

Goose Creek Independent School District
Impact Early College High School
2015-2016 Campus Improvement Plan

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 9th 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, 10% Anglo, 3% Asian, 74% Hispanic, 41% male and 59% 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 (59% males, 41% females, and 0% LEP), 14 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. The data showed:

EOC Results for IMPACT ECHS 2014-15 (including summer testing 2015)

Tested Subject	Number of Students Tested/Students passing	All students passing %	All students at Level III
Algebra I	59/59	100%	9/59 – 15%
Biology	98/98	100%	23/98 – 23%
English I	100/98	98%	17/100 – 17%
English II	84/84	100%	6/84 – 7%
U.S. History	95/94	99%	40/95 – 42%

Curriculum, Instruction, and Assessment:

Strengths:

Teachers who are highly qualified in their content areas

CBA's

Visits to campus by core class curriculum Specialists

ABYDOS training and campus-wide writing initiative

Technology for every student

Needs:

In-class support for Special Education students

Additional training for teachers to meet the needs of ELL students

TSI preparation and remediation if necessary

Academic interventions to reduce failure rates

Demographics:

Strengths:

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

Needs:

More parental support

For attendance

For academic support

For discipline and behavior issues

Police officer or Security officer on campus

College and Career Readiness counselor

Full-time Lee College liaison for students and personnel

More social services to be available to our students

Family and Community Involvement:

Strengths:

Parent/student orientations and informational meetings

Education Foundation

Lee College support

Active student population who are willing to volunteer and give of their time

Needs:

More parental involvement:

PTSO membership/Project Graduation/ILT

Parent education opportunities (with Lee College when applicable)

Increase community resource awareness of students/parents

More structured way of involving all students in service learning and in helping the community as a whole.

School Context and Organization:

Strengths:

Team planning

Several organizations for students

Focus on student needs

Opportunities for our students to earn college hours and an associate's degree

Needs:

More outreach to parents

More student input

More structured interventions (tutoring, etc.)

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

Needs:

More time for our students to interact and participate in activities and organizations

More student self-advocacy; we need to teach them how to take responsibility for themselves and their actions

Improve communication with students and parents regarding graduation requirements, Lee College requirements and guidelines, and college and career readiness

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

Needs:

Increase positive public relations regarding IMPACT ECHS

Continue to provide professional development to increase faculty/staff capacity

Continue to improve relationship with Lee College faculty

Student Achievement:

Strengths:

High rate of graduation

All students take the PSAT, SAT, most take the ACT

Students are actively earning college hours and many are completing Associate's degrees

EOC STAAR scores

Campus-wide writing initiative

AVID required for all 9th graders

Promote and support a college-going campus

Needs:

Improve student attendance

Additional funding for counseling for struggling students

Structured process for academic intervention

Additional support for our students attending Lee College

Technology:

Strengths:

Promethean board

iPads

Clicker

Smart Slates

iPad training

Educational Technology training on campus

Needs:

Improve timeline of distributing iPads to students. Our students begin college classes at the beginning of the school year and many of those classes require technology to access assignments, books, and to interact with instructors.

Comprehensive Needs Assessment Data Documentation


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

Goals

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

Performance Objective 1: We will increase level 2 performance to 92% or higher in all subjects for all students.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	Sign in sheet, school calendar.				
2) Offer one parent meeting a semester to discuss data and student success strategies.	Principal, Counselor, Testing Coordinator, Teachers	Sign in sheets, School Calendar				
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	Meeting Agendas				
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	Student schedule				
						

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

Performance Objective 2: Increase the student percentage meeting level 3 on STAAR test for all subjects from 17% to 25%


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	Friday Agendas, sign-in sheets, 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	Agenda				
						

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

Performance Objective 3: 75% or more of students will receive their Associate of Arts with concentration in Humanities or Associate of General Studies degree and 100% will be core complete by the end of their senior year.

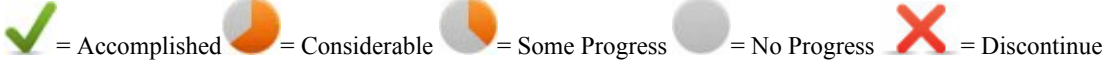
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	Test scores				
2) Students that are not TSI ready in Math by the end of their freshman year 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	TSI scores, Student schedules				
						

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.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	Teachers, Instructional Specialist, Academic Dean	Cumulative lesson plans and classroom observations, 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	STAAR test results. Use of Cornell notes template.				
3) All Impact teachers will offer after school tutorials for students in need of additional instruction.	Teachers	Progress reports, Report cards and College grades				
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	GCCISD and LEE College rosters of IMPACT students in dual credit classes.				
						

Goal 3: IMPACT ECHS through enhanced and dropout prevention efforts, all students will remain in school until they have obtained a high school diploma

Performance Objective 1: Maintain an attendance rate of more than 97%.

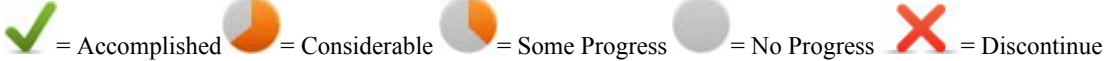
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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 of phone calls. Reports run by Attendance Clerk.				
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	Parent phone call log				
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	Minutes from meeting and signed contract				
4) Provide incentives for students achieving perfect attendance each grading period and semester.	Principal	List of individual students getting the awards.				
						

Goal 3: IMPACT ECHS through enhanced and dropout prevention efforts, all students will remain in school until they have obtained a high school diploma

Performance Objective 2: Implement structures at IMPACT ECHS that will address both retention rates and exit strategies for all students.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Each semester ensure all students are on track to complete an Associate's Degree, or have earned 48 college hours by the end of their senior year.	Principal, Counselor, Teachers, Assistant Principal	College and High School transcripts				
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	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	Finalized plan				
						

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.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review discipline data from Review 360 each grading period to develop discipline plans as needed.	Teachers, Principal	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.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Each year administration, faculty and staff will receive an overview training to identify signs of abuse.	Counselor, Social Worker, Principal	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	Sign-in sheets, 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.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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)	Meeting minutes				
2) Daily announcements will be delivered to students in a variety of forms to ensure all students have access to information.	Teachers, Principal	Facebook and/or YouTube, e-mailed announcements				

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

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

Summative Evaluation: To be determined.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) IMPACT administration will attend job fairs and recruit early from a pool of highly qualified teachers in core subject areas.	Principal, Academic Dean	Job fair recruiting schedule				
2) Assure that all assignments and reassignments are filled with highly qualified staff.	Principal, Academic Dean	NCLB Audit				
3) Evaluate campus teacher induction program/mentorship initiatives and make changes to improve the program efforts to retain teachers.	Assistant Superintendent for Curriculum and Instruction, Principal, Academic Dean	Minutes of meeting				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

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


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Assess staff development needs of those teachers that are not meeting HQ standards	Principal, Academic Dean	Staff development assessment				
2) Develop staff development growth plans for all non-HQ teachers.	Principal, Academic Dean	Written HQ intervention plan completed for each non-HQ teacher				
3) Conduct mid-year review of staff development hours	Principal, Academic Dean	Staff development report				
						

Goal 5: IMPACT ECHS will recruit, develop, and retain highly qualified and 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.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	Meeting minutes to show strategies. Strategy spotlight once a month. Also, certificate 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.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) IMPACT ECHS will communicate with parents via The Spartan Monthly, parent e-mails, SchoolMessenger alerts, website postings and parent conferences.	Principal, Teachers, Webmaster,	Updated website, newsletter, SchoolMessenger calls/emails				
						

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.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	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	Sign in sheets, agendas, presentations				
						

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

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Brain Pop, iPads, Smart Boards, and other instructional apps.	Principal, Academic Dean, Teachers,	Lesson plans with integrated technology				
						

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.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	Director of Educational Technology, Principal, Campus Technology Specialist, Academic Dean	Lesson plans for technology collaboration, copy of survey results.				
