

Goose Creek Consolidated Independent School District
Impact Early College High School
2016-2017 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, 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.

Demographics

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

Demographics Needs

- More parental support
- For attendance
- For academic support
- For discipline and behavior issues
- More social services to be available to our students

Student Achievement

Student Achievement Summary

- EOC Results for IMPACT ECHS 2015-16 (not including summer testing 2016)
 - Tested Subject Algebra I
 - Number of Students Tested/Students passing 66/59
 - All students passing 89%
 - All students at Level III 13/66 – 20%
 - Tested Subject Biology
 - Number of Students Tested/Students passing 106/105
 - All students passing 99%
 - All students at Level III 26/106 – 25%
 - Tested Subject English I
 - Number of Students Tested/Students passing 106/98
 - All students passing 92%
 - All students at Level III 22/106 – 21%
 - Tested Subject English II
 - Number of Students Tested/Students passing 96/92
 - All students passing 96%
 - All students at Level III 14/96 – 15%
 - Tested Subject U.S. History
 - Number of Students Tested/Students passing 83/83
 - All students passing 100%
 - All students at Level III 31/83 – 37%

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 9th graders

- Promote and support a college-going campus
- Increased accountability because of Academic Probation

Student Achievement Needs

- Improve student attendance for TEA Distinction purposes
- Structured process for academic intervention
- Additional support for our students attending Lee College

School Culture and Climate

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

School Culture and Climate 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

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

Staff Quality, Recruitment, and Retention 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

Curriculum, Instruction, and Assessment

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
- Cohorted Learning Lab for LC support (Govt., ELA, Pre-Calc)Additional work time (Study Hall and Learning Labs) for H.S. and LC classes

Curriculum, Instruction, and Assessment Needs

- Additional training for teachers to meet the needs of ELL students
- TSI preparation and remediation if necessary
- Academic interventions to reduce failure rates
- Early alert systems such as Academic Probation at LC

Family and Community Involvement

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

Family and Community Involvement Needs

- Promoting post secondary education @ elementary and junior school campuses
- Improve community perception of campus both in and out of district.
- 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

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

School Context and Organization Needs

- More outreach to parents and build in meeting time during PLCU
- School messenger every grading period to alert parents
- More student input
- More structured interventions (tutoring, etc.)
- Meetings with students that are about to take college classes for the first time and with those on Academic Probation
- Tuesday Talks (Counselor and College/Career Specialist)

Technology

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.

Technology Needs

- Improve timeline for 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.
- Updated laptop carts

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

- Texas Academic Performance Report (TAPR) 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
- Federal Report Card Data
- 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 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

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent 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
- Other additional data

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 93% or higher in all subjects for all students.


Summative Evaluation: Student assessment reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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, Tuesday Talks			
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, SOS minutes, SST minutes			
					

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 to 25% for all areas except US. History. 40% for U.S. History


Summative Evaluation: Student assessment reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	PLC training sign in, 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, sign-ins, walkthroughs, lesson plans			
					

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






Summative Evaluation: Student assessment reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Test scores			
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	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: Student assessment reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	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.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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%.


Summative Evaluation: Attendance Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 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, Social Worker, SST	Minutes from meeting and signed contract, minutes from SOS, SST, and SW			
4) Provide incentives for students achieving perfect attendance each grading period and semester.	Principal and teachers	List of individual students getting the awards.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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.


Summative Evaluation: Student data reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Each semester ensure all students are on track to complete an Associate's Degree, or have earned 42 college hours by the end of their senior year.	Principal, Counselor, Teachers, Assistant Principal, Lee College	College and High School transcripts, sign in sheets, documented notes			
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.

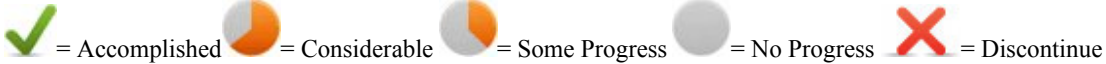
Summative Evaluation: Discipline Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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: Training reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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	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: Student data reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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)	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 emailed announcements, scrolling announcements, Remind, Twitter, Apple TV, other social media options, positive affirmations such as "callouts" on P.A. system			
					

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: Staffing reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	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			
					

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: Staffing reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	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: Training reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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: Parent participation reports and surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Updated website, newsletter, SchoolMessenger calls/emails, 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.


Summative Evaluation: Parent/Community participation reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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	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: Student assessment reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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,	Lesson plans with integrated technology, 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.

Summative Evaluation: Technology reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	Director of Educational Technology, Principal, Campus Technology Specialist, Academic Dean, Teachers, Tech. Instructional Specialist	Lesson plans for technology collaboration, copy of survey results, walkthroughs			
					

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Laura Reyes	Principal