

Goose Creek Consolidated Independent School District

Robert E. Lee High School

2025-2026 CIP Periodic Update - November 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

Table of Contents

Comprehensive Needs Assessment Data Documentation	4
Goals	6
Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE	6
Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT	15
Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE	16
Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT	19
Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP	20
Campus Funding Summary	24

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
- 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
- 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-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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: ENGLISH LANGUAGE ARTS: With the Spring 2025 STAAR averages for RLA underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average in both ELA I and ELA II state assessments.

Campus [State] Performance for Spring 2025 RLA STAAR
ELA I Approaches 53% [66%], ELA I Meets 37% [51%], ELA I Masters 6% [16%]
ELA II Approaches 59% [71%], ELA II Meets 40% [56%], ELA II Masters 2% [8%]

Campus Performance Target for Spring 2026 RLA STAAR
ELA I Approaches 66%, ELA I Meets 51%, ELA I Masters 16%
ELA II Approaches 71%, ELA II Meets 56%, ELA II Masters 10%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: In response to the Spring 2025 STAAR results, where English I and II scores declined, the campus will implement a comprehensive literacy strategy to support all students, including emergent bilingual (EB) and special education (SpEd) students. District resources such as Rubric Remedies and to identify and address areas of weakness in writing, while also incorporating daily reading, writing, and speaking activities to reinforce literacy skills. Progress will be monitored through data trackers, and students will set personalized goals to improve their proficiency, aiming to achieve performance at or above the state average in both English I and English II state assessments. Strategy's Expected Result/Impact: To meet the Campus identified ELA CIP 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&I to meetings for additional analysis and planning. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: To enhance Tier 1 instruction for students including emergent bilingual (EB), and special education (SpEd), we will implement a color-coded system to analyze exemplar extended responses, focusing on structure and rubric criteria. This practice will be integrated into students' own writing, promoting skill transfer and reinforcing academic expectations. Additionally, students will track their individual progress and set goals, fostering ownership of their learning and continuous improvement. Strategy's Expected Result/Impact: To meet the Campus identified ELA CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will utilize the reading strategies Parallel Annotation and Numbers and Notes to enhance students' analytical skills and deepen their comprehension of grade-level texts. Strategy's Expected Result/Impact: To meet the ELA CAAP goal, these reading strategies will enable students to produce short constructed responses that are more analytical and evidence-based, directly impacting their scores by ensuring they can effectively cite textual support, articulate clear interpretations, and communicate ideas with greater precision. In addition, by enhancing vocabulary and varied sentence structure, students will be better equipped to construct effective responses and apply strong revision and editing skills to their short-constructed responses. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will analyze STAAR data to identify students (including emergent bilingual and special education students) who received zeroes on extended constructed responses, then schedule them into small, skill-targeted Tier 2 rotations that explicitly teach claim, evidence, explanation, and conventions. In each cycle, we'll provide scaffolded instruction with gradual fading, progress monitor with rubric-scored prompts, regroup as needed, and then escalate or exit students based on growth. Strategy's Expected Result/Impact: 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 CIP goal. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: MATHEMATICS: With the Spring 2025 STAAR averages for math underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average in Algebra I.

Campus [State] Performance for Spring 2025 ALGEBRA 1 STAAR
ALGEBRA I Approaches 69% [76%], ALGEBRA I Meets 34% [47%], ALGEBRA I Masters 12% [29%]

Campus Performance Target for Spring 2026 ALGEBRA I STAAR
ALGEBRA I Approaches 76%, ALGEBRA I Meets 47%, ALGEBRA I Masters 15%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement a more rigorous curriculum and the use of High-Quality Instructional Materials (HQIM), specifically the Bluebonnet program. These resources will support stronger alignment with instructional goals, promote deeper conceptual understanding, and ensure students are provided with meaningful opportunities to engage in critical thinking, problem-solving, and application of mathematical concepts at higher levels of rigor. Strategy's Expected Result/Impact: Student outcomes will improve: a larger share of students will master algebraic concepts, engage in deeper mathematical thinking, apply problem-solving skills with greater independence, and show growth beyond surface-level understanding. Instructional practices will evolve teachers will more consistently use high-quality instructional materials (HQIM) like Bluebonnet; design lessons aligned with rigorous standards and use formative assessment and differentiation to support student growth. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will implement a targeted monitoring strategy focusing on underperforming groups, including African American, Hispanic, M&M, special education students, and re-testers. Utilizing data trackers and student trackers, all students within these focus groups will be systematically grouped using evidence-based methods such as high-mid-mid-low and high-low pairings to ensure equitable access to instructional support. This approach aims to close achievement gaps and enhance academic outcomes for all students. Strategy's Expected Result/Impact: To meet the Campus identified Math CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will use RARE Days (Reteach, Assess, Review, Extend) based on student needs to provide targeted support and enrichment opportunities. Student needs will be assessed through Common Unit Assessment (CUA) data, where specific TEKS are identified for intervention and extension. Instruction during RARE Days will focus on reteaching areas of need, reviewing key concepts, and extending learning for students who demonstrate mastery. This approach ensures that all students are receiving differentiated support with the goal of progressing toward at least the Meets Grade Level standard, while also creating opportunities for students to advance toward Masters Grade Level. Strategy's Expected Result/Impact: To meet the Campus identified Math CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: SCIENCE: With the Spring 2025 STAAR averages for science underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average in BIOLOGY.

Campus [State] Performance for Spring 2025 BIOLOGY STAAR
BIOLOGY Approaches 86% [91%], BIOLOGY Meets 51% [62%], BIOLOGY Masters 13% [21%]

Campus Performance Target for Spring 2026 BIOLOGY STAAR
BIOLOGY Approaches 91% , BIOLOGY Meets 62%, BIOLOGY Masters 21%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: To meet the Campus identified Science CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Phenomena and lab activity will be carefully selected for every unit per the Science C&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. Strategy's Expected Result/Impact: To meet the Campus identified Science CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: IPC will be used to help with a 9-week STAAR review for all re-testers prior to December and April testing. Strategy's Expected Result/Impact: To meet the Campus identified Science CIP 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. The use of progress learning and online platforms will be used to help track re-testers growth and performance. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: SOCIAL STUDIES: With the Spring 2025 STAAR averages for social studies underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average in US HISTORY.

Campus [State] Performance for Spring 2025 US HISTORY STAAR

US HISTORY Approaches 91% [94%], US HISTORY Meets 58% [68%], US HISTORY Masters 29% [37%]

Campus Performance Target for Spring 2026 US HISTORY STAAR

US HISTORY Approaches 96%, US HISTORY Meets 68% , US HISTORY Masters 40%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will implement Tier 1 instruction that integrates high-frequency academic vocabulary into daily lessons. This approach emphasizes the contextual use of terms within the curriculum, allowing students--particularly African American, Hispanic, emergent bilingual (EB), and special education (SpEd) students--to engage with and internalize key concepts through authentic exposure. Instead of pre-teaching vocabulary, teachers will highlight these terms as they naturally arise during instruction, fostering deeper understanding and retention. Strategy's Expected Result/Impact: To meet the Campus identified Social Studies CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: To meet the Campus identified Social Studies CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. AVID strategies will be used to support writing. Strategy's Expected Result/Impact: To meet the Campus identified Social Studies CIP 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: COLLEGE CAREER MILITARY READINESS: The College and Career Campus Goal for the 2025-2026 school year is to increase CCMR rates to 95% with at least 50% contributing from TSIA 2.

CCMR Point 2025
TSIA 2 [17%]
Dual Credit [16%]
CPE/CPM [46%]

Target Goals for CCMR Point 2026
TSIA 2 from 17% to 80%
Dual Credit 16% to 30%
CPE/CPM 46% to become smallest contributor to CCMR percentage

Evaluation Data Sources: TSIA 2 scores, CTE pathway enrollment, IBCs, Dual Credit enrollment, AP test scores, CPE/CPM, DD4 paperwork

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a comprehensive TSIA2 preparation program that includes diagnostic assessments, customized instruction, regular practice tests, test-taking strategies, and progress monitoring using data trackers. All Algebra 1, Geometry Honors, Algebra 2 and English III students will be tested by the end of the school year. Progress learning will be used for test support and monitoring. Students that need more support will work in a smaller setting to focus on individual needs. Any students that do not show success will be given the deficiency report and will work through progress learning or one-on-one with a skilled teacher to increase the probability of success. Strategy's Expected Result/Impact: Increase the passing rate of TSIA 2. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance dual credit opportunities by establishing or strengthening partnerships with local community colleges, providing dedicated advising services with the shared academic advisor, conducting informational sessions, and implementing systems to track student performance in dual credit courses. Strategy's Expected Result/Impact: Increase dual credit enrollment Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

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	Formative Reviews		
Strategy 1: 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 & Multilingual meetings, Parent Outreach, Fish Camp and test prep meetings in order to encourage parents to participate in their student's high school education. Strategy's Expected Result/Impact: Increase in parental involvement by 10%. Staff Responsible for Monitoring: Campus Administrators College & Career Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increase in parent communication by sending frequent communication of events and celebrations through ParentSquare. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Attend monthly PIE meetings, utilize resources for students. Strategy's Expected Result/Impact: Increase in community partnerships through PIE by 100%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased Masters Level performance by 1%. Staff Responsible for Monitoring: Campus Administrators; Content Specialists	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses. Strategy's Expected Result/Impact: Increased first time passers by 5%. Students completing preparation courses. Staff Responsible for Monitoring: Campus Administrators; Content Specialists; Counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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) Strategy's Expected Result/Impact: Reduced failure rates in EOC tested areas (Approaches 5%, Meets 3% and Masters 1%) Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach; Content Specialists	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide a variety of credit recovery opportunities for students at risk of not graduating, including credit recovery, attendance recovery, creative scheduling to meet the needs of at-risk students, and recommendations of the SST Team. Strategy's Expected Result/Impact: Increase in graduation rate by 1%, and attendance data by 7%, and home visits Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase AP performance to 43% of all student making 3's or higher. (Current State average is at 49%) Strategy's Expected Result/Impact: AP meetings; clear guidelines for goals and expectations with AP team Staff Responsible for Monitoring: Campus Administrators; Content Specialists	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: All Lee High School faculty will regularly incorporate effective research based strategies and technology integration in order to increase the rigor of their lessons. Strategy's Expected Result/Impact: Improved student performance (Approaches 5%, Meets 3% and Masters 1%). Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Lee High School will increase the number of students who are served in AVID by 10%. Strategy's Expected Result/Impact: Percentage of students taking the AVID elective class; percentage of students who are in AVID three or more years (retention); opportunities for AVID site team members to connect or interact with AVID students; ongoing recruitment and connections with JH feeder schools/ AVID programs. Staff Responsible for Monitoring: Campus Administrators; AVID Campus Team	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: 100% of seniors at Lee High School will complete an online college application. Strategy's Expected Result/Impact: Online reports of seniors applying to a college, technical school or university. Staff Responsible for Monitoring: Campus Administrators; College & Career Counselor; Senior Counselor	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: All teachers and administrators will follow the campus discipline management process and code of conduct. Strategy's Expected Result/Impact: Reduced discipline referrals by teacher or grade level by 2%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: We will continue to provide campus activities that increase school spirit and pride. Examples include attendance and grade incentives, recognizing student success through display boards (e.g. Ganders Taking Flight), recognizing teacher accomplishments in faculty meetings (MVP trophy and Championship Belt). Strategy's Expected Result/Impact: Increase in school spirit and morale Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Teachers and administrators will enforce Gander PRIDE: Prepare for Success, Respect for All, Integrity, Determination, and Engagement Strategy's Expected Result/Impact: Training at Back to School orientation completed, PBIS lessons completed Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Through the use of campus incentives in the classroom all faculty will implement the elements of the PBIS (Positive Behavioral Intervention & Support) system. Strategy's Expected Result/Impact: Reduction in discipline referrals by 2%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Incentivize attendance through PBIS. Strategy's Expected Result/Impact: More students on time to class; fewer students in the halls during the beginning and end of class. Improve ADA by 7%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Lee will effectively implement the PLC process. Strategy's Expected Result/Impact: Increased STAAR scores (Approaches 5%, Meets 3% and Masters 1%) Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs. Strategy's Expected Result/Impact: Improved student assessment scores (Approaches 5%, Meets 3% and Masters 1%) Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: New Teacher Induction training to ensure all teachers meet Apple Distinguished School Criteria. Strategy's Expected Result/Impact: Meet Apple Distinguished Renewal Criteria Staff Responsible for Monitoring: Campus Administrators; Librarian	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

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	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$750	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increase in TELPAS proficiency by 5% Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$400	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
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		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
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		Formative		
		Nov	Feb	June
Strategy 6 Details		Formative Reviews		
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		Formative		
		Nov	Feb	June

Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
Sub-Total					\$514,550.00