strategies will lead to measurable growth in student outcomes by addressing learning gaps, enhancing teacher effectiveness, and increasing student confidence in reading and writing.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will Implement weekly writing practice for Extended Constructive Responses or Short Constructive Responses with feedback aligned to STAAR rubrics and AVID strategies that will be shared in campus wide PLCs for other subject areas to use as well.</p> <p>Strategy's Expected Result/Impact: These strategies will lead to measurable growth in student outcomes by addressing learning gaps, enhancing teacher effectiveness, and increasing student confidence in reading and writing. The expected outcome is a 3% increase across all STAAR performance levels in ELA I and ELA II, demonstrating progress toward campus accountability goals and improved academic success for all learners.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 3 Details

Strategy 3: The campus will use progress monitoring through the use of data-trackers, Progress learning for all students, and Summit K12 for targeted support for emerging bilinguals.

Strategy's Expected Result/Impact: These strategies are expected to produce measurable growth in student outcomes by closing learning gaps, enhancing teacher effectiveness, and building student confidence in reading and writing. The anticipated result is a 3% increase across all STAAR performance levels in ELA I and ELA II, demonstrating progress toward campus accountability goals and fostering improved academic success for all learners.

Staff Responsible for Monitoring: Campus Principal

Strategy 4 Details

Strategy 4: Embed cross-curricular writing and analysis tasks tied to CTE career scenarios (e.g., ECRs for technical fields, DBQs for policy/legal thinking, scientific analysis tied to agriculture or healthcare)

Strategy's Expected Result/Impact: Students will more effectively apply math, science, literacy, and history skills within their CTE programs, enhancing certification readiness and practical understanding.

Staff Responsible for Monitoring: Principal, Academic Dean, and Teachers

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase STAAR performance in Algebra I by 3% in the Masters performance category, which will also contribute to gains at the Approaches and Meets levels.

Current Data (2024-2025): 8% of Algebra I students scored at the Masters level on the STAAR exam.

2024-2025 School Year Results: Approaches - 82%, Meets - 25%, Masters - 8%.

If we identify students who did not meet mastery on CUA, final, or interim assessments and intentionally spiral the most-tested TEKS throughout the year using targeted reteach strategies, then more students will master high-priority content, resulting in increased STAAR Masters performance.

Evaluation Data Sources: STAAR, Common Unit Assessments (CUA), interim assessments and checkpoints, teacher-created TEKS-specific mastery trackers, Progress Learning or other digital platforms, PLC documentation and reteach plans, formative assessments, and student work samples.

Strategy 1 Details
<p>Strategy 1: The campus will use CUA, final exams, and interim assessments to identify mastery gaps; prioritize highly tested TEKS for spiraled review and targeted instruction; use data trackers to monitor student progress and adjust instruction accordingly; leverage Progress Learning, reteach days, and PLC days for student intervention; and engage in collaborative planning to align instruction and interventions across the Algebra I team.</p> <p>Strategy's Expected Result/Impact: STAAR results, benchmark assessments, CBA data, PLC and CFA data, universal screeners, and TELPAS results.</p> <p>Staff Responsible for Monitoring: 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 to increase STAAR performance in Biology by 3% in the Masters performance category, which will also contribute to gains at the Approaches and Meets levels.

Current Data (2024-2025): 11% of students scored at the Masters level on the STAAR exam.

2024-2025 Results: Approaches - 94%, Meets - 56%, Masters - 11%.

If we use assessment data to identify students who have not demonstrated mastery on high-impact Biology TEKS, and intentionally spiral those TEKS back into instruction through direct teaching, targeted review, and scaffolded intervention, then more students will deepen their conceptual understanding, leading to increased performance at the Masters level on the STAAR exam.

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 analyze data from checkpoints, unit tests, and formative assessments to pinpoint TEKS where mastery has not been met; prioritize the most-tested and high-leverage TEKS in reteach plans; spiral content through weekly reviews, lab experiences, and scaffolded intervention groups; use reteach days, PLC planning, and data meetings to realign instruction based on student progress; and embed mastery tracking tools to support student ownership of learning.</p> <p>Strategy's Expected Result/Impact: STAAR results, benchmark assessments, CBA data, PLC and CFA data, universal screeners, and TELPAS results.</p> <p>Staff Responsible for Monitoring: 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 to increase STAAR performance in U.S. History by 3% in the Masters performance category, which will also contribute to gains at the Approaches and Meets levels.

Current Data (2024-2025): 33% of U.S. History students scored at the Masters level on the STAAR exam.

2024-2025 Results: Approaches - 96%, Meets - 70%, Masters - 33%.

If students do not meet the 36% Masters benchmark on Common Unit Assessments, Final Exams, or Interim Assessments, and we respond by strategically spiraling the most-tested TEKS through targeted, high-rigor instruction and review throughout the year, then students will build the deep historical understanding and critical thinking skills necessary to perform at the Masters level--resulting in higher overall achievement across all STAAR performance categories.

Evaluation Data Sources: STAAR, common Unit Assessments (CUA), interim assessments and checkpoints, teacher-created TEKS-specific mastery trackers, progress Learning or other digital platforms, PLC documentation and reteach plans, formative assessments and student work samples

Strategy 1 Details
<p>Strategy 1: The campus will identify and prioritize high-frequency, high-impact TEKS based on the STAAR blueprint and past performance trends; use data-driven reteach plans after each major assessment (CUA, finals, interim) focused on student misconceptions and analysis of question stems; implement high-rigor instructional strategies such as DBQs (document-based questions), timed writing with primary sources, and Socratic seminars to develop analysis and synthesis skills; leverage reteach days, Progress Learning, and PLC time for collaborative planning of spiral review activities; and provide enrichment opportunities for potential Masters students, including STAAR-aligned mini-lessons and extension tasks during lunch, tutorials, or Saturday camps.</p> <p>Strategy's Expected Result/Impact: STAAR results, benchmark assessments, CBA data, PLC and CFA data, universal screeners, and TELPAS results.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: 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: Teacher/Parent Survey

Strategy 1 Details
<p>Strategy 1: Via the website, quarterly newsletter, social media, and ParentSquare, SCTHS will provide parents with information addressing campus data, announcements, grade reports, success strategies, graduation requirements, and upcoming events and activities.</p> <p>Strategy's Expected Result/Impact: We will see an increase in parent participation.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Webmaster</p>
Strategy 2 Details
<p>Strategy 2: SCTHS will host monthly "Coffee with the Counselors" events to inform parents about critical topics such as vaping, graduation credits, financial aid, and more.</p> <p>Strategy's Expected Result/Impact: We will see an increase in parent participation.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Webmaster</p>
Strategy 3 Details
<p>Strategy 3: SCTHS will work with its Advisory Boards and Partners in Education to promote education and community support. The school will collaborate with Advisory Board members to increase industry professionals' engagement with students through speaking engagements, mentoring, and project-based learning.</p> <p>Strategy's Expected Result/Impact: We will see a greater contribution to the community, increased industry participation, maintenance of the CCMR rating, and increased student ownership.</p> <p>Staff Responsible for Monitoring: Campus Administrators and CTE Teachers</p>

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: PBIS Reports, Attendance Reports, Failure Reports, and Discipline Reports

Strategy 1 Details
<p>Strategy 1: The staff will focus on quality first-time instruction--incorporating higher-order thinking questions, AVID strategies, project-based learning, differentiation, and question stems that require analysis, evaluation, and creation--and on aligning the curriculum to fully address and teach the entire TEK.</p> <p>Strategy's Expected Result/Impact: STAAR test results and dual credit grades will reflect student success and growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Content Specialists</p>
Strategy 2 Details
<p>Strategy 2: Students will practice writing in all classes by embedding cross-curricular writing and analysis tasks tied to CTE careers, their subjects, and real-world applications through the use of AVID WICOR strategies.</p> <p>Strategy's Expected Result/Impact: Students will improve ECR performance and content mastery by making meaningful connections between academic skills and real-life roles in health, law, and industry.</p> <p>Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.</p>
Strategy 3 Details
<p>Strategy 3: Spiral in most-tested TEKS across the year</p> <p>Strategy's Expected Result/Impact: Students will retain high-leverage concepts, increasing their confidence and performance on cumulative assessments such as STAAR.</p> <p>Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.</p>
Strategy 4 Details
<p>Strategy 4: Use data-driven instruction informed by CUA, interim, and benchmark assessments, analyzed by administrators, teachers, students, and PLC groups.</p> <p>Strategy's Expected Result/Impact: Instruction will be more responsive and targeted, resulting in fewer 0s on ECRs and greater movement toward Meets and Masters levels on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.</p>

Strategy 5 Details
<p>Strategy 5: Align instruction with CCMR skill-building, including evidence use, argumentation, and data interpretation.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for postsecondary expectations, including college-level writing, technical reasoning, and workforce scenarios.</p> <p>Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.</p>
Strategy 6 Details
<p>Strategy 6: Foster core-CTE collaboration to bridge academic and technical learning through the use of the House System.</p> <p>Strategy's Expected Result/Impact: Students will more effectively apply math, science, literacy, and history skills within their CTE programs, boosting certification readiness and practical understanding.</p> <p>Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, House PLC, and Leadership team.</p>
Strategy 7 Details
<p>Strategy 7: Teachers, administrators, and counselors will hold goal-setting meetings with students and parents to discuss four-year plans and CCMR eligibility.</p> <p>Strategy's Expected Result/Impact: Maintain CCMR rating and increase student ownership.</p> <p>Staff Responsible for Monitoring: CTE teachers, Counselors</p>
Strategy 8 Details
<p>Strategy 8: Guidelines and criteria will be presented so students know the minimum performance expectations at SCTHS. Administrators and counselors will review the performance of any student failing to meet these expectations, develop a success plan to help the student remain at SCTHS, and provide support. Students must comply with their individual support plan to the best of their ability.</p> <p>Strategy's Expected Result/Impact: This will create higher retention rates at SCTHS.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p>
Strategy 9 Details
<p>Strategy 9: When students express a desire to leave SCTHS, a conference will be scheduled with parents, the student, and school officials to determine the reasons and explore what can be done to encourage them to stay and complete their pathway.</p> <p>Strategy's Expected Result/Impact: This will create higher retention rates at SCTHS.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p>
Strategy 10 Details
<p>Strategy 10: Provide incentives through PBIS for students achieving various accomplishments, including perfect attendance, all A's, all A's and B's, as well as improved attendance and grades for each grading period and semester.</p> <p>Strategy's Expected Result/Impact: Increase student attendance, improve student performance in all classes, and decrease behavior issues.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>

Strategy 11 Details
<p>Strategy 11: Student Council will meet once per grading period with the campus Principal to discuss overall student needs and student concerns.</p> <p>Strategy's Expected Result/Impact: We will increase student voice on campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Student Council Sponsors</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: SCTHS administration will attend job fairs and recruit early from a pool of highly effective teachers in all subject areas. This will ensure that all assignments and reassignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: 100% highly effective staff roster</p> <p>Staff Responsible for Monitoring: Campus Administration</p>
Strategy 2 Details
<p>Strategy 2: Continue the campus teacher induction program and mentorship initiatives.</p> <p>Strategy's Expected Result/Impact: Positive new teacher experiences lead to high retention.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>
Strategy 3 Details
<p>Strategy 3: Use data-driven instruction informed by CUA, interim, and benchmark assessments while fostering student ownership through data tracking and goal setting. Utilize RARE Days, Progress Learning, and PLC planning to create responsive reteach plans and targeted enrichment.</p> <p>Strategy's Expected Result/Impact: Students will more effectively apply math, science, literacy, and history skills within their CTE programs, boosting certification readiness and practical understanding.</p> <p>Staff Responsible for Monitoring: Campus Principal, Academic Dean, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>
Strategy 4 Details
<p>Strategy 4: SCTHS will utilize collaborative teamwork for instructional planning, including data analysis by grade, house, and subject during PLC and House meetings for analysis and dialogue; creation of individual student data analyses and the establishment of student conferences; and development of intervention plans.</p> <p>Strategy's Expected Result/Impact: CUA assessment data will show higher achievement for all student groups compared to last year's scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Content Specialists, and Teachers</p>

Strategy 5 Details

Strategy 5: To improve the implementation of instructional strategies for all students, appraisers will complete at least 10 walkthroughs per week and provide feedback to at least 5 teachers.

Strategy's Expected Result/Impact: Evidence of instructional strategies will be documented.

Staff Responsible for Monitoring: Campus Administration

Strategy 6 Details

Strategy 6: SCTHS will host TMS specialists to increase awareness of the different electronic programs available to teachers for implementation on their iPads or online.

Strategy's Expected Result/Impact: We will foster an increase in teachers' use of technology.

Staff Responsible for Monitoring: TMS Specialists and Campus Administration

Strategy 7 Details

Strategy 7: SCTHS staff will receive overview training to help teachers recognize signs of bullying, teen violence, and campus- or home-based abuse.

Strategy's Expected Result/Impact: We expect to see an increase in student achievement.

Staff Responsible for Monitoring: Campus Administrators and Counselors

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 across all STAAR progress measures.</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 - \$400</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 - \$500</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 scores across all STAAR progress measures.</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 - \$1,000,000

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 addresses at-risk student academic improvement.

Strategy's Expected Result/Impact: 5% increase in student achievement scores

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for Intervention Teachers - Coordination of Local and State Funds - SCE Funds - \$140,000, Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$5,000

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	\$400.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
5	2	4	Costs for Staff and Program materials	CTE Funds	\$1,000,000.00
5	2	5	Costs for Intervention Teachers	SCE Funds	\$140,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$5,000.00
5	2	6	Costs for College and Career Counselor	CCMR Funds	\$85,000.00
Sub-Total					\$1,231,200.00