

Goose Creek Consolidated Independent School District
Goose Creek Memorial High School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of GCMHS is to create a learning community that meets the individual needs, interests, and abilities of our students by building a positive learning environment promoting academic excellence and providing for the development of life-long learners and self-reliant citizens in a changing global environment.

Vision

Goose Creek Memorial High School will provide college and career readiness opportunities to all students within a safe and supportive professional learning community committed to building school culture through relationships and school pride.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of the 2017-2018 school year, there were 2,159 students enrolled at Goose Creek Memorial High School. The school received an accountability rating of “Met Standard” for the previous school year. 47.8% of students at Goose Creek Memorial are economically disadvantaged, 4% English Language Learners, and 9% special education students. African American students make up 20% of the student population, Hispanic students make up 50% of the student population, White students make up 25% of the student population, Asian students make up 4% of the student population, and the other 1% is comprised of Indian students.

As a staff of 165 members, 139 are teachers, 11 are professional support, 8 are campus administrators and 7 are educational aides. 13% of the staff is African American, 17% of the staff is Hispanic, 67% of the staff is White, 2% is Asian, and the last 1% is made up of a combination of American Indian and staff that are two or more races.

An average teacher's salary was \$57,865, which is \$5,340 more than the state average. The average SAT score at Goose Creek Memorial High School was 1268. The average ACT score was 18.5. In the Class of 2016, 90.2% of students received their high school diplomas on time or earlier. The dropout rate was 2.3%

Student Information:

Enrollment by Race/Ethnicity	GCM	GCCISD	Texas
African American	19.4%	15.5%	12.6%
Hispanic	50.6%	61.0%	52.4%
White	24.3%	19.7%	28.1%
American Indian	0.5%	0.3%	0.4%
Asian	3.6%	1.7%	4.2%

Pacific Islander	0.2%	0.1%	0.1%
Two or More Races	1.4%	1.8%	2.2%

Enrollment by Student Group	GCM	GCCISD	Texas
Economically Disadvantaged	47.8%	64.4%	59.0%
English Language Learners	4.1%	15.2%	18.9%
Special Education	8.8%	9.9%	8.8%

Staff Information	Count/Average	Percent	District	State
Total Staff	165.1	100.0%	100.0%	100.0%
Professional Staff:	158.1	95.8%	59.8%	64.0%
Teachers	138.8	84.1%	46.9%	50.0%
Professional Support	11.2	6.8%	9.5%	10.0%
Campus Administration	8.0	4.8%	2.5%	2.9%
Educational Aides:	7.0	4.2%	8.9%	9.6%
Total Minority Staff:	58.9	35.7%	51.1%	49.1%
Teachers by Ethnicity:	Count/Average	Percent	District	State
African American	18.0	12.9%	14.5%	10.2%
Hispanic	23.3	16.8%	20.7%	26.6%

White	92.5	66.6%	62.1%	59.8%
American Indian	1.0	0.7%	0.3%	0.4%
Asian	3.0	2.2%	0.9%	1.5%
Pacific Islander	0.0	0.0%	0.3%	0.4%
Two or More Races	1.0	0.7%	1.2%	1.1%

Demographics Strengths

The number of economically disadvantaged graduates that completed a coherent sequence of courses increased from 35% completion to 81% completion. GCM graduates enrolled in Texas Higher Institutions of higher education are higher than other campuses in the district. Goose Creek Memorial High School offers industry certifications and 25 Dual Credit courses to GCM students. Goose Creek Memorial also has a low teacher to student ratio 17:1 that increases learning opportunity. There is also strong support from the community

Program Information	Count	Percent	District	State
Career & Technical Education	2,005	92.9%	27.5%	25.0%

Advanced Course/Dual-Credit Course Completion (Grades 9-12)

Science Asian - 23.3%

History Asian - 40.0%

Student Academic Achievement

Student Academic Achievement Summary

Algebra I - First Time Testers

- There was an 85% passing rate for the first time Alg. I testers; within this group 48% reached the Meets level and 16% reached the Masters level.
- Overall testers, only 15% did not pass.
- Within the ESL population, 47% did pass.
- Within Special Education, 60% did not pass.
- Within the three major sub-populations (His, AA, Wh), the Hispanic population had a six percent less non passing rate than the two counter parts.

Algebra I Re-testers

- Overall 66% did not meet the passing rate, within this group only 34% reached the Approaches level.
- There was a 32% difference between the Hispanic (74%) and African American (42%) sub-populations.
- ESL had an 86% not meet the passing rate.
- Special Education had a 55% not meet the passing rate.

Biology - First Time Testers

- Overall there were 87% that met the Approaches level, within this percentage 55% reached the Meets level and 12% reached the Masters level.
- Overall there were 13% that did not meet the passing rate.
- Within the three major sub-populations, the AA population had a 7% higher rate of non passing testers than the two counter parts.
- ESL had 39% not meet the passing rate.
- Special Education had 48% not meet the passing rate.

Biology -Re-testers

- Overall rate for the Approaches level was at 26% passing.
- Overall did not meet passing rate was 74%.
- The Hispanic sub-population accounted for 67% that did not meet the passing rate.
- ESL had 60% not reaching the passing rate.
- Special Education had 67% not reach the passing rate.

English I -First Time Testers

- Overall 63% reached Approaches, 42% reached Meets and 4% reached Masters level.
- Overall there were 37% that did not meet passing.
- There was a 10% difference within the AA and Hispanic population that did not pass; Hispanic being 35% and AA being at 45%.
- ESL had 92% not pass.
- Special Education had 87% not pass.

English I - Re-testers

- Overall passing percentage for re-testers is 13% for Approaches, with 2% at Meets level.
- Overall, 87% did not meet.
- Percentages for all three major sub-populations that did not pass were high; Hispanic population was 88%; AA was 94% and White 75%.
- ESL had 95% not pass.
- Special Education had 92% not pass.

English II - First Time Testers

- There was an overall passing rate of 68% at the Approaches level, 50% at Meets, and 2% at the Masters level.
- There was a 20% difference between AA at 42% not passing and 22% for the White population with the Hispanic population in the middle.
- ESL had 86% not pass.
- Special Education had 86% not pass.

English II - Re-testers

- There were 14% reach the Approaches level.
- Overall there were 86% that did not pass.
- There is a 10% difference between Hispanic/White at 89% not passing and 79% for AA.
- ESL had 100% not pass.
- Special Education had 100% not pass.

U.S. History - First Time Testers

- There were 93% to reach Approaches, 68% reached Meets, and 35% reached Masters level.
- Overall there was 7% not passing.
- ESL had 7% not pass.
- Special Education had 39% not pass.

Student Academic Achievement Strengths

- Algebra had more first time testers reach Meets and Masters than previously.
 - English I first time testers have more than half at the Approaches level.
 - English II first time testers have more than half at the Approaches level.
 - US History first time testers are passing at high rates on the STAAR.
 - Students are involved in UIL Academic competitions
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- Fine Arts programs earn Division 1 Ratings
 - Index 4 Percent meeting Final Level II in two or more subjects is above district average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The overall student growth in mathematics is lower than expected when compared to our TEA campus comparison group.. **Root Cause:** Lack of early interventions to address academic weakness in math classrooms.

School Processes & Programs

School Processes & Programs Summary

Goose Creek Memorial HS students have opportunities for advancement through AVID, Dual Credit Courses, Global Business Academy, multiple CTE organizations, Athletics and Fine Arts. Teachers and Instructional Coaches continue to focus on the development of Professional Learning Communities to align instruction and disaggregate data from common assessments. Additionally, PLC teams focus on the development of high-quality, first-teach instruction that is correlated to the rigor of the classroom assessments and STAAR End-Of-Course exams. Goose Creek Memorial High School values the employment of quality teachers. We have focused on recruiting teachers with high content knowledge and a genuine concern for student success. Campus leadership team members (department chairs, administrators, instructional coaches, athletic coordinators) have the opportunity to share ideas and express concerns regarding school-wide issues. Weekly meetings to discuss school-wide issues are held with the campus leadership team which consists of administration, lead counselor, department chairs, instructional coaches, campus athletic coordinator. EOC teachers have common planning times to implement the Professional Learning Community concept. The Professional Learning Communities concept fosters subject specific conversation, provides teachers with job-embedded professional development, and explores ways to improve instruction in order to increase student academic success. Goose Creek Memorial continues to focus on technology integration with the use of web-based tools to maximize student learning. Teachers are given professional development opportunities to utilize technology within instruction, and the district provides instructional technology specialists to support and facilitate effective professional learning

School Processes & Programs Strengths

All content and grade levels conduct weekly PLC meetings.

Continued development of academic and elective programs meet the needs of the state-mandated graduation programs.

ESOL staff provide tutorials in all core subject areas.

ESOL students are appropriately placed in courses that provide preparation for the STAAR test for the current year.

First year teachers to Goose Creek Memorial High School are provided mentors to help transition them into the school climate.

A common planning period gives teachers within their content specific course time to meet as a PLC group on a weekly basis.

Department chairs/Content Specialist are provided an additional content specialist period during first period in order to assist with substitutes and ensure that absent teachers provided lessons and work for student to complete in their absence.

The Leadership Team meets prior to the start of the school year to create a vision for the school.

The Leadership Team meets bi-weekly to discuss pertinent issues within the school and to disseminate information to departments.

The Principal and Academic Dean meet bi-weekly with the Content Specialists to discuss best practices in the core areas as well as strategies to implement improvement in academic areas.

More than 60% of teachers are implementing technology and using it as a resource within instruction.

Availability of technology resources are abundant and students have multiple access points to quality technology use.

Teachers take advantage of technology specialists within the district to utilize technology within instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Discipline data collected from the 2017-2018 school year revealed that more than 2/3 of discipline referrals written at Goose Creek Memorial were due to student tardies to class. **Root Cause:** Inconsistencies with staff counting tardies, ineffective consequences for tardies, and the need for more effective hallway supervision during passing periods have contributed to a low level of concern in student attitudes regarding tardies.

Perceptions

Perceptions Summary

Goose Creek Memorial provides many opportunities for students to be successful academically. Every teacher provides opportunities for tutorials, Edgenuity grade repair for six week grades, as well as many extracurricular activities have mandatory tutorial times built into their practice schedule for each week. Many programs across campus help to keep students involved throughout their high school career. Ex. AVID, FFA, Athletics, Yearbook, and many more. GCM staff builds relationships with our school business partners. We solicit parents to assist with our student clubs and organizations, and we involve them in establishing booster clubs for athletics and fine arts programs. The Instructional Leadership Team (ILT) includes parents and community members. Goose Creek Memorial High School focuses on a positive and safe learning environment for students, staff, and community members, establishing a culture among staff and students that celebrates diversity and encourages students to share multicultural experiences with others to broaden and enhance academic and social awareness. Drills and routine procedures are conducted to ensure that students and staff are prepared in case of an emergency. Our campus administrator utilizes Remind 101 to inform staff of any emergency situations.

Perceptions Strengths

The use of Food Trucks as an incentive for not being late or absent from class. New students get a tour of the school by other students and allows them to connect with someone on their first day. Teachers utilize classroom management skills to handle the majority of discipline issues within their classrooms. Constant visibility of administrators, teachers, security guards, and campus police during all passing periods, lunches, before and after school tutorials, and school events provides a heightened sense of safety. The GCM staff works well together, and the campus has a family atmosphere.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results






Goals

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Through rigorous instruction and timely interventions GCM will increase our Approaches performance to the following: Algebra I 80 %, Biology 95% , English I 60%, English II 63 % and US History 95%

Evaluation Data Source(s) 1: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students who failed a STAAR test, but passed the class, will be placed in the next course and also in a class that will focus on remediation, reteaching, and supplementation of the previous EOC curriculum to improve missed skills in Biology, Algebra I, English I and II, and US History.	Counselor Academic Dean Teachers Content Specialist	Increase in student achievement			
2) Analyze CBA and benchmark performance per department and per level, which includes the discussion of strengths, areas needing improvement, and instructional/curricular adjustments. Analyze grade distribution and failure rates of all teachers at faculty and team meetings.	Content Specialist Teachers Academic Dean	Increase in student achievement			
3) GCM will provide STAAR pull outs for students after school at-risk of failing Algebra I, Biology, English I or English II, or US History STAAR test. The students will participate in a camp designed to re-teach key strategies and concepts.	Content Specialist Academic Dean Teachers	STAAR scores increased			
Funding Sources: Coordination of Local and State Funds - 15000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: GCM staff will close the achievement gap within 5% between all sub-populations with a focus on the following targeted groups: African American, Hispanic, English Learners, and Special Education.

Evaluation Data Source(s) 2: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>Comprehensive Support Strategy</p> <p>1) GCM faculty and staff will conduct data talks, disseminate information by ethnicity and continue to collaboratively plan with the C&I, Bilingual/ESL, Special Education and CTE Departments to develop strategies to identify and re-mediate gaps for all students.</p>	Academic Dean Content Specialist Teachers	Increase in student achievement			
2) Provide time and opportunity to content specialists for regular coaching visits with staff and improved implementation of instructional strategies for all students.	Content Specialist Academic Dean Principal	Documentation of visits			
3) Conduct coaching sessions with staff to support classroom instruction and have teachers demonstrate learned strategies during PLC. This includes expectations and monitoring of sub groups.	Content Specialist Academic Dean Principal	Increase in student achievement			
<p>Comprehensive Support Strategy</p> <p>4) Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations</p>	Principal Academic Dean Assistant Principals Content Specialists Teachers	Decrease in the achievement gap among different sub-populations			
					

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

Performance Objective 3: We will increase success rates to 50% for all re-testers for Algebra I, English I, English II, and Biology EOCs.

Evaluation Data Source(s) 3: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create EOC retest sections for all tested areas and use AVID strategies to reteach content	Academic Dean Teachers Content Assistant principals	At least a 50% pass rate for all EOC re-testers			
					

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

Performance Objective 4: Goose Creek Memorial will have at least 40% of the student body successfully complete Advanced Academics Courses.

Evaluation Data Source(s) 4: Semester Grade Reports

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Student surveys and recruitment will begin in Fall to determine which students are interested in taking advanced academic courses	Counselors Teachers Campus Administration	Increase in Dual Credit Enrollment and completion of advanced credit with at least 40% of student body receiving college credit			
Funding Sources: Coordination of Local and State Funds - 20000.00					
2) During the first week of October, Seniors will begin the Pre Assessment Activity. They will then take the Texas Success Initiative the third week in October. For all other students, this process will begin in November with posted advertisements regarding dual credit enrollment. They will complete the PAA and TSI in the early Spring.	Counselors Campus Administrators	100% of interested students will complete Apply Texas online, participate in PAA, and receive successful scores on the TSI, in order to begin dual credit.			
					

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

Performance Objective 5: Through rigorous instruction and timely interventions GCM will increase our "Meets" performance to the following: Algebra I 50 %, Biology 61% , English I 40%, English II 50% and US History 75%

Evaluation Data Source(s) 5: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM will provide EOC extension activities for students identified as possible mid to high performers. The students will participate in a rotations designed to reinforce and extend learning.	Teachers Campus Administration	Increase in Distinctions			
2) Teachers will utilize differentiation and AVID strategies. These strategies will be evidenced in lesson plans and monitored via walkthroughs and evaluations.	Teachers Campus Administrators	The use of these best practices will effect student engagement, which will allow for the implementation for more rigorous instruction			
3) The formative and summative assessments will be used as a data point for determining intervention needs. The data will be broken down by teacher, subgroup, and/or class period.	Teachers Campus Administrators	During department meetings, teachers will be able to use data to determine specific areas of weakness instruction and student achievement.			
					

Goal 1: Goose Creek Memorial will increase student achievement by providing rigorous learning opportunities and curricula that meets students needs for achieving exemplary academic and post-secondary success.

Performance Objective 6: GCM will increase special ed and ELL STAAR EOC scores and will reach Meets Grade Level with the following percentages: Special Ed Reading 19%, Special Ed Math 23%, Special Ed CCMR 27%, ELL Reading 29%, ELL Math 40%, ELL CCMR 30%.

Evaluation Data Source(s) 6: 2017-2018 STAAR Data, CBA Data, Campus Action Plan

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>Comprehensive Support Strategy 1) Targeted instruction provided by a content certified teacher and a special education certified teacher through the following co-teaching models: Parallel, Alternative, Station, Teaming, and One Teach One Assist team. Collaboration for content and special ed co-teaching pairs will be documented weekly and will take place during time built into the school day. Co-teach will be provided in the following courses: Algebra 1, Algebra 2, Biology, U.S. History, English 1, English, 2, English 3, and English 4. Tracking performance on student learning objectives for special education students, will be essential (by subject and subgroup).</p>	Principal, Academic Dean, Assistant Principals, Content Specialists, Teachers	Improved performance on check-point assessments. CBAs, and Mock STAAR Benchmarks			
		Improved STAAR/EOC data			
Funding Sources: Local Funds - 1500.00					
<p>Comprehensive Support Strategy 2) Utilize ESL Reading classes to double block students with English Language deficiencies in order to provide language support</p>	Principal, Academic Dean, Assistant Principals, Content Specialists, Teachers	Improved performance on check-point assessments. CBAs, and Mock STAAR Benchmarks			
		Improved STAAR/EOC data			
Funding Sources: Local Funds - 2500.00					
					

Goal 2: Goose Creek Memorial will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Goose Creek Memorial High School will focus on individual learning needs and provide quality classroom instruction and learning opportunities.

Evaluation Data Source(s) 1: 2017-2018 STAAR Data, CBA Data, Campus Action Plan, CCMR Data, AP Scores, ACT/SAT scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1) Utilize collaborative teamwork for instructional planning to include: *Data analysis by grade and subject *Data analysis through reflective questions *Grade-level, vertical, and/or interdisciplinary team meetings for data analysis and dialogue *Development of an Instructional Plan/Action Plan based on data analysis *Individual student data analysis and establishment of student conference *Teacher development of intervention plan	Principal, Assistant Principals, Academic Dean Content Specialists, Content Area Teachers	*IMPLEMENTATION- Formative unit assessments. STAAR Exam results. *PLC discussions * walkthrough observations confirming that teachers have made a shift from traditional reading instruction to blended learning rotations and close reading. *CBA assessment data showing at least 2% higher achievement for all student groups when compared with last year's scores.			
			Problem Statements: Student Academic Achievement 1		
2) Instructional Coaches and teachers will focus on quality first-time instruction (higher order thinking questions, AVID strategies, differentiation, and question stems that require analysis, evaluation, and creation) and alignment of formative and summative assessments to the standards of the course.	Principal, Academic Dean, Assistant Principal, Content Specialists, Teachers	STAAR Test results, and AP test results will indicate student success and growth.			
			Problem Statements: Student Academic Achievement 1		

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: The overall student growth in mathematics is lower than expected when compared to our TEA campus comparison group.. Root Cause 1: Lack of early interventions to address academic weakness in math classrooms.

Goal 3: Goose Creek Memorial, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Improve GCM student attendance rate to 96% in order to achieve Quartile I in Distinction Designation.

Evaluation Data Source(s) 1: 2017-2018 Attendance Reports

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CIS, Social Workers, Counselors, Teachers, and Assistant Principals will work together to develop a system of contacting parents, and documenting students who fall into the "chronically absent" category (excessive absences) with 5 or more unexcused absences. Home visits will be conducted by campus staff to identify students who need interventions. District truancy officers need to be involved as staff identifies students.	Principal Academic Dean Counselor Assistant Principal Teachers Communities In School Social Worker	Increase in attendance rate Decrease in failure rate Decrease in the number of students requiring attendance recovery			
2) Provide tangible incentives for students achieving perfect attendance each six week grading period, each semester, and throughout the school year.	Principal Assistant Principal Counselor	Increase in attendance rate Increased perfect attendance			
3) Provide a variety of credit recovery opportunities for students at risk of not graduating, including Edgenuity, attendance recovery, and creative scheduling to meet the needs of at risk students.	Academic Dean Counselor	Increase in student achievement			
					

Goal 3: Goose Creek Memorial, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Improve percentage of students completing 12 or more college hours prior to graduation to 25% of all students.

Evaluation Data Source(s) 2: AVID strategies, Lesson planning

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase the number of students taking and completing rigorous coursework at GCM, including Pre-AP and AP courses as well as Dual Credit courses through Lee College and CTE technical credits.	Principal Academic Dean Content Specialist Teachers	Increased enrollment in advanced academic courses			
2) Increase number of students scoring 3 or higher on respective AP exams, or earning Dual enrollment course credit through Lee College, in order to achieve Quartile I in Distinction Designation. Students will participate in a review session at Rice if possible.	Principal Academic Dean Content Specialist Teachers	Increased student success on AP exams Increased student success on Dual Enrollment courses			
3) GCM AVID teachers will attend AVID for professional development and to network with other AVID professionals.	Academic Dean Teachers	Attendance at AVID conference			
4) AVID opportunities and instructional strategies will be presented to students throughout the year.	Teachers	Increase in student achievement			
5) The GCM AVID committee will meet regularly to develop strategies that may be implemented campus-wide to enhance classroom instruction and encourage students to continue their education beyond high school. During PLC, a designated member(s) of the AVID committee will present to teachers in all content areas (EOC tested and non-EOC tested).	Teachers	Increase in student achievement			
					

Goal 3: Goose Creek Memorial, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 3: Provide workshops for students and parents emphasizing the importance of higher education (including college night, a college and career awareness program, and access to the GCM College/Career Center).

Evaluation Data Source(s) 3: Regular parent meetings College Career and Lee College Dual Credit meetings, College night attendance

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) A meeting addressing college/career preparation will be offered to parents at least once during the school year.	Academic Dean Counselor Assistant Principal College and Career Counselor Admin	Parents become more aware of post secondary options for their child			
2) We will offer a Career Fair/Career and Technical Education (CTE) Fair so students will be able to explore career opportunities available through CTE course offerings.	Academic Dean Teachers CTE Specialists	Completion of CTE Fair			
3) Offer a College Fair, where students are able to visit with representatives from numerous colleges and universities during one evening, hosted by GCCISD.	Principal Academic Dean Assistant Principal Counselor Teachers College and Career Counselor Admin	Completion of College Fair			
4) Address higher education/continuing education by providing opportunities for all students through the GCM College and Career Center and Counseling Department.	Principal Academic Dean Counselor College and Career Counselor	Increase in students utilizing the College and Career Center			
5) Counselors will meet with students throughout the year to create, update and maintain their 4-year Plans.	Counselor College and Career Counselor	Personal Graduation Plans and Naviance 4-Year Plans completed and entered in their respective database			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Goose Creek Memorial will provide and maintain a safe, positive learning environment.

Performance Objective 1: Faculty, students, and staff will maintain current Positive Behavior Interventions and Supports which address classroom and campus management and discipline issues in a positive and systemic manner.

Evaluation Data Source(s) 1: Discipline Reports-Campus

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM administrative staff will review discipline data each six week grading period to identify trends in student behavior, as well as identify interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations.	Assistant Principal Teachers Principal	Decrease in number of discipline referrals			
					

Goal 4: Goose Creek Memorial will provide and maintain a safe, positive learning environment.

Performance Objective 2: Train all staff and faculty on how to recognize signs of bullying, teen violence, and campus or home based abuse through programs, including Olweus.

Evaluation Data Source(s) 2: Olweus training Report

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) GCM staff will receive an overview training to assist teachers to recognize signs of bullying, teen violence, and campus or home based abuse.	Counselor Assistant Principal Teachers	Increase in student achievement			
2) Through programs such as Olweus and No Place for Hate students and staff will be informed on how to recognize signs of bullying, teen violence, and campus or home based abuse, and how to report this information to appropriate campus personnel so that these incidents may be investigated accordingly.	Counselor Teachers Assistant Principal	Increase in student achievement			
					

Goal 5: Goose Creek Memorial will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Faculty turnover rate, mentor program for all new teachers, end of the year survey

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Professional Development regarding instructional best practices and classroom managements strategies will be provided for all staff. New Teacher University will be created for new teachers in order for them to receive additional training and various other tools needed to be successful in the classroom.	Principal Academic Dean Assistant Principals Content Specialists	100% highly effective staff roster			
2) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Principal Academic Dean	Increase in retention			
3) Create more opportunities to recognize students and staff for their accomplishments. Team building activities will be built into PLCs.	Campus Administration Teachers	Higher campus morale			
					

Goal 6: Goose Creek Memorial will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Implement communication measures (IRIS calls, quarterly newsletters, website, parent emails) that provide information to parents, students and staff regarding campus data, announcements, progress and grading reports, tutorials and additional help available to students.

Evaluation Data Source(s) 1: Teacher/Parent Survey,

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Email and post online a quarterly GCM newsletter to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, HB5 Grad Plan explanations, and upcoming dates that relate to the goal.	Principal Webmaster Academic Dean	Emails sent to parents and newsletters posted			
2) GCM will communicate to parents and students the opportunities and tools for success available such as ACT,SAT, and TSI testing, dual credit courses, Naviance, College Board, tutorials, Night School, and credit recovery.	Principal Academic Dean Webmaster Counselors	Information provided via email and letters			
3) Send out frequent School Messenger calls regarding the following: upcoming campus or district dates, testing information (Semester and Final Exams, STAAR, PSAT, etc.), progress reports, report cards, special events, and other items of importance.	Principal Academic Dean Testing Coordinator Counselor Teachers Assistant Principal Content Specialist	Completion of School Messenger calls on the items listed Parent survey at the end of the year asking about GCM communication			
4) Parent meetings for each grade level will be offered to parents during the 1st semester for grades 9,10,11 and 12; and additional parent meetings for all grade levels will be offered during the 2nd semester.	Principal Academic Dean Counselor Assistant Principal	Increase in parent involvement			
5) A parent event will be offered to incoming 9th grade parents before the start of school to address current campus, district and State requirements for meeting College and Career Readiness Standards.	Principal Counselor Academic Dean Teachers Content Specialist	Increase in parent involvement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 7: Goose Creek Memorial will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: GCM teachers will utilize school issued iPads with appropriate APPs, classroom technology including: Promethean boards, document cameras, online textbooks and resources, and updated mobile laptop carts to implement subject specific technology TEKS, support and enhance instruction and learning, and provide greater learning opportunities in connection to real-world applications.

Evaluation Data Source(s) 1: Technology reports on App/Software usage, Teacher trainings

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All teachers will have access to technology in the classroom for both instruction and assessment. This will provide the opportunity to utilize Google classroom, Kahoot!, polleverywhere, as well as content specific apps.	Principal Assistant Principal Academic Dean Teachers	Increase in student engagement and achievement.			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	GCM faculty and staff will conduct data talks, disseminate information by ethnicity and continue to collaboratively plan with the C&I, Bilingual/ESL, Special Education and CTE Departments to develop strategies to identify and re-mediate gaps for all students.
1	2	4	Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations
1	6	1	Targeted instruction provided by a content certified teacher and a special education certified teacher through the following co-teaching models: Parallel, Alternative, Station, Teaming, and One Teach One Assist team. Collaboration for content and special ed co-teaching pairs will be documented weekly and will take place during time built into the school day. Co-teach will be provided in the following courses: Algebra 1, Algebra 2, Biology, U.S. History, English 1, English, 2, English 3, and English 4. Tracking performance on student learning objectives for special education students, will be essential (by subject and subgroup).
1	6	2	Utilize ESL Reading classes to double block students with English Language deficiencies in order to provide language support

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Christie Speights	
Classroom Teacher	Robert Locke	teacher
Administrator	Gregory Crockett	campus administration
Administrator	Cherissa Crawford	campus admin
Administrator	William Kimbel	campus administration
Administrator	Josh Painter	campus administration
Administrator	Robert Shaw	campus administration
Business Representative	Adalina Abshire-Gomez	Community
Business Representative	Caprisa Davis	Community
Counselor	Sadie Ambrose	counselor
Non-classroom Professional	Kelley Start	CTE
Classroom Teacher	Kevin Fletcher	CTE
Classroom Teacher	Susan Cannariato	English Teacher
Classroom Teacher	Shonna Prentice	English teacher
Classroom Teacher	Reuben Chance	Fine Arts
Classroom Teacher	Alicia Green	Fine Arts
Classroom Teacher	Manuela Langlois	LOTE
Classroom Teacher	Sarah Black	Math Teacher
Classroom Teacher	Michelle Williams	Math
Classroom Teacher	Erika Leal	Parent
Classroom Teacher	Kristen Cannatella	Science Teacher
Classroom Teacher	Stephanie Schrull	Social Studies Teacher
Classroom Teacher	Lori Glaspie	Social Studies Teacher

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Professional Development		\$1,500.00
1	6	2	Reading Material		\$2,500.00
Sub-Total					\$4,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorial costs	SCE Funds	\$15,000.00
1	4	1	Dual Credit costs	High School Allotment	\$20,000.00
Sub-Total					\$35,000.00
Grand Total					\$39,000.00