# Goose Creek Consolidated Independent School District

# Goose Creek Memorial High School

# Campus Improvement Plan

# 2020-2021

**Board Approval Date:** October 5, 2020
**Public Presentation Date:** October 5, 2020

# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

The comprehensive needs assessment process was completed during April and May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

As of the 2019-2020 school year, there were 2,183 student enrolled at Goose Creek Memorial High School.

The enrollment breakdown is as follows:

| Race / Ethnicity | Percentage |
|---|---|
| Hispanic | 56.02% |
| Asian | 2.75% |
| Black | 19.01% |
| White | 20.11% |
| Two or More Races | 1.74% |

| Student Group | Percentage |
|---|---|
| Economically Disadvantaged | 59.87% |
| English Learners | 7.97% |
| Special Education | 11.36% |
| 504 | 9.94% |
| At-Risk | 46.59% |

Staff Information: As of 2019-2020, GCM has a staff of 195. The breakdown is as follows:

| Race / Ethnicity | Count | Percentage |
|---|---|---|
| Hispanic | 29 | 20.6% |
| Asian | 2 | 1.5% |
| Black | 33 | 20.6% |
| White | 126 | 76.88% |

| Race / Ethnicity | Count | Percentage |
|---|---|---|
| American Indian | 5 | 2.5% |

**Demographics Strengths**

- All students have access to college and career readiness opportunities
- GCM offers industry certifications and 25 dual credit courses
- More than 200 students with 12 or more college hours
- More than 400 students with dual credit classes

# Student Learning

**Student Learning Summary**

Unfortunately, we have no Spring 2020 state assessment data. The lack of assessment keeps the campus from being able to a summative measurement of student growth. Our previous data shows Algebra 1 and English 2 as areas of need. Therefore, we will continue efforts to see vast student growth in those areas. Also, at the beginning of the 2020-21 school year, we will conduct assessments in all EOC areas to determine student needs, drive instruction and planning, and support interventions and enrichment. Our at-risk students appear to be increasing as well as not making adequate progress with academic needs and/or improving on attendance.

**Student Learning Strengths**

- Utilization of AVID organization and note-taking strategies school-wide
- Students earning industry certifications
- Students engaged in UIL, engineering, Fine Arts, and TAFE competitions

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** With more than 60% of our students identified as At-Risk, we need to evaluate our process of support to make revisions in order for these students to meet student achievement goals. **Root Cause:** The process for At-risk student intervention follow-up is not systemic.

# School Processes & Programs

**School Processes & Programs Summary**

Administrators, teachers and instructional coaches continue to focus on the development of Professional Learning Communities. PLCs plan effective initial instruction and disaggregate data, while focusing on the "3 Big Ideas" and the "4 Critical Questions".

This process allows for the development of high-quality instruction that is correlated to the rigor of the classroom assessments and STAAR EOC exams. Our EOC teachers are provided common planning times to implement the PLC process. We have found that this process fosters specific conversations, provides teachers with job-embedded professional development, and explores ways to improve instruction, which directly impacts student achievement.

GCM values the employment of quality teachers. We continue to focus on recruiting teacher with high content knowledge, an understanding of the importance of building positive relationships with students, and a genuine concern for student success.

GCM finds value in collaboration. Thus, bi-weekly meetings are for the campus leadership team to discuss, evaluate, and/or address school-wide issues, concerns, and celebrations. This team consists of campus administrators, lead counselor, department chairs, content specialists, and the campus athletic coordinator.

Also, there is a continued focus on technology integration with the use of web-based tools to maximize student learning. Teachers are provided professional development opportunities to assist them in implementing technology with instruction. We also utilize GCCISD technology specialists to support and facilitate effective learning and implementation.

**School Processes & Programs Strengths**

- Each content/level conducts weekly PLC meetings
- EOC leaders have a bi-weekly meeting with the Principal and Academic Dean
- Common planning period gives teachers within their content specific course time to meet as a PLC on a weekly basis.
- First year teachers are provided with mentors
- Leadership team meets bi-weekly
- Availability and use of technology resources are abundant

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Data shows that the lack of a school-wide system of expectation for tardies and truancy adds to the number of discipline referrals and classroom disturbances recorded. **Root Cause:** Inconsistencies in counting tardies, ineffective consequences, and inconsistent hallway supervision during passing periods have contributed to the lack of student concern regarding tardies.

# Perceptions

**Perceptions Summary**

GCM utilizes "Capturing Kids Hearts" and AVID strategies to build rapport and positive relationships, as well as support the learning needs of all students. GCM has also built a strong community bond with out community stakeholders through mentoring, on campus Beacon Credit Union, CTE connections, Chick-fil-a, and other partnerships through the Global Business Academy. We have embodied the vision of "Limitless Opportunities" through a commitment to providing a safe and supportive professional learning community, as well as building a collaborative and positive school culture through relationships and school pride. The campus celebrates diversity and encourages students to share multicultural experiences with others to broaden and enhance academic and social awareness. Drills and routine procedures are conducted monthly to ensure students and staff are prepared in case of an emergency. Support students social, emotional, and behavioral needs during weekly Student Support Team meetings, the use of community services, and small group sessions.

**Perceptions Strengths**

In January 2020, GCM was named an AVID National Demonstration School. We are currently the only AVID Demo high school in the Houston area. GCM utilizes the "See Something, Say Something" initiative, which encourages students to report issues or threats. This initiative has also decreased some behavioral concerns. An increase and re-configuring of campus security provided a more visible presence on campus which decreased incidents on campus. Consistent visibility of administrators, teachers, security guards, and campus police during passing periods, lunches, before/after school tutorials, and school events provides a heightened sense of security.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent involvement on campus is not as engaging as it should be to help eliminate behavior and attendance issues. **Root Cause:** Inconsistencies with parent contact information and return of calls, new contact information is not always provided and changed in the parent portal, and a lack of consistent communication when an issue originates in classrooms.

# Priority Problem Statements

**Problem Statement 1**: With more than 60% of our students identified as At-Risk, we need to evaluate our process of support to make revisions in order for these students to meet student achievement goals.

**Root Cause 1**: The process for At-risk student intervention follow-up is not systemic.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: Data shows that the lack of a school-wide system of expectation for tardies and truancy adds to the number of discipline referrals and classroom disturbances recorded.

**Root Cause 2**: Inconsistencies in counting tardies, ineffective consequences, and inconsistent hallway supervision during passing periods have contributed to the lack of student concern regarding tardies.

**Problem Statement 2 Areas**: School Processes & Programs

**Problem Statement 3**: Parent involvement on campus is not as engaging as it should be to help eliminate behavior and attendance issues.

**Root Cause 3**: Inconsistencies with parent contact information and return of calls, new contact information is not always provided and changed in the parent portal, and a lack of consistent communication when an issue originates in classrooms.

**Problem Statement 3 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

**Student Data: Student Groups**

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

**Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Through rigorous instruction and timely interventions GCM will increase our "Approaches" performance to the following: Algebra I 80 %, Biology 95% , English I 65%, English II 63 % and US History 95%

**Evaluation Data Sources:** 2018-2019 STAAR Data, CBA Data, Campus Action Plan

**Summative Evaluation:** None

| Strategy 1: Students who failed a STAAR test, but passed the class, will be placed in the next course and also in a class that will focus on remediation, reteaching, and supplementation of the previous EOC curriculum to improve missed skills in Biology, Algebra I, English I and II, and US History. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase in student achievement | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Counselor<br>Academic Dean<br>Teachers<br>Content Specialist | | | | |

| Strategy 2: Analyze CBA and benchmark performance per department and per level, which includes the discussion of strengths, areas needing improvement, and instructional/curricular adjustments. Analyze grade distribution and failure rates of all teachers at PLC and team meetings. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase in student achievement | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Content Specialist<br>Teachers<br>Academic Dean | | | | |

| Strategy 3: GCM will provide STAAR pull outs  for students at-risk of failing Algebra I, Biology, English I or English II,or US History EOC test. The students will participate in school day embedded and after school camps designed to re-teach key strategies and concepts. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** STAAR scores increased | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Content Specialist<br>Academic Dean<br>Teachers | | | | |
| **Funding Sources:** Tutorial costs - Coordination of Local and State Funds - SCE Funds - $12,000 | | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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

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

    **Evaluation Data Sources:** 2018-2019 STAAR Data, CBA Data, Campus Action Plan

    **Summative Evaluation:** None

| Strategy 1: GCM faculty and staff will conduct data talks, disseminate information by ethnicity, and utilize the PLC process to plan with the C&I, Bilingual/ESL, Special Education, and CTE departments to develop strategies that identify and address gaps for all students. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in student achievement | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Academic Dean<br>Content Specialist<br>Teachers | | | | |

| Strategy 2: In order to improve implementation of instructional strategies for all students, we will incorporate coaching visits with staff into the content specialists schedules. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Documentation of visits | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Content Specialist<br>Academic Dean<br>Principal | | | | |

| Strategy 3: Demonstrate and coach effective instructional strategies, formative assessments, and data disaggregation. Teachers will be provided opportunities to "show and tell" learned strategies during PLC. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in student achievement | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Content Specialist<br>Academic Dean<br>Principal | | | | |

| Strategy 4: Teachers and Campus Administrators will hold data talks each 6 weeks and disseminate information by student ethnicity and sub populations, with specific analysis of trends and gaps. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Decrease in the achievement gap among different sub-populations | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Assistant Principals<br>Content Specialists<br>Teachers | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
| --- | --- | --- | --- |

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

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

    **Evaluation Data Sources:** 2018-2019 STAAR Data, CBA Data, Campus Action Plan

    **Summative Evaluation:** None

| Strategy 1: Create EOC retest and trailer sections for all tested areas, which will use AVID strategies to reteach content. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** At least a 50% pass rate for all EOC re-testers | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Academic Dean<br>Teachers<br>Content Assistant principals | Nov | Feb | June | June |

| Strategy 2: During PLC, have specific data analysis for EOC re-testers.  Teachers will need to provide data following CBAs and benchmarks for re-testers in all content areas. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** At least a 50% pass rate for all EOC re-testers | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Academic Dean<br>Teachers<br>Content Specialists<br>Content Assistant Principals | Nov | Feb | June | June |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

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

**Evaluation Data Sources:** Semester Grade Reports

**Summative Evaluation:** None

| | | | | |
|---|---|---|---|---|
| **Strategy 1:** Student surveys and recruitment will begin in Fall to determine which students are interested in taking advanced academic courses | **Reviews** | | | |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in Dual Credit Enrollment and completion of advanced credit with at least 40% of student body receiving college credit | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Counselors<br>Teachers<br>Campus Administration | | | | |
| **Strategy 2:** During the first week of October, Seniors will begin the Pre Assessment Activity. They will then take the Texas Success Initiative the third week in October. For all other students, this process will begin in November with posted advertisements regarding dual credit enrollment. They will complete the PAA and TSI in the early Spring. | **Reviews** | | | |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** 100% of interested students will complete Apply Texas online, participate in PAA, and receive successful scores on the TSI, in order to begin dual credit. | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Counselors<br>Campus Administrators | | | | |
| 0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue | | | | |

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

**Performance Objective 5:** Through rigorous instruction and timely interventions GCM will increase our "Meets" performance to the following: Algebra I 45 %, Biology 65% , English I 50%, English II 45% and US History 80%

**Evaluation Data Sources:** 2018-2019 STAAR Data, CBA Data, Campus Action Plan

**Summative Evaluation:** None

| **Strategy 1:** GCM will provide EOC extension activities for students identified as possible mid to high performers. The students will participate in rotations designed to reinforce and extend learning. | | Reviews | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Increase in Distinctions | | Formative | | Summative |
| **Staff Responsible for Monitoring:** Teachers<br>Campus Administration | Nov | Feb | June | June |

| **Strategy 2:** Teachers will utilize differentiation and AVID strategies.  These strategies will be evidenced in lesson plans and monitored via walkthroughs and evaluations. | | Reviews | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** The use of these best practices will effect student engagement, which will allow for the implementation for more rigorous instruction | | Formative | | Summative |
| **Staff Responsible for Monitoring:** Teachers<br>Campus Administrators | Nov | Feb | June | June |

| **Strategy 3:** The formative and summative assessments will be used as a data points for determining intervention needs.  The data will be broken down by teacher, subgroup, and/or class period. | | Reviews | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** During department meetings, teachers will be able to use data to determine specific areas of weakness in instruction and student achievement. | | Formative | | Summative |
| **Staff Responsible for Monitoring:** Teachers<br>Campus Administrators | Nov | Feb | June | June |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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

**Performance Objective 6:** GCM will increase Special Ed and EL STAAR EOC scores, and will reach Meets Grade Level with the following percentages: Special Ed Reading 15%, Special Ed Math 23%, Special Ed CCMR 30%, EL Reading 29%, EL Math 40%, EL CCMR 30%.

    **Evaluation Data Sources:** 2018-2019 STAAR Data, CBA Data, Campus Action Plan

    **Summative Evaluation:** None

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Targeted instruction provided by a content certified teacher and a special education certified teacher through the following co-teaching models: Parallel, Alternative, Station, Teaming, and One Teach One Assist team.  Collaboration for content and special ed co-teaching pairs will be documented weekly and will take place during time built into the school day. Co-teach will be provided in the following courses: Algebra 1, Algebra 2, Biology, U.S. History, English 1, English, 2, English 3, and English 4.  Tracking performance on student learning objectives for special education students, will be essential (by subject and subgroup). | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **June** | **June** |
|     **Strategy's Expected Result/Impact:** Improved performance on check-point assessments. CBAs, and Mock STAAR Benchmarks<br><br> Improved STAAR/EOC data<br><br>    **Staff Responsible for Monitoring:** Principal, Academic Dean, Assistant Principals, Content Specialists, Teachers<br><br>    **Funding Sources:** Professional Development - Local Funds - $1,500 | | | | |
| **Strategy 2:** Utilize ESL Reading classes to double block students with English Language deficiencies in order to provide language support | **Reviews** | | | |
| | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Improved performance on check-point assessments. CBAs, and Mock STAAR Benchmarks | **Nov** | **Feb** | **June** | **June** |
| Improved STAAR/EOC data<br><br>    **Staff Responsible for Monitoring:** Principal, Academic Dean, Assistant Principals, Content Specialists, Teachers<br><br>    **Funding Sources:** Reading Material - Local Funds - $2,500 | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

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

**Evaluation Data Sources:** 2018-2019 STAAR Data, CBA Data, Campus Action Plan, CCMR Data, AP Scores, ACT/SAT scores

**Summative Evaluation:** None

| Strategy 1: 1) Utilize collaborative teamwork for instructional planning to include:<br>*Data analysis by grade and subject<br>*Data analysis through reflective questions<br>*Grade-level, vertical, and/or interdisciplinary team meetings for data analysis and dialogue<br>*Development of an Instructional Plan/Action Plan based on data analysis<br>*Individual student data analysis and establishment of student conference<br>*Teacher development of intervention plan | | Reviews | | |
|---|---|---|---|---|
| | | **Formative** | | **Summative** |
| | **Nov** | **Feb** | **June** | **June** |
| **Strategy's Expected Result/Impact:** *IMPLEMENTATION- Formative unit assessments. STAAR Exam results.<br> *PLC discussions<br> * walkthrough observations<br>confirming that teachers have made a shift from traditional<br>reading instruction to blended learning rotations and close<br>reading.<br>*CBA assessment data showing at least 2% higher achievement for all student groups when compared with last year's scores.<br><br>**Staff Responsible for Monitoring:** Principal. Assistant Principals, Academic Dean<br>Content Specialists,<br>Content Area<br>Teachers | | | | |

| Strategy 2: Instructional Coaches and teachers will focus on quality first-time instruction (higher order thinking questions, AVID strategies, differentiation, and question stems that require analysis, evaluation, and creation) and alignment of formative and summative assessments to the standards of the course. | | Reviews | | |
|---|---|---|---|---|
| | | **Formative** | | **Summative** |
| | **Nov** | **Feb** | **June** | **June** |
| **Strategy's Expected Result/Impact:** STAAR Test results, and AP<br>test results will indicate student success and growth.<br><br>**Staff Responsible for Monitoring:** Principal, Academic Dean, Assistant Principal, Content Specialists, Teachers | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

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

    **Evaluation Data Sources:** 2018-2019 Attendance Reports

    **Summative Evaluation:** None

| Strategy 1: CIS, Social Workers, Counselors, Teachers, and Assistant Principals will work together to develop a system of contacting parents, and documenting students who fall into the "chronically absent" category with 5 or more absences. Home visits will be conducted by campus staff to identify students who need interventions. | | Reviews | | | |
|---|---|---|---|---|---|
| | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in attendance rate<br>Decrease in failure rate<br>Decrease in the number of students requiring attendance recovery | | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Counselor<br>Assistant Principal<br>Teachers<br>Communities In School<br>Social Worker | | | | | |

| Strategy 2: Provide tangible incentives for students achieving perfect attendance, as well as students with improved attendance, each six week grading period, each semester, and throughout the school year. | | Reviews | | | |
|---|---|---|---|---|---|
| | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in attendance rate<br>Increased perfect attendance | | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor | | | | | |

| Strategy 3: Provide a variety of credit recovery opportunities for students at risk of not graduating, including Edgenuity, attendance recovery, and creative scheduling to meet the needs of at risk students. | | Reviews | | | |
|---|---|---|---|---|---|
| | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in student achievement | | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Academic Dean<br>Counselor | | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

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

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

    **Evaluation Data Sources:** AVID strategies, Lesson planning, CCMR data

    **Summative Evaluation:** None

| Strategy 1: Increase the number of students taking and completing rigorous coursework at GCM, including Pre-AP and AP courses as well as Dual Credit courses through Lee College and CTE technical credits. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased enrollment in advanced academic courses | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Content Specialist<br>Teachers | | | | |

| Strategy 2: Increase number of students scoring 3 or higher on respective AP exams, or earning Dual enrollment course credit through Lee College, in order to achieve Quartile I in Distinction Designation. Students will participate in a review session at Rice if possible. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student success on AP exams Increased student success on Dual Enrollment courses | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Content Specialist<br>Teachers | | | | |

| Strategy 3: GCM AVID teachers will attend AVID for professional development and to network with other AVID professionals. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Attendance at AVID conference | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Academic Dean<br>Teachers | | | | |

| Strategy 4: AVID opportunities and instructional strategies will be presented to students throughout the year. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Increase in student achievement | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Teachers | Nov | Feb | June | June |

| Strategy 5: The GCM AVID committee and MAPS teachers will meet regularly to develop strategies that may be implemented campus-wide to enhance classroom instruction and encourage students to continue their education beyond high school. During PLC, a designated member(s) of the AVID committee will present to teachers in all content areas (EOC tested and non-EOC tested). | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | Nov | Feb | June | June |
| **Strategy's Expected Result/Impact:** Increase in student achievement | | | | |
| **Staff Responsible for Monitoring:** Teachers | | | | |

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

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

    **Evaluation Data Sources:** Regular parent meetings, College Career and Lee College Dual Credit meetings, College night attendance

    **Summative Evaluation:** None

| Strategy 1: A meeting addressing college/career preparation will be offered to parents at least once during the school year. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Parents become more aware of post secondary options for their child | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Academic Dean<br>Counselor<br>Assistant Principal<br>College and Career Counselor<br>Admin | Nov | Feb | June | June |

| Strategy 2: We will offer a Career Fair/Career and Technical Education (CTE) Fair so students will be able to explore career opportunities available through CTE course offerings. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Completion of CTE Fair | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Academic Dean<br>Teachers<br>CTE Specialists | Nov | Feb | June | June |

| Strategy 3: Offer a College Fair, where students are able to visit with representatives from numerous colleges and universities during one evening, hosted by GCCISD. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Completion of College Fair | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Assistant Principal<br>Counselor<br>Teachers<br>College and Career Counselor<br>Admin | Nov | Feb | June | June |

| Strategy 4: Address higher education/continuing education by providing opportunities for all students through the GCM College and Career Center and Counseling Department. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Increase in students utilizing the College and Career Center | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Counselor<br>College and Career Counselor | Nov | Feb | June | June |

| Strategy 5: Counselors will meet with students throughout the year to create, update and maintain their 4-year Plans. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Personal Graduation Plans and Naviance 4-Year Plans completed and entered in their respective database | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Counselor<br>College and Career Counselor | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue

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

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

    **Evaluation Data Sources:** Discipline Reports-Campus

    **Summative Evaluation:** None

| Strategy 1: GCM administrative staff will:<br>* Review discipline data each six week grading period.<br>* Identify trends in student behavior.<br>* Identify interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations.<br>* Support implementation of PBIS strategies.<br>    **Strategy's Expected Result/Impact:** Decrease in number of discipline referrals<br>    **Staff Responsible for Monitoring:** Assistant Principal<br>    Teachers<br>    Principal | | Reviews | | |
| --- | --- | --- | --- | --- |
| | | **Formative** | | **Summative** |
| | **Nov** | **Feb** | **June** | **June** |
|      0%   No Progress      100%   Accomplished      ➡   Continue/Modify      ✖   Discontinue | | | | |

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

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

**Evaluation Data Sources:** Campus Discipline Reports, SS Team data

**Summative Evaluation:** None

| Strategy 1: GCM staff will receive an overview training to assist teachers to recognize signs of bullying, teen violence, and campus or home based abuse. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase in student achievement | Nov | Feb | June | June |
| **Staff Responsible for Monitoring:** Counselor Assistant Principal Teachers | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

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

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Sources:** Faculty turnover rate, mentor program for all new teachers, end of the year survey

**Summative Evaluation:** None

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Professional Development regarding instructional best practices and classroom managements strategies will be provided for all staff. New Teacher University will be created for new teachers in order for them to receive additional training and various other tools needed to be successful in the classroom. | | Formative | | Summative |
| **Strategy's Expected Result/Impact:** 100% highly effective staff roster<br><br>**Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Assistant Principals<br>Content Specialists<br>Lead Mentor Teacher | Nov | Feb | June | June |
| **Strategy 2:** Utilize GCCISD Professional Learning and Induction Handbook --<br>* during New Teacher University to support 1st year teachers<br>* support and provide professional development for teachers with less than 5 years of experience | **Reviews** | | | |
| | | Formative | | Summative |
| **Strategy's Expected Result/Impact:** Increase in retention<br><br>**Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Lead Mentor Teacher | Nov | Feb | June | June |
| **Strategy 3:** Create more opportunities to recognize students and staff for their accomplishments. Team building activities will be built into PLCs. | **Reviews** | | | |
| | | Formative | | Summative |
| **Strategy's Expected Result/Impact:** Higher campus morale<br>**Staff Responsible for Monitoring:** Campus Administration<br>Teachers | Nov | Feb | June | June |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

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

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

    **Evaluation Data Sources:** Teacher/Parent Survey

    **Summative Evaluation:** None

| Strategy 1: Via website provide quarterly information to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, HB5 Grad Plan explanations, and upcoming dates that relate to the goal. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Emails sent to parents and newsletters posted | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Webmaster<br>Academic Dean | | | | |

| Strategy 2: GCM will communicate to parents and students the opportunities and tools for success available such as ACT, SAT, TSI testing, dual credit courses, Naviance, College Board, tutorials, Night School, and credit recovery. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Information provided via email and letters | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Webmaster<br>Counselors | | | | |

| Strategy 3: Send out frequent School Messenger calls regarding the following: upcoming campus or district dates, testing information (Semester and Final Exams, STAAR, PSAT, etc.), progress reports, report cards, special events, and other items of importance. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Completion of School Messenger calls on the items listed<br>Parent survey at the end of the year asking about GCM communication | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Testing Coordinator<br>Counselor<br>Teachers<br>Assistant Principal<br>Content Specialist | | | | |

| **Strategy 4:** Parent meetings for each grade level will be offered to parents during the 1st semester for grades 9,10,11 and 12; and additional parent meetings for all grade levels will be offered during the 2nd semester. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in parent involvement | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Academic Dean<br>Counselor<br>Assistant Principal | | | | |

| **Strategy 5:** A parent event will be offered to incoming 9th grade parents before the start of school to address current campus, district and State requirements for meeting College and Career Readiness Standards. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in parent involvement | **Nov** | **Feb** | **June** | **June** |
| **Staff Responsible for Monitoring:** Principal<br>Counselor<br>Academic Dean<br>Teachers<br>Content Specialist | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

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

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

**Evaluation Data Sources:** Technology reports on App/Software usage, Teacher trainings

**Summative Evaluation:** None

| **Strategy 1:** All teachers will have access to technology in the classroom for both instruction and assessment. This will provide the opportunity to utilize Google classroom, Kahoot!, polleverywhere, as well as content specific apps. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in student engagement and achievement. **Staff Responsible for Monitoring:** Principal  Assistant Principal  Academic Dean  Teachers | **Nov** | **Feb** | **June** | **June** |
| 0% No Progress        100% Accomplished        → Continue/Modify        ✗ Discontinue | | | | |

# Campus Funding Summary

| Local Funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 6 | 1 | Professional Development | | $1,500.00 |
| 1 | 6 | 2 | Reading Material | | $2,500.00 |
| | | | | **Sub-Total** | $4,000.00 |
| **Coordination of Local and State Funds** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | Tutorial costs | SCE Funds | $12,000.00 |
| | | | | **Sub-Total** | $12,000.00 |
| | | | | **Grand Total** | $16,000.00 |