

**Goose Creek Consolidated Independent School District**  
**Impact Early College High School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Closing Performance Gaps

# 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.*

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# Comprehensive Needs Assessment

## Needs Assessment Overview

IMPACT ECHS is one of 26 campuses in Goose Creek Consolidated Independent School District. IMPACT ECHS opened its doors in 2010 and serves predominantly first generation college students. IMPACT ECHS serves approximately 400 students in grades 9 to 12. Five years ago, 100 students were served by the new campus and a new 9<sup>th</sup> grade class was added each year until IMPACT reached a capacity of 400 students in 2014. IMPACT is an early college high school that seeks to have first generation college students graduate with an Associate's Degree or be core complete at the time of high school graduation.

The student population is 13% African-American, 13% Anglo, 2% Asian, 72% Hispanic, 40% male and 60% female with a low socioeconomic status of 76%. The staff population is 14% African-American, 57% Anglo, 4% Asian, 25% Hispanic, 21% male and 79% female with an average of 9 years of experience.

The overall mobility rate for the campus is approximately 4%, with a drop-out rate of 0.3%. The average daily attendance rate for students is 97%. There is a total of 58 discipline referrals this year.

IMPACT ECHS serves 2 English Language Learner students, number students in the Gifted and Talented program (50% males, 50% females, and 0% LEP), 17 students identified for 504 services, 0% of RtI Tier I students, 0% of Tier II students, 0% of Tier III students, 1 student served through special education services (0.6%) and 0 students tested, but not qualified for special education services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, CBA, TSI, STAAR, Attendance (students and staff), SAT, ACT, PSAT, etc. Committees were formed to look for areas of weaknesses and strengths.

Based on input and feedback from all members of our campus team, we see the need to formalize student support systems and create structures to continually improve and develop these supports. This includes the Family system during our regular school day and increased parent outreach to gain more consistent and higher percentages of parental involvement. Making forward progress in these areas should help us maintain our current academic achievement and help us improve the percentage of students performing at the mastery level.

## Demographics

### Demographics Summary

The student population is 13% African-American, 13% Anglo, 2% Asian, 72% Hispanic, 40% male and 60% female with a low socioeconomic status of 76%. The staff population is 14% African-American, 57% Anglo, 4% Asian, 25% Hispanic, 21% male and 79% female with an average of 9 years of experience.

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### Demographics Strengths

- Small Campus size
- Ability to provide smaller class sizes
- Family atmosphere
- Flexibility
- Supportive of each students' individual needs
- A team that knows one another well and works well together
- A campus that facilitates high success rates
- Police officer or Security officer on campus
- College and Career Readiness counselor
- Full-time Lee College liaison for students and personnel

## Student Achievement

### Student Achievement Summary

- EOC Results for IMPACT ECHS 2016-2017 (including summer testing 2017)
  - Tested Subject Algebra I
    - Number of Students Tested/Students passing 74/73 (all 9th passed)
    - All students passing 99%
    - All students at Masters level 34/74 – 34%
  - Tested Subject Biology
    - Number of Students Tested/Students passing 104/104
    - All students passing 100%
    - All students at Masters level 54/104 – 51%
  - Tested Subject English I
    - Number of Students Tested/Students passing 104/103
    - All students passing 99%
    - All students at Masters level 36/104 – 34%
  - Tested Subject English II
    - Number of Students Tested/Students passing 96/93
    - All students passing 97%
    - All students at Masters level 12/96 – 13%
  - Tested Subject U.S. History
    - Number of Students Tested/Students passing 87/87
    - All students passing 100%
    - All students at Level III 50/87 – 57%

### Student Achievement Strengths

- High rate of graduation
- All students take the PSAT, SAT, most take the ACT
- Students are actively earning college hours and the majority are completing Associate's degrees and/or core completion
- EOC STAAR scores
- Campus-wide writing initiative
- AVID required for all 9<sup>th</sup> graders
- Promote and support a college-going campus

- Increased accountability because of Academic Probation

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students must pass TSI to enroll in college classes. We need to increase the number of students who are TSI ready the end of their 9th grade year so that they can enroll and start working towards their AA degree. **Root Cause:** Recruitment of students may not clearly communicate the academic rigor of the school. Parents see "free college" and may be pushing their students to attend when the student does not have the motivation to be successful.

**Problem Statement 2:** Master's grade level performance percentage on STAAR/EOC needs to be higher. **Root Cause:** Students are not getting the higher level skills needed to reach mastery level.

## School Culture and Climate

### School Culture and Climate Summary

As a small school, we strive to create and maintain a family atmosphere. Almost every student will have been in a class with every teacher on our campus in the 4 years they are here. Teachers put forth the extra effort to sponsor clubs, offer tutorials all times of the day, and really work closely with students to help them achieve their goals. We have campus-wide competitions twice a year to foster camaraderie and positive competition. Our relationship with Lee College also provides another level of support and activities that help our students.

### School Culture and Climate Strengths

- Diverse ethnic environment on campus
- Every student was involved in special interest and school-wide activities
- All students feel welcome to join groups on campus
- Students feel safe and that they are part of something

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students begin feeling stress and feeling overwhelmed and do not utilize resources for support. **Root Cause:** High expectations and anxiety to perform at higher academic levels.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our staff is composed of 16 full-time and 1 half-time teachers who are student-centered, have high expectations for students, and who volunteer their time to promote positive relationships on campus through club and activity sponsorship and through their commitment to academic excellence. Teachers offer time and positive reinforcement to students and their parents to help them achieve higher levels of learning.

### **Staff Quality, Recruitment, and Retention Strengths**

- All teachers are highly qualified and are dedicated to our students' success
- All paraprofessionals are highly qualified
- Positive relationships among faculty and staff
- Positive relationships with Lee College faculty to assist our students
- Opportunities for professional development
- Salaries and benefits
- Student/teacher ratio

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Instructional focus is on higher-level learning to prepare students for success in college classes as early as the spring of their 9th grade year. Students are challenged academically and pushed to excel to their potential. State assessment results reflect thorough learning of the TEKS in all tested areas. Student graduation from high school as well as college and completion of numerous college hours are evidence of high levels of student learning and achievement.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers who are highly qualified in their content areas

- Benchmarks
- Visits to campus by core class curriculum
- Specialists
- ABYDOS training and campus-wide writing initiative
- Technology for every student
- Access to math/writing labs at Lee College
- Cohort-ed Learning Lab for LC support (Govt., ELA, Pre-Cal)Additional work time (Study Hall and Learning Labs) for H.S. and LC classes

## Family and Community Involvement

### Family and Community Involvement Summary

Through family and community outreach, our campus is very service oriented. Various opportunities are provided for parents to meet with teachers and administrators. PTSO has become a positive force on our campus and they provide our students and staff with positive support, monetary assistance, and incentives. Community service hours are an expectation and our students step up and are consistently out in the community giving of their time and efforts.

### Family and Community Involvement Strengths

- Collaborative parent/student orientations and informational meetings (LC & IMPACT)
- Education Foundation
- Lee College support
- Active student population who are willing to volunteer and give of their time
- Several service oriented clubs on campus

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Increase parental involvement in academic support, activities, and events. **Root Cause:** Working parents may not have time. Parents also don't think high school students need as much parental involvement.

## **School Context and Organization**

### **School Context and Organization Summary**

With the small size of our school, we are able to keep all faculty and staff actively involved in campus activities. Faculty and staff are contributing members to our campus decision-making and we work closely together to carry out our common goals. We work closely with Lee College personnel and they are active on site with our students.

### **School Context and Organization Strengths**

- Team planning
- Multiple clubs and organizations for students with varied interests
- Focus on student needs
- Opportunities for our students to earn college hours and an associate's degree
- Individual Academic Plans
- Group Advising with LC
- Save One Spartan intervention plan
- 80+ Challenge program for 9th graders

# Technology

## Technology Summary

Technology is critical to instruction. Teachers utilize various forms of technology to keep students engaged, on-task, and learning. Students are provided iPads to allow them to utilize technology in the classrooms and outside of school. We offer two computer labs and printing for students who need access. Lee College also has computer labs that our students have access to while on the Lee College campus.

## Technology Strengths

- Promethean board
- iPads
- Clicker
- Smart Slates
- iPad training
- Educational Technology training on campus
- Computer labs
- Wireless Printing
- Access to LC library, labs, etc.

# 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
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments 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 between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices






# Goals

**Goal 1: IMPACT ECHS will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary performance.**

**Performance Objective 1:** We will increase level 2 performance to 93% or higher in all subjects for all students.

**Evaluation Data Source(s) 1:** Student assessment reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Hold at least one grade level assembly per semester where goals and expectations are communicated to the students.	Teachers, Counselor, Principal, Testing Coordinator	All attending staff will sign in; we will use the school calendar to schedule assemblies.			
2) Offer one parent meeting a semester to discuss data and student success strategies.	Principal, Counselor, Testing Coordinator, Teachers	Have parents sign in, build in meetings around the school calendar, offer Tuesday Talks for parents to meet with counselors.			
3) Analyze CBA, benchmark performance, and past state assessments per department per grade level, to analyze student weaknesses and make necessary curricular adjustments.	Teachers, Testing Coordinator, Principal	Add data reviews to meeting agendas			
Problem Statements: Student Achievement 1					
4) Students who failed a STAAR test will be placed in a writing lab, math lab, or other needed content area intervention; focusing on subject area acceleration using the Learning Lab, other appropriate software or program designed to meet individual needs. A committee comprised of classroom teacher(s), counselor, administrator, will meet to develop individual intervention plans for each student and will monitor their progress.	Counselor, Teachers, Principal, Testing Coordinator	Build in time for support in student schedule, keep and share SOS minutes, maintain up to date SST minutes			
Problem Statements: Student Achievement 2					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
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**Problem Statement 1:** Students must pass TSI to enroll in college classes. We need to increase the number of students who are TSI ready the end of their 9th grade year so that they can enroll and start working towards their AA degree. **Root Cause 1:** Recruitment of students may not clearly communicate the academic rigor of the school. Parents see "free college" and may be pushing their students to attend when the student does not have the motivation to be successful.


**Problem Statement 2:** Master's grade level performance percentage on STAAR/EOC needs to be higher. **Root Cause 2:** Students are not getting the higher level skills needed to reach mastery level.

**Goal 1:** IMPACT ECHS will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary performance.

**Performance Objective 2:** Increase the student percentage meeting "masters grade level" on STAAR test for all subjects to 25% for all areas except US. History. 40% for U.S. History

**Evaluation Data Source(s) 2:** Student assessment reports

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All faculty will participate in professional development activities focusing on the delivery of instruction, specifically the Common Instructional Framework. The faculty will use techniques promoted by The Common Instructional Framework, SIOP, and AVID strategies, in order to promote students' critical thinking and problem solving skills.	Principal, Academic Dean, Teachers	Provide PLC training and have all participants sign in, create agendas with PLC focus, reflect key look-fors when conducting classroom observations			
2) Utilize innovative technology to assist students in the learning process including the use of iPads and subject appropriate apps. Teachers will commit to using one new technology application each semester.	Teachers, Campus Technology Specialists	Develop agenda items around technology use, keep sign-in sheets, reflect usage on walkthroughs, look for technology use in lesson plans			
					

**Goal 1:** IMPACT ECHS will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary performance.

**Performance Objective 3:** 100% of students will receive their Associate Degree or be core complete by the end of their senior year.

**Evaluation Data Source(s) 3:** Student assessment reports

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 100% of the student population is college ready by the end of their freshman year in reading and writing as measured by the TSI assessment.	Testing Coordinator, Teachers, Counselor	Analyze and use TSI test scores to reinforce and reteach as needed.			
Problem Statements: Student Achievement 1					
2) Students that are not TSI ready in Math by the time they complete Algebra 2 will be placed in a math lab with the expectation that we will have 100% pass by completion of Algebra II.	Teachers, Testing Coordinator, Counselor	Analyze and use TSI scores to better prepare students. Create opportunities in the student schedules for test prep and review.			
Problem Statements: Student Achievement 1					
					

**Performance Objective 3 Problem Statements:**


Student Achievement
<p><b>Problem Statement 1:</b> Students must pass TSI to enroll in college classes. We need to increase the number of students who are TSI ready the end of their 9th grade year so that they can enroll and start working towards their AA degree. <b>Root Cause 1:</b> Recruitment of students may not clearly communicate the academic rigor of the school. Parents see "free college" and may be pushing their students to attend when the student does not have the motivation to be successful.</p>

**Goal 2: IMPACT ECHS will provide a well-balanced and appropriate curriculum to all students.**

**Performance Objective 1:** Implement and utilize the GC Core Curriculum that is aligned to the Texas Essential Knowledge and Skills Readiness and Supporting Standards to provide rigorous instruction to each student.

**Evaluation Data Source(s) 1:** Student assessment reports

**Summative Evaluation 1:**

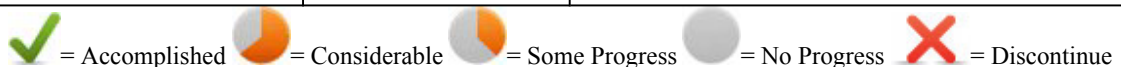
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All Impact teachers will make reading a component of their classroom instruction. Teachers will look for written text that relates to their content and incorporate into their instruction. Online and textbook resources will be utilized as appropriate.	Academic Dean, Principal	Review cumulative lesson plans and conduct classroom observations; analyze test results.			
2) All IMPACT teachers will make writing a component of their course by teaching note taking skills and utilizing AVID/WICOR writing strategies.	Teachers	Review STAAR test results. Use Cornell notes template.			
3) All Impact teachers will offer after school tutorials for students in need of additional instruction.	Teachers	Analyze progress reports, report cards and college grades to determine which students to target for tutorials.			
4) Where possible, STAAR tested dual-credit subjects should be taught by state-certified teachers cognizant of the required TEKS and STAAR requirements.	Principal, Academic Dean, Teachers	Review GCCISD and LEE College rosters of IMPACT students in dual credit classes.			
					

**Goal 3: IMPACT ECHS, 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:** Maintain an attendance rate of more than 97.5%.

**Evaluation Data Source(s) 1:** Attendance Reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Contact the parents of students who are absent daily to ensure that the parent is aware of the absence.	Attendance Clerk; Principal; Assistant Principal; Counselor	Log phone calls. Attendance Clerk will run reports for administrators to use to target consistently absent students.			
2) 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.	Attendance Clerk, Principal, Assistant Principal, Counselor	Keep parent phone call log			
Problem Statements: Family and Community Involvement 1					
3) A student conference 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.	Attendance Clerk, Principal, Assistant Principal, Counselor, Teachers, Social Worker, SST	Maintain minutes from meeting and signed contracts, review minutes from SOS, SST, and SW			
Problem Statements: School Culture and Climate 1					
4) Provide incentives for students achieving perfect attendance each grading period and semester.	Principal and teachers	List individual students getting the awards.			
					

**Performance Objective 1 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Students begin feeling stress and feeling overwhelmed and do not utilize resources for support. <b>Root Cause 1:</b> High expectations and anxiety to perform at higher academic levels.
<b>Family and Community Involvement</b>


**Problem Statement 1:** Increase parental involvement in academic support, activities, and events. **Root Cause 1:** Working parents may not have time. Parents also don't think high school students need as much parental involvement.

**Goal 3:** IMPACT ECHS, 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:** Implement structures at IMPACT ECHS that will address both retention rates and home campus transition for all students.

**Evaluation Data Source(s) 2:** Student data reports

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each semester ensure all students are on track to complete an Associates Degree, or have earned 42 college hours by the end of their senior year.	Principal, Counselor, Teachers, Assistant Principal, Lee College	Audit college and High School transcripts, have students sign in, document conversations and notes about student progress.			
2) When students feel they want to leave IMPACT, a conference should be set up 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.	Principal, Counselor, Social Worker, CIS, Assistant Principal, Teachers	Meet with parents and keep minutes of meeting			
3) Guidelines and criteria will be developed so students know 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. Students must comply with their individual support plan to the best of their ability and with parent assistance before it is considered that they might return to their home campus to earn their High School diploma.	Principal, Counselor, Teachers, Academic Dean	Develop and share committee's finalized plan and minutes of meetings.			
					

**Goal 4: IMPACT ECHS will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** Utilize the GCCISD board policy, code of conduct, and IMPACT campus guidelines to maintain positive behavior interventions and supports.

**Evaluation Data Source(s) 1:** Discipline Reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Review discipline data from Review 360 each grading period to develop discipline plans as needed.	Teachers, Principal, Assistant Principal, SOS teams	Use data from Review 360 and discipline plans.			
					




**Goal 4:** IMPACT ECHS will provide and maintain a safe, positive learning environment.

**Performance Objective 2:** Each year faculty, staff, and students will receive training on recognizing bullying, teen violence, and campus or home based abuse.

**Evaluation Data Source(s) 2:** Training reports

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each year administration, faculty and staff will receive an overview training to identify signs of abuse.	Counselor, Social Worker, Principal, Asst. Principal	File training certificates and sign in sheets.			
2) As needed, plans will be developed for students to receive instruction and intervention on issues of concern. These might include bullying, abuse, self-harm, tolerance, or other topics.	Counselor, Social Worker, Communities In School, Asst. Principal, Nurse	Keep sign-in sheets, reflect in classroom observations			
					

**Goal 4:** IMPACT ECHS will provide and maintain a safe, positive learning environment.

**Performance Objective 3:** IMPACT will support communication between students and administration to help foster positive organizational health.

**Evaluation Data Source(s) 3:** Student data reports

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Student council will meet once a six weeks with the campus Principal to discuss overall student needs and student concerns.	Principal, Student Council Sponsor(s)	Keep meeting minutes			
Problem Statements: School Culture and Climate 1					
2) Daily announcements will be delivered to students in a variety of forms to ensure all students have access to information.	Teachers, Principal	Use Facebook and/or emailed announcements, scrolling announcements, Remind, Twitter, Apple TV, other social media options, positive affirmations such as "call-outs" on P.A. system			
					

**Performance Objective 3 Problem Statements:**


School Culture and Climate
<b>Problem Statement 1:</b> Students begin feeling stress and feeling overwhelmed and do not utilize resources for support. <b>Root Cause 1:</b> High expectations and anxiety to perform at higher academic levels.

**Goal 5: IMPACT ECHS will recruit, develop, and retain highly effective personnel.**

**Performance Objective 1:** All students will be taught by a teacher who has met the requirement as highly effective.

**Evaluation Data Source(s) 1:** Staffing reports

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT administration will attend job fairs and recruit early from a pool of highly effective teachers in core subject areas.	Principal, Academic Dean	Attend job fairs per recruiting schedule			
2) Assure that all assignments and reassignments are filled with highly effective staff.	Principal, Academic Dean	100% highly effective staff roster			
3) Evaluate campus teacher induction program/mentorship initiatives and make changes to improve the program efforts to retain teachers.	Principal, Academic Dean	Keep minutes of meetings			
					

**Goal 5:** IMPACT ECHS will recruit, develop, and retain highly effective personnel.

**Performance Objective 2:** Ensure 100% of teachers receive highly qualified professional development.

**Evaluation Data Source(s) 2:** Staffing reports

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Assess staff development needs of those teachers that are not meeting highly effective standards	Principal, Academic Dean	Provide staff development assessment			
2) Develop staff development growth plans for all non-highly effective teachers.	Principal, Academic Dean	Write highly effective intervention plan and complete for each non-highly effective teacher			
3) Conduct mid-year review of staff development hours	Principal, Academic Dean	Run staff development report			
					

**Goal 5:** IMPACT ECHS will recruit, develop, and retain highly effective personnel.

**Performance Objective 3:** Ensure teachers attend at least one district or out of district professional development during the course of the school year.

**Evaluation Data Source(s) 3:** Training reports

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT will send delegates from our campus to the AVID professional development conference. These teachers will share strategies learned.	Campus AVID Coordinator, Principal, Academic Dean	Write meeting minutes to show strategies. Spotlight a strategy once a month. Also, collect certificates from AVID summer institute.			
2) IMPACT teachers will attend an AP Conference, Subject area conference, and/or Early College High School conferences to promote rigor in the classroom.	Principal, Teachers,	Teachers will share strategies learned with the group during the strategy spotlight, as well as turn in those professional development certificates to the office.			
					

**Goal 6: IMPACT ECHS will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** IMPACT ECHS will provide opportunities for parents to participate in their child's educational career.

**Evaluation Data Source(s) 1:** Parent participation reports and surveys

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT ECHS will communicate with parents via parent e-mails, SchoolMessenger alerts, website postings, Tuesday Talks, Social Media and parent conferences.	Principal, Teachers, Webmaster, CTS	Maintain an updated website, send out newsletters, utilize SchoolMessenger for calls/emails, post info on social media sites			
					

**Goal 6:** IMPACT ECHS will establish and maintain parental and community partnerships in education to enhance student achievement.

**Performance Objective 2:** IMPACT ECHS will continue to build a "family culture" with our stakeholders via faculty collaboration, family communication and community partnerships.

**Evaluation Data Source(s) 2:** Parent/Community participation reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT will work with its Partner In Education Shine Dental to promote education and community support. This could include activities such as Red Ribbon week, contributions toward membership in Phi Theta Kappa, etc., and other activities as agreed upon.	Principal	Submit annual PIE report			
2) 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. Other topics of discussion could be AVID strategies and college entrance concerns.	Principal, Counselor, Academic Dean, College and Career Specialist, Teachers, Lee College	Keep sign in sheets, agendas, and offer presentations.			
Problem Statements: Family and Community Involvement 1					
					

**Performance Objective 2 Problem Statements:**

Family and Community Involvement
<b>Problem Statement 1:</b> Increase parental involvement in academic support, activities, and events. <b>Root Cause 1:</b> Working parents may not have time. Parents also don't think high school students need as much parental involvement.

**Goal 7: IMPACT ECHS will provide the technology infrastructure and tools to maximize student achievement**

**Performance Objective 1:** Instructional technology will be used to increase student interest, motivation and achievement

**Evaluation Data Source(s) 1:** Student assessment reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Brain Pop, iPads, Smart Boards, Google Classroom and other instructional apps.	Principal, Academic Dean, Teachers,	Review lesson plans and document those with integrated technology, reflect technology use in walkthroughs			




**Goal 7:** IMPACT ECHS will provide the technology infrastructure and tools to maximize student achievement

**Performance Objective 2:** Identify and implement teacher applications for the iPad that promote collaboration in the classroom.

**Evaluation Data Source(s) 2:** Technology reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) IMPACT will work with TMS to increase collaborative applications in the classroom and develop ways for teachers and students to share digital information in the classroom and outside of the classroom.	Principal, Campus Technology Specialist, Academic Dean, Teachers	Review lesson plans for technology collaboration, analyze and use information from copy of survey results, use walkthrough data to target areas of teacher growth in technology.			
					

# Addendums

# PLC Meeting

Name	Signature
Aguilar Kathryn	Kathy Aguilar
Ashworth-Hollis Jennifer	J. Hollis
Bonin Elizabeth	Elizabeth Bonin
Brown Keith	Keith Brown
Camarillo Erika	Erika Camarillo
Castillo Robby	Robby Castillo
Chavez Diane	Diane Chavez
Dyches David	
Galvan Robin	Robin Galvan
Garcia Ludy	Absent
Garcia Monica	Peter Hyland
Gilbert Clanton Amy	Amy Gilbert
Herrera Martha	Absent
Jarreau Rachel	Rachel Jarreau
Maitin Connie	Connie Maitin
McCoy Destiny	Peter Hyland
Mergell Chris	Chris Mergell
Milovanovic Lllija	M.R.M.
Mitchell Diana	Diana Mitchell
Patrick Emily	Emily Patrick
Pizana Kristi	Kristi Pizana
Powell Stephanie	Stephanie Powell
Reyes, Laura	Laura Reyes
Reza Barbara	Barbara Reza
Schoppe Adrienne	Adrienne Schoppe
Scribner Gaye	Gaye Scribner
Smith, Richard	MR Smith
Walker, Wendy	Wendy Walker

Ibarra, Robert

Monica O'Brien

Handwritten signatures for Ibarra, Robert and Monica O'Brien.

Campus: IMPACT

School Year: 2017-18

Date Completed: 9/28/17

Program Evaluation  
for  
Gifted and Talented-Program Intent "21"

Identified Need(s) from the Campus Improvement Plan:	Supplemental instructional items needed to enhance learning
Staff Position(s) funded by Program:	N/A
Implemented Strategies/Programs Funded:	Identify student needs
Materials/Supplies Purchased with Program Funds:	determined by student survey of needs
Impact of Strategies/Programs Funded:	Improved academic performance
Recommendation for Strategies/Programs Funded:	Continue

Campus: IMPACT

School Year: 2017-18

Date Completed: 9/22/17

Program Evaluation  
for  
Career and Technology-Program Intent "22"

Identified Need(s) from the Campus Improvement Plan:	Promote CTE
Staff Position(s) funded by Program:	N/A
Implemented Strategies/Programs Funded:	Courses offered: Forensic Science, Food Science
Materials/Supplies Purchased with Program Funds:	materials as needed for course requirements
Impact of Strategies/Programs Funded:	Increased student exposure to CTE
Recommendation for Strategies/Programs Funded:	Continue

Campus: IMPA

School Year: 2017-18

Date Completed: 9/22

## Program Evaluation for Special Education-Program Intent "23"

Identified Need(s)  
from the Campus  
Improvement Plan:

N/A

Staff Position(s)  
funded by Program:

N/A

Implemented  
Strategies/Programs  
Funded:

limited funding  
\$12.00

Materials/Supplies  
Purchased with  
Program Funds:

based on students in program

Impact of  
Strategies/Programs  
Funded:

Recommendation for  
Strategies/Programs  
Funded:

Campus: IMPACT

School Year: 2017-18

Date Completed: 9/22

Program Evaluation  
for

State Compensatory Education-Program Intent "24, 26, 28, and 30"

Identified Need(s) from the Campus Improvement Plan:	Supplemental Instruction
Staff Position(s) funded by Program:	Hourly teacher tutorial pay only
Implemented Strategies/Programs Funded:	After school tutorial program
Materials/Supplies Purchased with Program Funds:	teacher pay, <sup>student</sup> transportation
Impact of Strategies/Programs Funded:	Additional support for students to improve academic progress
Recommendation for Strategies/Programs Funded:	Continued

Campus: IMPACT

School Year: 2017-18

Date Completed: 9/22/2017

## Program Evaluation for Bilingual/ESL-Program Intent "25"

Identified Need(s)  
from the Campus  
Improvement Plan:

Staff Position(s)  
funded by Program:

Implemented  
Strategies/Programs  
Funded:

Materials/Supplies  
Purchased with  
Program Funds:

Impact of  
Strategies/Programs  
Funded:

Recommendation for  
Strategies/Programs  
Funded:

N/A

\$ 23.00 for campus  
will work w/ students to meet needs