

Goose Creek Consolidated Independent School District

Impact Early College High School

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020

Public Presentation Date: November 2, 2020

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.

Value Statement

The faculty and administration of Impact Early College High School commit to:

Incorporate WICOR/CIF across the curriculum on a daily basis.

Collect, analyze, collaborate and communicate student data to provide opportunities for growth and intervention.

Implement student based instructional technology in the classroom at least once a six weeks.

Develop and maintain a rapport within and among students to foster a physically and emotionally safe and inclusive environment.

Provide opportunities for leadership and creativity through a culture of service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population is 10% African-American, 11% Anglo, 4% Asian, 75% Hispanic, 38% male and 62% female with a low socioeconomic status of 63%.

The staff population is 10% African-American, 62% Anglo, 28% Hispanic, 21% male and 79% female with an average of 18 years of experience.

The overall mobility rate for the campus is approximately 4%, with a drop-out rate of 0%. The average daily attendance rate for students is 97%. There were a total of 91 discipline referrals for the 2019-20 school year.

IMPACT ECHS serves 7 English Language Learner students, 73 students in the Gifted and Talented program (36% males, 64% females, and 0% LEP), 24 students identified for 504 services, 0% of Tier II students, 0% of Tier III students, 8 students served through special education services (0.2%) and 0 students tested, but not qualified for special education services.

Per TEA, Early College High Schools (ECHS) must meet established metrics to continue status as designated Early College High Schools. The ECHS Blueprint Benchmarks and Outcome Based Measures are attached in the Addendum Section.

Demographics Strengths

Student population is diverse and reflects our target of enrolling students who are At-Risk, historically underrepresented in college courses, and include ELs, low socioeconomic, and students with disabilities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The faculty population does not reflect the student population on campus and should continue to participate in equity training; working collaboratively to include the contributions and voice of POC across the curriculum. **Root Cause:** Minimal turnover in faculty is a factor in limiting opportunities to diversify.

Student Learning

Student Learning Summary

Teachers are developing plans for distance learning as this directly impacts our students and our campus and needs to be addressed. While student performance was acceptable in the spring, we have to work to ensure engagement and interaction with teachers. The availability of student access to wifi will directly impact their success as distance learning is implemented this school year.

Closer monitoring and follow ups with new students entering the college realm about study habits, organizational skills along with informing parents about the college grading system may be a way to increase student performance.

We need a plan for the COVID sliders. This is a real area - potentially. It is a direct reflection on equity - our most vulnerable groups will be the most affected.

Student Learning Strengths

Student progress is constantly reviewed by campus faculty and counselors. Lower performing students are assigned to grade level teacher teams for counseling and intervention. Depending on the students need, CIS may be contacted for additional assistance and resources. Continued monitoring of students is implemented along with parental contact to aid in student improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): COVID Slide Gaps **Root Cause:** Limited interaction with students due to online learning in addition to summer slide.

School Processes & Programs

School Processes & Programs Summary

Focus on the student - Grade level teams of teachers and staff members monitor and discuss in detail students who are struggling with academics, personal issues, or other issues. Team members take responsibility for specific students and develop an individual plan with that student, schedule parent meetings, communicate with other teachers, and support the student as needed to improve.

Focus on academics - Teachers work collaboratively to maintain high academic standards. They communicate expectations for each grade level so that the other teachers are able to prepare and support students accordingly.

Focus on collaboration - A truly collaborative environment allows faculty, staff, students, and parents to work together on committees, submit their opinions and ideas for improvement. Our collaboration extends to our partnership with Lee College to better support students and provide necessary support systems.

Focus on safety - Measures have been taken to increase student, staff, and overall campus safety.

Focus on communication - Weekly Administrative Team meetings, Faculty meetings, Staff meetings, and SST meetings, in addition to 2-3 all school assemblies per semester and several grade level meetings, are held to promote communication. In addition, SchoolMessenger is utilized regularly to communicate with parents, REMIND, social media, fliers, and daily announcements are used to keep students informed.

Focus on family engagement - Monthly Informational sessions, PTSO, Parent meetings for general information, Parent meetings for specific student concerns.

School Processes & Programs Strengths

Always prioritizing what is best for students brings us together and keeps us concentrating on what is most important, our students. Open and honest communication policy allows students, teachers, parents, community members the ability to have their concerns, questions, suggestions heard. PLC time, utilization of surveys, and communication with student leadership allow for collaboration to improve our campus. Meetings and assemblies provide regular opportunities for open and consistent communication in our school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus safety continues to be a concern. **Root Cause:** There is a feeling of our campus being more vulnerable because of the layout, the materials (glass walls) and the constant entering and exiting of students as they come and go to college classes.

Problem Statement 2 (Prioritized): Limited parent involvement/engagement. **Root Cause:** Many parents are overwhelmed with other responsibilities; therefore limiting their time to be involved.

Perceptions

Perceptions Summary

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

Perceptions 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.

The sense of community on campus fosters student-teacher relationships and mentorship opportunities in which teachers guide and support students through a progressive set of focused college preparation activities. These activities close the gap for at-risk student populations and make college more accessible to students in that IMPACT staff provides individualized, case-specific, support, monitoring, and college enrichment experiences students on other campuses typically do not receive. Teachers work collaboratively to identify student needs and coordinate efforts to ensure cross-curricular support for students who struggle. Teachers document efforts, as well as the results of those efforts, in order to identify successful strategies and/or further develop plans that identify and target individual or emergent needs of the student. Because of the way the way students are scheduled and "shared" by the staff, this critical, prescriptive performance information is readily available to each teacher who has the student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student surveys reflect the need to increase school pride. **Root Cause:** Due to the nature of our school, once students start taking college classes, they are not physically on campus as much to maintain school spirit and promote school pride.

Priority Problem Statements

Problem Statement 1: The faculty population does not reflect the student population on campus and should continue to participate in equity training; working collaboratively to include the contributions and voice of POC across the curriculum.

Root Cause 1: Minimal turnover in faculty is a factor in limiting opportunities to diversify.

Problem Statement 1 Areas: Demographics

Problem Statement 2: COVID Slide Gaps

Root Cause 2: Limited interaction with students due to online learning in addition to summer slide.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus safety continues to be a concern.

Root Cause 3: There is a feeling of our campus being more vulnerable because of the layout, the materials (glass walls) and the constant entering and exiting of students as they come and go to college classes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 5: Limited parent involvement/engagement.

Root Cause 5: Many parents are overwhelmed with other responsibilities; therefore limiting their time to be involved.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student surveys reflect the need to increase school pride.

Root Cause 6: Due to the nature of our school, once students start taking college classes, they are not physically on campus as much to maintain school spirit and promote school pride.

Problem Statement 6 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
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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

Evaluation Data Sources: Student assessment reports

Summative Evaluation: None

<p>Strategy 1: Hold at least one grade level meeting per semester where goals and expectations are communicated to the students utilizing Web-Ex when virtual meetings are needed. Follow up with REMIND, email, conference, other forms of communication to reinforce. Virtual meetings will be recorded for students who are absent from live meetings.</p> <p>Strategy's Expected Result/Impact: All attending staff will sign-in We will use the school calendar to schedule assemblies</p> <p>Staff Responsible for Monitoring: Teachers Counselor Principal Testing Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Offer one parent meeting a semester to discuss data and student success strategies utilizing Web-Ex when virtual meetings are needed.</p> <p>Strategy's Expected Result/Impact: Have parents sign-in Build in meetings around the school calendar Offer Tuesday Talks for parents to meet with counselors</p> <p>Staff Responsible for Monitoring: Principal Counselor Testing Coordinator Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Analyze CBA, benchmark performance, and past state assessments per department per grade level, to analyze student weaknesses and make necessary curricular adjustments.</p> <p>Strategy's Expected Result/Impact: Add data reviews to meeting agendas</p> <p>Staff Responsible for Monitoring: Teachers Testing Coordinator Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Students who fail state mandated tests (STAAR) 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 programs 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.

Strategy's Expected Result/Impact: Build in time for support in student schedule

- Keep and share SOS minutes
- Maintain up to date SST minutes

Staff Responsible for Monitoring: Counselor

- Teachers
- Principal
- Testing Coordinator

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: Increase the student percentage meeting "masters grade level" on all STAAR tests to a minimum 25% for all areas except US History set at a minimum of 50%.

Evaluation Data Sources: Student assessment reports

Summative Evaluation: None





<p>Strategy 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, WICOR, and AVID strategies, in order to promote students' critical thinking and problem solving skills. ELA specialist will provide additional support as needed.</p> <p>Strategy's Expected Result/Impact: Provide PLC training and have all participants sign in Create agendas with PLC focus Reflect key look-fors when conducting classroom observations</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Develop agenda items around technology use Keep sign-in sheets Reflect usage on walkthroughs Look for technology use in lesson plans</p> <p>Staff Responsible for Monitoring: Teachers Campus Technology Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: 80% of students will receive their Associate Degree or be core complete by the end of their senior year.

Evaluation Data Sources: Student assessment reports

Summative Evaluation: None





<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Analyze and use TSI test scores to reinforce and reteach as needed</p> <p>Staff Responsible for Monitoring: Testing Coordinator Teachers Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Analyze and use TSI scores to better prepare students Create opportunities in the student schedules for test prep and review</p> <p>Staff Responsible for Monitoring: Teachers Testing Coordinator Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: IMPACT graduating students will increase matriculation to post-secondary institutes by 15%.

Evaluation Data Sources: Sign-in sheets for trips; surveys upon return from visits; clearinghouse reports reflecting the students who have enrolled in institutions of higher education.

Summative Evaluation: None





<p>Strategy 1: Provide SAT/ACT workshops and materials to adequately prepare students to score well on these exams. ACT/SAT Study Groups will be formed and their progress monitored utilizing practice tests.</p> <p>Strategy's Expected Result/Impact: Increased number of students with improved scores completing ACT/SAT by the end of their junior year.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean College and Career Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: College visits to local and semi-local colleges and universities to expose students and parents to these institutions and lower anxiety about students pursuing post-secondary education beyond Lee College.</p> <p>Strategy's Expected Result/Impact: Through education and the experience of visiting college campuses, students and parents will have a more realistic perspective of what "college life" entails and realize that it is attainable and doable.</p> <p>Staff Responsible for Monitoring: Principal College and Career Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: All students will complete and submit applications to universities/colleges, FAFSA, and any common applications by the end of their senior year using laptops in their AVID Classes, and during CIO sessions with CCRM Specialist.</p> <p>Strategy's Expected Result/Impact: Students will have completed the first step towards continuing their post-secondary education and will have evidence that it is attainable.</p> <p>Staff Responsible for Monitoring: Principal College and Career Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Student assessment reports

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Review cumulative lesson plans and conduct classroom observations Analyze test results.</p> <p>Staff Responsible for Monitoring: Academic Dean Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: All IMPACT teachers will make writing a component of their course by teaching note taking skills and utilizing AVID/WICOR writing strategies.</p> <p>Strategy's Expected Result/Impact: Review STAAR test results Use Cornell notes template All Teachers Trained in strategies Observations Conducted</p> <p>Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: All IMPACT teachers will offer after school tutorials for at-risk students in need of additional instruction.</p> <p>Strategy's Expected Result/Impact: Analyze progress reports, report cards and college grades to determine which students to target for tutorials</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Tutorial Teacher Pay and Bus Transportation - Coordination of Local and State Funds - SCE Funds - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Where possible, STAAR tested dual-credit subjects should be taught by state-certified teachers cognizant of the required TEKS and STAAR requirements.</p> <p>Strategy's Expected Result/Impact: Review GCCISD and LEE College rosters of IMPACT students in dual credit classes</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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%.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: None

<p>Strategy 1: Contact the parents of students who are absent daily to ensure that the parent is aware of the absence.</p> <p>Strategy's Expected Result/Impact: Log phone calls Attendance Clerk will run reports for administrators to use to target consistently absent students</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal Assistant Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Keep parent phone call log</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal Assistant Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Maintain minutes from meeting and signed contracts, review minutes from SOS, SST, and SW</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal Assistant Principal Counselor Teachers Social Worker SST</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Provide incentives for students achieving perfect attendance as well as improved attendance each grading period and semester. Strategy's Expected Result/Impact: List individual students getting the awards Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify







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 retention rates for all students.

Evaluation Data Sources: Student data reports

Summative Evaluation: None





<p>Strategy 1: Each semester ensure all students are on track to complete an Associates Degree, or have earned 42 college hours by the end of their senior year.</p> <p>Strategy's Expected Result/Impact: Audit college and High School transcripts Have students sign in Document conversations and notes about student progress</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Assistant Principal Lee College</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: When students feel they want to leave IMPACT, a conference will be scheduled 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.</p> <p>Strategy's Expected Result/Impact: Meet with parents and keep minutes of meeting</p> <p>Staff Responsible for Monitoring: Principal Counselor Social Worker CIS Assistant Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Develop and share committee's finalized plan and minutes of meetings</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Academic Dean</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Discipline Reports

Summative Evaluation: None





Strategy 1: Review discipline data from Review 360 each grading period to develop discipline plans as needed. Strategy's Expected Result/Impact: Use data from Review 360 and discipline plans Staff Responsible for Monitoring: Teachers Principal Assistant Principal SOS teams	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Implement P.B.I.S. structures to decrease discipline referrals. Strategy's Expected Result/Impact: Increase in positive reinforcement and celebrations of student success/decrease in disciplinary infractions. Staff Responsible for Monitoring: Teachers Principal Assistant Principal SOS teams	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Training reports

Summative Evaluation: None





<p>Strategy 1: Each year administration, faculty and staff will receive an overview training to identify signs of abuse. Strategy's Expected Result/Impact: File training certificates and sign in sheets Staff Responsible for Monitoring: Counselor Social Worker Principal Asst. Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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. Strategy's Expected Result/Impact: Keep sign-in sheets Reflect in classroom observations Staff Responsible for Monitoring: Counselor Social Worker Communities In School Asst. Principal Nurse</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Student data reports

Summative Evaluation: None





<p>Strategy 1: Student council will meet once a six weeks with the campus Principal to discuss overall student needs and student concerns.</p> <p>Strategy's Expected Result/Impact: Keep meeting minutes</p> <p>Staff Responsible for Monitoring: Principal Student Council Sponsor(s)</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Daily announcements will be delivered to students in a variety of forms to ensure all students have access to information.</p> <p>Strategy's Expected Result/Impact: Use Facebook and/or emailed announcements, scrolling announcements, Remind, Twitter, Apple TV, other social media options, positive affirmations such as "call-outs" on P.A. system</p> <p>Staff Responsible for Monitoring: Teachers Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: All students will be taught by a highly effective teacher.

Evaluation Data Sources: Staffing reports

Summative Evaluation: None





Strategy 1: IMPACT administration will attend job fairs and recruit early from a pool of highly effective teachers in core subject areas. Strategy's Expected Result/Impact: Attend job fairs per recruiting schedule Staff Responsible for Monitoring: Principal Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure that all assignments and reassignments are filled with highly effective staff. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus teacher induction program/mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: Keep minutes of meetings Staff Responsible for Monitoring: Principal Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Ensure 100% of teachers receive high quality professional development.

Evaluation Data Sources: Staffing reports

Summative Evaluation: None





Strategy 1: Assess staff development needs of those teachers that are not meeting highly effective standards Strategy's Expected Result/Impact: Provide staff development assessment Staff Responsible for Monitoring: Principal Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Develop staff development growth plans for all non-highly effective teachers. Strategy's Expected Result/Impact: Write highly effective intervention plan and complete for each non-highly effective teacher Staff Responsible for Monitoring: Principal Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Conduct mid-year review of staff development hours Strategy's Expected Result/Impact: Run staff development report Staff Responsible for Monitoring: Principal Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Training reports

Summative Evaluation: None





<p>Strategy 1: IMPACT will send delegates from our campus to the AVID professional development conference. These teachers will share strategies learned.</p> <p>Strategy's Expected Result/Impact: Write meeting minutes to show strategies Spotlight a strategy once a month Collect certificates from AVID summer institute.</p> <p>Staff Responsible for Monitoring: Campus AVID Coordinator Principal Academic Dean</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: IMPACT teachers will attend an AP Conference, Subject area conference, and/or Early College High School conferences to promote rigor in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will share strategies learned with the group during the strategy spotlight, as well as turn in those professional development certificates to the office</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent participation reports and surveys

Summative Evaluation: None





<p>Strategy 1: IMPACT ECHS will communicate with parents via parent e-mails, SchoolMessenger alerts, website postings, Tuesday Talks, Social Media and parent conferences.</p> <p>Strategy's Expected Result/Impact: Maintain an updated website Send out newsletters Utilize SchoolMessenger for calls/emails Post info on social media sites</p> <p>Staff Responsible for Monitoring: Principal Teachers Webmaster CTS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent/Community participation reports

Summative Evaluation: None

<p>Strategy 1: IMPACT will work with its Partner In Education 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.</p> <p>Strategy's Expected Result/Impact: Submit annual PIE report</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Keep sign-in sheets and agendas Offer presentations</p> <p>Staff Responsible for Monitoring: Principal Counselor Academic Dean College and Career Specialist Teachers Lee College</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Student assessment reports

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Review lesson plans and document those with integrated technology Document technology use in walk-throughs</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: Technology reports

Summative Evaluation: None

<p>Strategy 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 and outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Review lesson plans for technology collaboration Analyze and use information from copy of survey results Use walk-through data to target areas of teacher growth in technology</p> <p>Staff Responsible for Monitoring: Principal Campus Technology Specialist Academic Dean Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Tutorial Teacher Pay and Bus Transportation	SCE Funds	\$4,000.00
Sub-Total					\$4,000.00
Grand Total					\$4,000.00