

Goose Creek Consolidated Independent School District

Impact Early College High School

2025-2026 CIP Periodic Update - November 2025



Mission Statement

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

Vision

Impacting lives today and tomorrow.

Value Statement

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

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

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

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

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

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

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: ENGLISH LANGUAGE ARTS: With IMPACT ECHS performing above state average in all proficiency levels for both English 1 and English 2, the campus goal is to increase in the following areas.

English 1 - Approaches moving from 92% to 100%, Meets moving from 86% to 95%, and Masters moving from 28%-35%

English 2 - Approaches moving from 94% to 100%, Meets moving from 82% to 92%, and Masters moving from 13%-25%

Subpopulation focus - Closing the gap for EB students in English 1 at the Masters level from 0% to 14% and for English 2 at the Meets level from 14% to 45% and Masters level from 0% to 5%

Evaluation Data Sources: STAAR EOC Results, Benchmark assessments, Interim assessments, NWEA Screener, District formative and summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: The campus leadership will conduct an average of 2 daily walks and provide feedback based on C & I focus areas and look fors *Implementation of pacing guides *Daily use of the gradual release instructional model *Lesson internalization, specifically those addressing author's purpose and writing *SCR and ECR Writing Lessons *Formative assessment tools such as check for understanding questions, and the scaffolding for intervention and/or enrichment based on the formative data *Regularly review student tracker data with teachers and students *Review feedback at weekly A-Team meetings *Visible use of ESL instructional strategies Strategy's Expected Result/Impact: Quality, calibrated feedback from all A-Team members that is fully aligned to identified needs Develop and strengthen teacher lesson internalization skills Stronger Tier 1 Instruction and college preparation for students Exceed STAAR EOC goals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Tier 2 Intervention. The campus will review student performance data following each assessment to identify areas requiring additional support and provide interventions such as the following: *Small groups based on data analysis *Student conferences utilizing student work and data trackers *Aggressive monitoring of text analysis and writing activities *Focused tutorials during study hall and after school *Differentiated use of ESL strategies based on data analysis *Incentivize the use of Summit K12 based on the EB goal for ELA Strategy's Expected Result/Impact: Interventions directly tied to performance data Close student gaps negatively affecting success on EOC and in college level classes Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: TSI Preparation. The campus will purposefully plan to build student TSI skills to ensure students are eligible for all college classes. *Emphasize TSI skills naturally occurring in ELA lessons, identified thru work in PLC *Assign TSI Progress Learning Modules in study hall and tutorials based on student data *Master schedule students into courses that work on TSI skills, as needed *Support incoming 9th grade students with TSI Bootcamps Strategy's Expected Result/Impact: Increase passing rates for 9th and 10th grade students 100% of IMPACT students ready for college level coursework Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: IMPACT Instructional Needs. The campus will develop a menu of research-based high-yield instructional strategies that are applicable in the variety of instructional settings at the IMPACT campus and are aligned with learning needs identified by data. *Committee of teachers, representing the variety of courses and student needs, meet periodically during PLC *Analyze and evaluate instructional strategies that align with campus AVID goals, EOC goals, and CCMR goals *Compare the instructional strategies with data-specific student needs *Train all teachers on the compiled list *A-Team follow up with feedback on weekly classroom walks Strategy's Expected Result/Impact: Collective commitment to high-yield instructional strategies Consistency of instructional expectations Student growth Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: MATH: With the state performance standards on STAAR at 76% Approaches, 47% Meets, and 29% Masters, the campus goal is to eliminate the gap between state results and campus outcomes in Algebra 1 for both Meets and Masters and surpass the state results in Approaches to ensure college readiness.

Increase the percentage of students achieving Approaches from 75% to 90%, the Meets level from 24% to 50%, and the Masters level from 11% to 30%.

Subpopulation focus - Closing the gap for EB students in Algebra 1 at the Approaches level from 56% to 66%, at the Meets level from 11% to 32%, and from the Masters level from 6% to 16%

Evaluation Data Sources: STAAR EOC Results, Benchmark assessments, Interim assessments, NWEA Screener, District formative and summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: The campus leadership will conduct an average of 2 daily walks and provide feedback based on C & I Focus areas and look fors *Visible lesson internalization *Implementation of Bluebonnet curriculum and other HQIM, per district *Productive struggle visible through student risk-taking, collaboration, and discovery learning pedagogy *Formative assessment tools such as check for understanding questions, and the scaffolding for intervention and/or enrichment based on the formative data *Review student tracker data with teachers and students *Review feedback at weekly A-Team meetings *Visible use of ESL strategies Strategy's Expected Result/Impact: Quality, calibrated feedback from A-Team that is fully aligned to identified needs Develop and strengthen lesson internalization skills Stronger Tier 1 instruction and college preparation for students Exceed STAAR EOC goals Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Tier 2 Intervention. The campus will review student performance data following each assessment to identify areas requiring additional support and provide interventions such as the following: *Small groups based on data analysis *Student conferences utilizing student work and data trackers *Aggressive monitoring of productive struggle *Focused tutorials during study hall and after school *Differentiated use of ESL strategies based on data analysis *Incentivize the use of Summit K12 based on the EB goal for Math *Consistent use of IXL for both intervention and enrichment Strategy's Expected Result/Impact: Interventions directly tied to performance data Close student gaps negatively affecting success on EOC and in college level classes Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: TSI Preparation. The campus will purposefully plan to build student TSI skills to ensure students are eligible for all college classes. *Emphasize TSI skills naturally occurring in Math lessons, identified through work in PLC *Assign TSI Progress Learning Modules in study hall and tutorials based on student data *Support incoming 9th grade students with TSI Bootcamps *Focus on Algebra 2 and Geometry instruction that supports college readiness skills Strategy's Expected Result/Impact: Increased passing rates for 9th and 10th grade students 100% of IMPACT students ready for college level coursework Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: IMPACT Instructional Needs. The campus will develop a menu of research-based high-yield instructional strategies that are applicable in the variety of instructional settings at the IMPACT campus and are aligned with learning needs identified by data. *Committee of teachers, representing the variety of courses and student needs, meet periodically during PLC *Analyze and evaluate instructional strategies that align with campus AVID goals, EOC goals, and CCMR goals *Compare the instructional strategies with data-specific student needs *Train all teachers on the compiled list *A-Team follow up with feedback on weekly classroom walks Strategy's Expected Result/Impact: Collective commitment to high-yield instructional strategies Consistency of instructional expectations Student growth 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 IMPACT ECHS performing above state average in all proficiency levels for Biology, the campus goal is to increase in the following areas.

Maintain Approaches at 100%, increase Meets performance from 80% to 90%, and increase Masters from 23% to 35%

Subpopulation focus - Closing the gap for EB students at the Masters level from 0% to 6%. EB students are currently performing above state average at the Approaches and Meets levels

Evaluation Data Sources: STAAR EOC Results, Benchmark assessments, Interim assessments, NWEA Screener, District formative and summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: The campus leadership will conduct an average of 2 daily walks and provide feedback based on C & I focus areas and look for *Daily/weekly hands-on investigation and inquiry lessons aligned to the 3D Instructional Model *Writing activities - SCR's and CER's *Formative assessment tools such as check for understanding questions, and the scaffolding for intervention and/or enrichment based on the formative data *Review student tracker data with teachers and students *Review feedback at weekly A-Team meetings *Visible use of ESL strategies Strategy's Expected Result/Impact: Quality, calibrated feedback from A-Team that is fully aligned to identified needs Stronger Tier 1 instruction and college preparation for students Exceed STAAR EOC goals Improve Masters level Biology scores to Quartile 1 for a Science Distinction Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Tier 2 Intervention. The campus will review student performance data following each assessment to identify areas requiring additional support and provide interventions such as the following: *Small groups based on data analysis *Student conferences utilizing student work and data trackers *Aggressive monitoring throughout the 3D Instructional Model *Focused tutorials during study hall and after school *Differentiated use of ESL strategies based on data analysis *Incentivize the use of Summit K12 based on the EB goal for Science Strategy's Expected Result/Impact: Interventions directly tied to performance data Close student gaps negatively affecting success on EOC and in college level classes Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: TSI Preparation. The campus will purposefully plan to build student TSI skills to ensure students are eligible for all college classes. *Emphasize TSI skills naturally occurring in Science lessons, identified through work in PLC *Assign TSI Progress Learning Modules in study hall and tutorials based on student data *Support incoming 9th grade students with TSI Bootcamps Strategy's Expected Result/Impact: Increased passing rates for 9th and 10th grade students 100% of IMPACT students ready for college level coursework Maintain Quartile 1 performance in Science Dual Credit Completion for a Science Distinction Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: IMPACT Instructional Needs. The campus will develop a menu of research-based high-yield instructional strategies that are applicable in the variety of instructional settings at the IMPACT campus and are aligned with learning needs identified by data. *Committee of teachers, representing the variety of courses and student needs, meet periodically during PLC *Analyze and evaluate instructional strategies that align with campus AVID goals, EOC goals, and CCMR goals *Compare the instructional strategies with data-specific student needs *Train all teachers on the compiled list *A-Team follow up with feedback on weekly classroom walks Strategy's Expected Result/Impact: Collective commitment to high-yield instructional strategies Consistency of instructional expectations Student growth Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: SOCIAL STUDIES: With IMPACT ECHS performing above state average in all proficiency levels for US History, the campus goal is to increase in the following areas.

Maintain Approaches at 100%, increase Meets performance from 85% to 95%, and increase Masters from 68% to 80%

Subpopulation focus - Closing the gap for EB students at the Meets level in relation to other subpopulations. Currently EB students are performing above state level at all proficiency levels.

Evaluation Data Sources: STAAR EOC Results, Benchmark assessments, Interim assessments, NWEA Screener, District formative and summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: The campus leadership will conduct an average of 2 daily walks and provide feedback based on C & I focus areas and look for: *Daily use of historical stimuli such as pictures, charts, political cartoons, and primary sources *Writing activities - SCR's and other analysis-level writing over historical stimuli *Formative assessment tools such as check for understanding questions, and the scaffolding for intervention and/or enrichment based on the formative data *Review student tracker data with teachers and students *Review feedback at weekly A-Team meetings *Visible use of ESL strategies Strategy's Expected Result/Impact: Quality, calibrated feedback from A-Team that is fully aligned to identified needs Stronger Tier 1 instruction and college preparation for students Exceed STAAR EOC goals Maintain Masters level US History scores in Quartile 1 for a Social Studies Distinction Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Tier 2 Intervention. The campus will review student performance data following each assessment to identify areas requiring additional support and provide interventions such as the following: *Small groups based on data analysis *Student conferences utilizing student work and data trackers *Aggressive monitoring throughout historical stimuli analysis *Focused tutorials during study hall and after school *Differentiated use of ESL strategies based on data analysis *Incentivize the use of Summit K12 based on the EB goal for Social Studies Strategy's Expected Result/Impact: Interventions directly tied to performance data Close student gaps negatively affecting success on EOC and in college level classes Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: TSI Preparation. The campus will purposefully plan to build student TSI skills to ensure students are eligible for all college classes. *Emphasize TSI skills naturally occurring in Social Studies lessons, identified through work in PLC *Assign TSI Progress Learning Modules in study hall and tutorials based on student data *Support incoming 9th grade students with TSI Bootcamps Strategy's Expected Result/Impact: Increased passing rates for 9th and 10th grade students 100% of IMPACT students ready for college level coursework Improve the Social Studies Dual Credit Completion rate to a Quartile 1 ranking for a Social Studies Distinction Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: IMPACT Instructional Needs. The campus will develop a menu of research-based high-yield instructional strategies that are applicable in the variety of instructional settings at the IMPACT campus and are aligned with learning needs identified by data. *Committee of teachers, representing the variety of courses and student needs, meet periodically during PLC *Analyze and evaluate instructional strategies that align with campus AVID goals, EOC goals, and CCMR goals *Compare the instructional strategies with data-specific student needs *Train all teachers on the compiled list *A-Team follow up with feedback on weekly classroom walks Strategy's Expected Result/Impact: Collective commitment to high-yield instructional strategies Consistency of instructional expectations Student growth 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: AVID/CCMR: IMPACT ECHS was named an AVID Demonstration School in 2024-2025 and has 100% CCMR graduates. The campus goal is to maintain these success and to increase performance in the following areas:

Graduates meeting TSI criteria for both RLA and Math from 69% to 85%

Students graduating with an Associates Degree from 65% to 75%

Students graduating with Core Complete from 4% to 10%

Evaluation Data Sources: Accuplacer, College Board, Lee College, AVID

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on AVID Strategies in Tier 1 Instruction: The campus leadership will conduct an average of 2 daily walks and provide feedback based on AVID CCI goals *Daily implementation of WICOR instructional strategies in all classrooms *Use of focused notes, including evidence of student processing *AVID Classroom teachers will embed AVID WICOR strategies into their lesson plans and classroom instruction *Review student tracker data with teachers and students *A-Team set the expectation that WICOR strategies are present in each classroom and expect to see these strategies being used when they enter the classroom for a walk-through and evaluations *Review feedback at weekly A-Team meetings Strategy's Expected Result/Impact: Maintain AVID Demonstration School designation Stronger Tier 1 instruction and college preparation for students Exceed STAAR EOC and Dual Credit Completion goals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Dual Credit Completions: The campus leadership will review campus, district, and Lee College tracking data to identify areas requiring additional support to meet the campus goals *Consistent communication with CCMR Counselor and Lee College Shared Advisor for master scheduling and student support *Utilize TSI data to support effective TSI instruction and provide intervention as needed *Structured tutorials each week to support student success in college classes *Student trackers to monitor progress *Parent information sessions allowing parents to support their student in college classes *Student/Parent/Counselor/Admin Conferences as needed Strategy's Expected Result/Impact: 85% of IMPACT students graduating with a minimum of 42 college hours Dual Credit Completions Quartile 1 rankings for 4 core area Campus Distinctions Staff Responsible for Monitoring: Campus Administrators, School Counselor	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

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

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

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

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will contact parents of students that are marked absent for the day to discuss reason for absence. Parents will be reminded of the importance of attending class and the ramifications for missing a college class. Strategy's Expected Result/Impact: Monitor attendance reports Keep parent phone call log to document daily calls Keep Minutes of all Discussions and Deliberations Improve Attendance Staff Responsible for Monitoring: Campus Administrators, SST Team, Attendance Clerk	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

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

Evaluation Data Sources: Academic Reports

Attendance Reports

Discipline Reports

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

Strategy 4 Details	Formative Reviews		
Strategy 4: All IMPACT teachers will offer after school tutorials for at-risk students in need of additional instruction. Strategy's Expected Result/Impact: Analyze progress reports, report cards and college grades to determine which students to target for tutorials Develop and share committee's finalized plan and minutes of meetings for each student Meet with parents and keep minutes of meeting Summer Bridge program to introduce incoming students to IMPACT and to set expectations for academics, behavior, and success at IMPACT and Lee College Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: The SST Team will meet and identify students that are having difficulty with attendance, academic, and/or behavior needs in order to provide support and/or resources to the student and/or the parent to increase student achievement. Strategy's Expected Result/Impact: Increase in student achievement as reflected by state testing scores. Staff Responsible for Monitoring: Campus Administrators, SST Team	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Student conferences will be scheduled for any student who misses more than three days, regardless for the reason of the absences. If absences continue, a parent conference will be scheduled for students who miss 5 or more days. At the conference a plan will be developed by the parent, student, and Academic Dean/Assistant Principal to eliminate any further absences. In addition, a state and district required contract will be reviewed and signed by all parties. Strategy's Expected Result/Impact: Maintain minutes from meeting and signed contracts, review minutes from SST, monitor attendance reports from Project Truancy, keep parent phone call log to document daily calls, monitor and discuss attendance concerns during weekly SST meetings, OnData Suite for attendance data Staff Responsible for Monitoring: Campus Administrators, SST Team, Attendance Clerk	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide incentives for students achieving perfect attendance as well as improved attendance and/or expected behavior standards each grading period and semester. Strategy's Expected Result/Impact: List individual students getting the awards Use the Prize Wheel for no tardies every 9 weeks Exam exemptions incentivizing attendance and discouraging needlessly missing class Positive rewards will encourage students to meet expected behavior. Implement a button reward system that rewards positive educational attainment (e.g. Dean's List) based on student semester grades. Analyze Review 360 discipline frequency reports to determine changes (trending positively and negatively) in student behavior patterns. Reward students based on improvement using Review360. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Maintain and grow the IMPACT Bullying Prevention Committee and continue representation on the District Anti-Bullying Committee. Strategy's Expected Result/Impact: Increased student awareness of bullying and input on how to address/decrease bullying incidents, as measured by frequency of reports entered in Review360 and/or frequency of reports to the Bullying Hotline. Staff Responsible for Monitoring: Campus Administrators, Counselor, SWI	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: As needed, plans will be developed for students to receive instruction and intervention on issues of concern that include bullying, abuse, self-harm, tolerance, or other topics. Strategy's Expected Result/Impact: Reflect in classroom observations 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: Staffing reports

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

Strategy 5 Details	Formative Reviews		
Strategy 5: Each year administration, faculty and staff will receive an overview training to identify signs of abuse including but not limited to bullying, abuse, self-harm, tolerance, or other topics. Strategy's Expected Result/Impact: File training certificates and sign in sheets Reflect in classroom observations Staff Responsible for Monitoring: Campus Administrators	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 Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. 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 - \$300	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL 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 Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300	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 Program materials - Coordination of Local and State Funds - CTE Funds - \$85,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: State Compensatory Education (SCE) State Program - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students as well as social-emotional student supports based on data analysis through various intervention efforts, including before and after school programs and dedicated intervention periods for all core subjects. Strategy's Expected Result/Impact: 5% increase in student achievement scores Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Tutorial Teacher Pay and Bus Transportation - Coordination of Local and State Funds - SCE Funds - \$4,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	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	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$300.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
5	2	4	Costs for Staff and Program materials	CTE Funds	\$85,000.00
5	2	5	Costs for Tutorial Teacher Pay and Bus Transportation	SCE Funds	\$4,000.00
5	2	5	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	6	Costs for College and Career Counselor	CCMR Funds	\$85,000.00
Sub-Total					\$245,100.00